Welcome from the Interim President

Whether you are a new student, returning student or just thinking of Eastern, you’ve picked a good place to start. In these pages you’ll find descriptions of more than 70 undergraduate majors, 50 graduate programs and a doctorate in physical therapy that have earned Eastern a listing in 201 Colleges for the Real World.

Dig a little deeper and you’ll soon see what sets the Eastern experience apart. It starts with our incredible faculty who bring more than just an advanced degree to the classroom. They’ve started their own businesses, helped coach Olympic athletes, authored award-winning books, performed across the country, helped teachers from Iraq and consulted with legislators.

As a student you’ll have the opportunity to learn together in classrooms with other students from a variety of backgrounds and countries—and to learn outside the classroom through internships, community research and service opportunities. At Eastern, we know you learn best when you are connected to what is important.

While many of our classes are held on our beautiful 300-acre residential Cheney campus, EWU is where you need it to be. Our business, professional and communication programs, among others, are in the heart of metropolitan Spokane and at the Riverpoint Higher Education Park. We also offer a growing list of degrees in partnership with eight community colleges across the state of Washington, including applied technology, interdisciplinary studies and business administration at Bellevue Community College.

No matter where you find Eastern, or what programs you choose, you can be sure you will be part of a learning community that is committed to helping you succeed. Welcome to Eastern!

Sincerely

Dr. Brian Levin-Stankevich
Interim President, Eastern Washington University
Eastern Washington University

Mission Statement

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

- an excellent student-centered learning environment;
- professionally accomplished faculty who are strongly committed to student learning;
- high-quality integrated, interdependent programs that build upon the region’s assets and offer a broad range of choices as appropriate to the needs of the University’s students and the region; and
- exceptional student support services, resources and facilities.
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DISCLAIMER
This catalog provides a general guideline of courses offered by Eastern Washington University. The classes and programs described herein are implemented at the sole discretion of EWU and are subject to change at any time without notice. Information contained on classes and programs are illustrative only and are not intended to create any contractual obligation or covenant with EWU.

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

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

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

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

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

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

As a leader in the life and culture of the region, Eastern enrolls students from nearly every state in the union and more than 20 countries. The diversity and vitality of the university community has as its foundation a talented and dedicated faculty. Three-quarters of Eastern’s full-time faculty hold doctoral degrees. Maintaining a student-to-faculty ratio of approximately 24:1, Eastern continues to offer small classes, personalized instruction and individual attention.

As the higher education provider of choice for more than 9,700 students, Eastern Washington University is a major force in the civic, cultural, scientific, and economic development of the state and region.
Accreditations

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

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

Athletic Training

The Bachelor of Science Degree in Athletic Training is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Graduates of the program are eligible to sit for the national certification examination administered by the National Athletic Training Association Board of Certification (NATABOC).

Business

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

Chemistry/Biochemistry

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

Communication Disorders

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

Computer Science

The bachelor of science in computer science degree is accredited by the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012, telephone (410) 347-7700.

Counseling, Educational and Developmental Psychology

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

Dental Hygiene

The Commission on Dental Accreditation of the American Dental Association has fully accredited Eastern’s undergraduate program in dental hygiene.

Engineering and Design

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

Mental Health Counseling

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

Music

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

Nursing

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

Occupational Therapy

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

Recreation and Leisure Services

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

School Counseling

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

School Psychology

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

Social Work

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

Teacher Education

The National Council for the Accreditation of Teacher Education and the Washington State Board of Education have accredited and fully approved Eastern’s teacher education program.

Urban and Regional Planning

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

www.ewu.edu
LOCATION FOR EASTERN

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

Riverpoint Higher Education Park

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

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

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

Spokane Intercollegiate Research and Technology Institute (SIRTI), 665 N. Riverpoint Blvd., Spokane, WA 99202: The first institute of its kind in the Pacific Northwest, SIRTI offers research and testing facilities to both private- and public-sector organizations exploring new products or manufacturing processes. Eastern’s Department of Computer Science offers some continuing education and graduate program courses in the SIRTI facility.

Statewide locations for Eastern

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

Bachelor of Arts in Business Administration, General Management: Bellevue
Bachelor of Arts in Interdisciplinary Studies: Bellevue
Bachelor of Science in Technology: Applied Technology Option: Bellevue, Seattle, and Vancouver
Bachelor of Science in Dental Hygiene: Lakewood, Seattle, Vancouver
Master of Education in Teaching K-8: Kent
Master of Social Work: Everett, Vancouver, Yakima
## ACADEMIC CALENDAR*

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<td>Financial aid applications due for 2006-07</td>
<td>Feb. 1</td>
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<td>Admission application or re-enrollment:</td>
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<tr>
<td>Undergraduate</td>
<td>March 1</td>
<td>Oct. 15, 05</td>
<td>Feb. 15</td>
<td>March 1</td>
<td>March 1</td>
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<td>Graduate – varies by program; see graduate program guidelines</td>
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<td>International – 6 months prior to start of intended quarter of entry</td>
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<td>All official transcripts received to register</td>
<td>April 15</td>
<td>Oct. 4, 05</td>
<td>Jan. 20</td>
<td>April 14</td>
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<tr>
<td>Priority registration begins for continuing students</td>
<td>May 16</td>
<td>*Nov. 10, 05</td>
<td>*Feb. 13</td>
<td>April 24</td>
<td>*May 15</td>
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<tr>
<td>Undergraduate degree application due</td>
<td>May 20, 05</td>
<td>Aug. 05, 05</td>
<td>Nov. 04, 05</td>
<td>Feb. 24, 06</td>
<td>May 26, 06</td>
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<tr>
<td>Registration for new, transfer, and former student returning</td>
<td>June 6</td>
<td>*Dec. 05, 05</td>
<td>*March 6, 06</td>
<td>*June 5, 06</td>
<td></td>
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<tr>
<td>Graduate degree application due</td>
<td>July 1</td>
<td>Sept. 30</td>
<td>Jan. 20</td>
<td>April 14</td>
<td>July 7</td>
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**Instruction begins** - (Fall begins on Wednesday)

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<td>Last day for Eaglenet transactions (no fees)</td>
<td>Sept. 27</td>
<td>Jan. 13</td>
<td>April 7</td>
<td>Sept. 26</td>
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<tr>
<td>Tuition and fees due</td>
<td>Sept. 27</td>
<td>Jan. 13</td>
<td>April 7</td>
<td>Sept. 26</td>
<td></td>
</tr>
<tr>
<td>Course fees to drop/register begin; last day for 100% refund for complete withdrawal</td>
<td>Sept. 28</td>
<td>Jan. 14</td>
<td>April 8</td>
<td>varies</td>
<td>Sept. 27</td>
</tr>
<tr>
<td>Last day to register/add classes or drop classes with no entry on transcript</td>
<td>Oct. 4</td>
<td>Jan. 23</td>
<td>April 14</td>
<td>varies</td>
<td>Oct. 3</td>
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<tr>
<td>50% refund for withdrawal ends</td>
<td>Oct. 20</td>
<td>Feb. 7</td>
<td>May 2</td>
<td>varies</td>
<td>Oct. 19</td>
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<tr>
<td>Last day for individual course withdrawal/ schedule change; grade option changes; “W” grade recorded on transcript</td>
<td>Nov. 10</td>
<td>Feb. 24</td>
<td>May 19</td>
<td>varies</td>
<td>Nov. 9</td>
</tr>
<tr>
<td>Last class day before final exams</td>
<td>Dec. 2</td>
<td>March 20</td>
<td>June 9</td>
<td>Aug. 16</td>
<td>Dec. 1</td>
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**Final exams**

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<tr>
<td>Quarter ends</td>
<td>Dec. 9</td>
<td>March 24</td>
<td>June 16</td>
<td>Aug. 18</td>
<td>Dec. 8</td>
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<tr>
<td>Commencement (Saturday)</td>
<td></td>
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<td>June 17</td>
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<tr>
<td>Graduate students last day to complete final comprehensive examination</td>
<td>Dec. 9</td>
<td>March 24</td>
<td>June 16</td>
<td>Aug. 18</td>
<td>Dec. 8</td>
</tr>
<tr>
<td>Graduate students submit 4 copies of approved thesis to Graduate Studies Office</td>
<td>Dec. 9</td>
<td>March 25</td>
<td>June 16</td>
<td>Aug. 18</td>
<td>Dec. 8</td>
</tr>
<tr>
<td><strong>Holidays</strong></td>
<td>Nov. 11</td>
<td>Nov. 24-25</td>
<td>Jan. 16</td>
<td>May 29</td>
<td>July 4</td>
</tr>
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<td></td>
<td>Nov. 11</td>
<td>Nov. 24-25</td>
<td>Jan. 16</td>
<td>May 29</td>
<td>July 4</td>
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<td>Nov. 10</td>
<td>Nov. 23-24</td>
<td>Nov. 10</td>
<td>Nov. 23-24</td>
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*Tentative Dates* — Also see the three-year calendar on the last page of this catalog.

Eastern offers regular classes on the quarter system, with three terms of 11 weeks in the fall, winter and spring during the academic year. Summer session begins in June and ends in August, providing eight weeks of intensive study.

[www.ewu.edu](http://www.ewu.edu)
Guide to Organization of this Catalog

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

How to read the course descriptions

1) Course Prefix — These letters indicate the subject area of the course.
2) Course Number — Eastern Washington University courses are numbered according to the following guidelines:
   Lower Division
   100-199 primarily for freshmen; may not be taken for graduate-level credit
   200-299 primarily for sophomores; may not be taken for graduate-level credit
   Upper Division
   300-399 primarily for juniors and seniors; may be used for graduate level credit only with the permission of the dean of Graduate and Undergraduate Studies
   400-499 primarily for seniors; graduate students may count a limited number of credits from graded courses, only with program approval
   Graduate Level
   500-599 graduate level; senior undergraduates may enroll only with permission of both the department chair and dean of Graduate and Undergraduate Studies
   600-699 graduate level only
   700-799 doctoral level only
   At all levels, course numbers ending in 95 through 99 indicate special courses, with the particular subject matter varying from quarter to quarter. All departments may offer these types of courses, but not all may be listed in this catalog. Check with the individual program for the availability of special courses.
   95 internships
   96 experimental courses
   97 workshops, short courses, conferences
   98 seminars
   99 independent and directed study

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

Other notations may be included for some courses:
- Grade Type
- Courses designated for General Education Requirements
- Cross-listing
## PROGRAMS OF STUDY

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<tr>
<th>Program</th>
<th>College/School of</th>
<th>Bachelor's</th>
<th>Minor</th>
<th>Teaching Endorsement/Certification</th>
<th>Master's</th>
<th>Doctorate</th>
<th>Certificate</th>
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<td>AFRICAN AMERICAN EDUCATION</td>
<td>SW</td>
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<td>Undergraduate minor: African American Studies</td>
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<td>AGING STUDIES</td>
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<td>Undergraduate minor: Aging Studies</td>
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<td>ALCOHOL/DRUG STUDIES</td>
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<td>Undergraduate minor: Alcohol/Drug Counseling and Prevention</td>
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<td>ANTHROPOLOGY</td>
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<td>Undergraduate major: Anthropology</td>
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<td>ART</td>
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<td>Undergraduate majors: Art History; Studio Art; Visual Arts/Elementary; Visual Arts/Secondary</td>
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<td>BIOLOGY</td>
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<td>Undergraduate majors: Biology; Biology with Biochemistry/Biotechnology Option; Biology with Pre-med/Pre-dent/Pre-vet Option; Biology Secondary</td>
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<td>Undergraduate minors: Biology; Biology Secondary; Health Science</td>
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<td>Endorsement: General Science/Add-on</td>
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<td>Graduate: Biology</td>
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<td>BUSINESS</td>
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<td>Undergraduate majors: Business Administration: Economics, Finance, General Management; Human Resource Management; Management Information Systems; Marketing; Operations Management; Professional Accounting; Business Education/Secondary</td>
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<td>Endorsements: Business Education/Add-on; Marketing Education/Add-on</td>
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# Programs of Study

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<th>Master’s</th>
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## Communication Disorders
- Undergraduate Major: Communication Disorders
- Undergraduate Minor: Communication Disorders
- Graduate: Communication Disorders

## Communication Studies
- Undergraduate Majors: Communication Studies, Communication Studies in Public Relations Option
- Undergraduate Minor: Communication Studies
- Graduate: Communications

## Computer Science
- Undergraduate Majors: Computer Information Systems, Computer Science; Multimedia Programming and Development Option; Theory Option
- Undergraduate Minors: Computer Applications; Computer Information Systems; Computer Science; Multimedia and Web Design, Multimedia Programming
- Graduate: Computer and Technology Supported Education; Computer Science: Computational Systems Option; Computer Science: Software Systems Option

## Counseling, Educational and Developmental Psychology
- Undergraduate Majors: Applied Developmental Psychology; Child Development/Elementary; Dual Primary Endorsement Program in Special Education and Elementary Education; Special Education; Special Education with Early Childhood Special Education Option
- Undergraduate Minors: Counseling, Educational and Developmental Psychology; Early Childhood Special Education; Special Education
- Graduate: Applied Psychology: Mental Health Counseling Emphasis; Applied Psychology: School Counseling Emphasis; School Psychology; Special Education

## Criminal Justice
- Undergraduate Major: Criminal Justice
- Undergraduate Minor: Criminal Justice

## Dental Hygiene
- Undergraduate Major: Dental Hygiene

## Earth Science
- Undergraduate Major: Earth Science/Secondary
- Undergraduate Minor: Earth Science/Secondary
- Endorsement: General Science/Add-on Endorsement

## Economics
- Undergraduate Majors: Economics; Economics with a Mathematics Option
- Undergraduate Minors: Economics; General Education Economics

## Education
- Undergraduate Major: Reading/Elementary or Secondary
- Undergraduate Minors: Early Childhood Education/Elementary; Gifted/Talented Education/Elementary; Library Media/Elementary or Secondary; Reading/Elementary or Secondary
- Endorsements: Elementary Education/Add-on; Residency Teaching Certification; Professional Certifications for Teachers, ESAs and Administrators (Principal)
- Graduate: Adult Education; Curriculum and Instruction; Curriculum Development Emphasis; Curriculum and Instruction: Early Childhood Education Emphasis; Curriculum and Instruction: Elementary Teaching Emphasis; Curriculum and Instruction: Interdisciplinary Emphasis; Educational Leadership; Foundations of Education; Instructional Media and Technology; Literacy Specialist; Secondary Teaching; Teaching K-8

## Electronic Media, Theatre and Film
- Undergraduate Major: Electronic Media and Filmmic Arts
# PROGRAMS OF STUDY

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### PROGRAMS OF STUDY

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<td>Graduate: Physical Education: Administration/Pedagogy Option; Physical Education: Exercise Science Option; Physical Education: Sports and Exercise Psychology Option</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
## Programs of Study

<table>
<thead>
<tr>
<th>College/School of</th>
<th>Bachelor’s</th>
<th>Minor</th>
<th>Teaching Endorsement/Certification</th>
<th>Master’s</th>
<th>Doctorate</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHYSICAL THERAPY</strong></td>
<td>ST</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate: Physical Therapy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **PHYSICS** | ST |       |           |          |           |
| Undergraduate majors: Physics, Physics/Secondary |
| Undergraduate minors: Physics, Physics/Secondary |
| Endorsement: General Science/Add-on Endorsement |

| **PSYCHOLOGY** | SB |       |           |          |           |
| Undergraduate majors: Psychology |
| Undergraduate minors: Psychology, Psychology/Elementary |
| Graduate: Psychology: Clinical Emphasis, Psychology: General/Experimental Emphasis, School Psychology |
| Graduate Certificate: Post-Master’s School Psychology (joint program with Washington State University) |

| **PUBLIC ADMINISTRATION** | BN |       |           |          |           |
| Graduate: Public Administration |
| Graduate Certificate: Public Management Development |

| **RELIGIOUS STUDIES** | AL |       |           |          |           |
| Undergraduate minor: Religious Studies |

| **SOCIAL STUDIES** | SB |       |           |          |           |
| Undergraduate majors: Social Studies/Elementary, Social Studies/Secondary |
| Endorsement: Social Studies/Add-On Endorsement |

| **SOCIAL WORK** | SW |       |           |          |           |
| Undergraduate major: Social Work |
| Graduate: Social Work, Social Work: Advanced Standing |

| **SOCIOLOGY** | SB |       |           |          |           |
| Undergraduate major: Sociology |
| Undergraduate minor: Sociology |

| **THEATRE** | AL |       |           |          |           |
| Undergraduate major: Theatre |
| Undergraduate minors: Theatre, Theatre/Elementary or Secondary |

| **URBAN AND REGIONAL PLANNING** | BN |       |           |          |           |
| Undergraduate major: Urban and Regional Planning |
| Undergraduate minor: Urban and Regional Planning |
| Graduate: Urban and Regional Planning |

| **WOMEN’S STUDIES** | SB |       |           |          |           |
| Undergraduate minor: Women’s Studies |
| Certificates: Gender Studies Certificate |

### “Finish in Four” at Eastern

Eastern Washington University has developed its Finish in Four Website (finishinfour.ewu.edu) to highlight programs that can be completed in four years. The University has many undergraduate programs of study that can be completed in four years. In order to provide students with guidance in course selection, a website has been developed showing some of the majors that can be completed in four years and a tentative course schedule that can be used as a guide for degree completion. There are several factors that may cause a student to extend his or her stay at the University. These include changing majors, repeating courses, and not enrolling for a full load of courses each quarter. Students are encouraged to regularly seek the advice of faculty in the department of the major and use the link above to view academic plans for some of our “finish-in-four” majors.
Colleges/School - Departments

AL - ARTS AND LETTERS - Dean Philip Castille
Art
Electronic Media Theatre and Film
English
Modern Languages and Literatures and Philosophy
Music

BN - BUSINESS AND PUBLIC ADMINISTRATION - Dean Dolores Martin
Accounting and Information Systems
Management
Urban Planning, Public and Health Administration

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

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

ST - SCIENCE, MATHEMATICS AND TECHNOLOGY - Dean Raymond Soltero

INTERCOLLEGIATE COLLEGE OF NURSING - Dean Dorothy Detlor
Biology
Chemistry and Biochemistry
Communication Disorders
Computer Science
Dental Hygiene
Engineering and Design
Geology
Mathematics
Nursing
Occupational Therapy
Physical Therapy
Physics

SW - SCHOOL OF SOCIAL WORK AND HUMAN SERVICES - Dean Michael Frumkin

Colleges/School - Subject Codes

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

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

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

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

ST - SCIENCE, MATHEMATICS AND TECHNOLOGY - Dean Raymond Soltero
ASL (American Sign Language), BIOL (Biology), CHEM (Chemistry) COMD (Communication Disorders), CPLA (Computer Literacy and Applications), CSCE (Computer Science Education), DNHY (Dental Hygiene), ENGR (Engineering), ENVSC (Environmental Science), FNDT (Food and Nutrition/Dietetics), GEOL (Geology), MATH (Mathematics), NTSC (Natural Science), NURS (Nursing), OCTH (Occupational Therapy), PHTH (Physical Therapy), PHYS (Physics), SCED (Science Education), TECH (Technology)

SW - SCHOOL OF SOCIAL WORK AND HUMAN SERVICES - Dean Michael Frumkin
AAST (African American Studies), ADST (Alcohol/Drug Studies), AGST (Aging Studies), CHST (Chicano Studies), IDST (Indian Studies), SOWK (Social Work)
Colleges/School - Programs/Majors/Options/Minors/Endorsements/Certifications/Certificates

AL - ARTS AND LETTERS - Dean Philip Castille

Undergraduate:
Art: Bachelor of Fine Arts; Art History; Art Minor; Art/Elementary or Secondary Minor; Electronic Media and Filmic Arts; English as a Second Language Minor; English Minor: General Interest Option; English Minor: Technical Writing Option; English/Elementary; English/Secondary; English/Secondary Minor; English: Creative Writing Option; English: Literary Studies Option; English: Technical Communications Option; French; French/Elementary or Secondary; German Minor; German/Elementary or Secondary Minor; Humanities; Humanities Minor; Japanese Minor; Journalism Minor; Journalism: Computer Science Option; Journalism: News Editorial Option; Journalism: Public Relations Option; Journalism Technology Option; Music Minor; Music: Broad Area Option/Elementary or Secondary Minor; Music: Choral Music Option/Elementary or Secondary Minor; Music: Instrumental Music Option/Elementary or Secondary Minor; Music: Instrumental Performance Option; Music: Instrumental, Choral, General/Elementary or Secondary; Music: Liberal Arts Option; Music: Music Composition Option; Music: Piano Performance Option; Music: Vocal Performance Option; Philosophy Minor; Religious Studies Minor; Spanish; Spanish Minor; Spanish/Elementary or Secondary Minor; Studio Art; Theatre; Theatre Minor; Theatre/Elementary or Secondary Minor; Visual Arts/Elementary; Visual Arts/Secondary

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

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

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

BN - BUSINESS AND PUBLIC ADMINISTRATION - Dean Dolores Martin

Undergraduate:

Graduate:
Business Administration; Public Administration; Urban and Regional Planning

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

Certificates
Graduate Certificate in Health Service Administration; Graduate Certificate in Public Management Development

EH - EDUCATION AND HUMAN DEVELOPMENT - Dean Valerie Appleton

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

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

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

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

www.ewu.edu
**Colleges/School - Programs/Majors/Options/Minors/Endorsements/Certifications/Certificates**

**SB - SOCIAL AND BEHAVIORAL SCIENCES** - Dean Vickie Shields

**Undergraduate:**
- Anthropology; Anthropology Minor; Communication Studies; Communication Studies: Public Relations Option; Communication Studies Minor; Criminal Justice; Criminal Justice Minor; Economics; Economics Minor; General Education Economics Minor; Economics: Mathematics Option; Geography; Geography Minor; Government; Government: Pre-law Option; History; History Minor; History/Secondary; History/Secondary Minor; Interdisciplinary Studies: Interdisciplinary Option; Interdisciplinary Studies: Liberal Arts Option; Interdisciplinary Studies: Prior Learning Option; International Affairs; Linguistics Minor; Military Science; Military Science Minor; Psychology; Psychology Minor; Psychology/Elementary Minor; Social Studies/Elementary; Social Studies/Secondary; Sociology; Sociology Minor; Women's Studies Minor

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

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

**Certificates**
- Gender Studies; Geographic Information Systems; EWU-WSU Post-Master's School Psychology

**ST - SCIENCE, MATH AND TECHNOLOGY** - Dean Raymond Soltero

/INTERCOLLEGIATE COLLEGE OF NURSING - Dean Dorothy Detlor

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

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

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

**SW - SCHOOL OF SOCIAL WORK AND HUMAN SERVICES** - Dean Michael Frumkin

**Undergraduate:**
- African American Studies Minor; Aging Studies (Interdisciplinary) Minor; Alcohol/Drug Counseling and Prevention Minor; Chicano Studies Minor; Indian Studies Minor; Social Work

**Graduate:**
- Social Work; Social Work: Advanced Standing
TUITION, FEES AND REFUNDS

At the time of publication, The Board of Trustees had not set tuition rates for the 2005-2006 Academic Year. EWU will be posting the new tuition rates on the website www.ewu.edu/x626.xml as soon as they are made available. If you have questions or concerns, call Student Financial Services at (509) 359-6372.

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

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

Tuition and fees for 2004-2005 are listed below, and EWU will be posting the new tuition and fees rates on the website as soon as they are made available. Call Student Financial Services at (509) 359-6372 with questions on tuition rates.

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

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

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

Quarter Tuition Schedule for 2004-2005

<table>
<thead>
<tr>
<th>UNDERGRADUATE</th>
<th>Resident</th>
<th>Non-resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-18 credits</td>
<td>$1,274.00</td>
<td>$4,433.00</td>
</tr>
<tr>
<td>Additional Fee Per Credit</td>
<td>113.50</td>
<td>429.60</td>
</tr>
<tr>
<td>Part-time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 credits</td>
<td>1,146.60</td>
<td>3,989.70</td>
</tr>
<tr>
<td>8 credits</td>
<td>1,019.20</td>
<td>3,546.40</td>
</tr>
<tr>
<td>7 credits</td>
<td>891.80</td>
<td>3,103.10</td>
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<tr>
<td>6 credits</td>
<td>764.40</td>
<td>2,659.80</td>
</tr>
<tr>
<td>5 credits</td>
<td>637.00</td>
<td>2,216.50</td>
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<tr>
<td>4 credits</td>
<td>509.60</td>
<td>1,773.20</td>
</tr>
<tr>
<td>3 credits</td>
<td>382.20</td>
<td>1,329.90</td>
</tr>
<tr>
<td>2 credits</td>
<td>254.80</td>
<td>886.60</td>
</tr>
<tr>
<td>* 1 credit</td>
<td>254.80</td>
<td>886.60</td>
</tr>
<tr>
<td>per credit</td>
<td>127.40</td>
<td>443.30</td>
</tr>
</tbody>
</table>

*Part-time students are charged for a minimum of two credits. Part-time students (1-5 credits) may purchase the optional student health coverage.

<table>
<thead>
<tr>
<th>GRADUATE</th>
<th>Resident</th>
<th>Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-18 credits</td>
<td>$1,924.00</td>
<td>$5,695.00</td>
</tr>
<tr>
<td>Additional Fee Per Credit</td>
<td>179.10</td>
<td>556.40</td>
</tr>
<tr>
<td>Part-time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 credits</td>
<td>1,731.60</td>
<td>5,125.50</td>
</tr>
<tr>
<td>8 credits</td>
<td>1,539.20</td>
<td>4,556.00</td>
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<tr>
<td>7 credits</td>
<td>1,346.80</td>
<td>3,986.50</td>
</tr>
<tr>
<td>6 credits</td>
<td>1,154.40</td>
<td>3,417.00</td>
</tr>
<tr>
<td>5 credits</td>
<td>962.00</td>
<td>2,847.50</td>
</tr>
<tr>
<td>4 credits</td>
<td>769.60</td>
<td>2,278.00</td>
</tr>
<tr>
<td>3 credits</td>
<td>577.20</td>
<td>1,708.50</td>
</tr>
<tr>
<td>2 credits</td>
<td>384.80</td>
<td>1,139.00</td>
</tr>
<tr>
<td>* 1 credit</td>
<td>384.80</td>
<td>1,139.00</td>
</tr>
<tr>
<td>per credit</td>
<td>192.40</td>
<td>569.50</td>
</tr>
</tbody>
</table>

www.ewu.edu

Special Fees and Charges 2004-2005

Special fees and charges are not applicable to all students.

| ACT (American College Test) | $30.75 |
| Application Fees: | |
| Undergraduate — New Student | 35.00 |
| Undergraduate — Returning Former Student | 35.00 |
| Graduate | 35.00 |
| Graduate Non-degree | 25.76 |
| Certification Fees: | |
| Initial 1978 Guidelines (4 years) | 27.45 |
| Initial 1978 Guidelines (3-year renewal) | 21.96 |
| Additional Endorsement | 21.96 |
| Initial Principal or EAS | 43.93 |
| Continuing/Standard Certificate | 82.57 |
| Course Audit | 27.46 |
| Degree (Application to graduate) | |
| Late Degree Application - Graduate | 10.30 |
| Departmental Admission Fees | 27.45 |
| Communication Disorders | 75.00 |
| Physical Therapy | 16.47 |
| Diploma Reorder | 27.46 |
| Disciplinary | Varies |
| EWU EagleCard Replacement | 15.00 |
| Fingerprint Background Check | 53.00 |
| Fingerprinting | 10.00 |
| Late Registration Fee (per course) | 10.98 |
| Late Payment Fee | 50.00 |
| Placement File | 27.46 |
| Placement Mailing List | 27.46 |
| Refund Clerical Fee (student-initiated refunds only) | 10.98 |
| Returned Check Charge | 25.00 |
| Schedule Change Fee (per course) Drop / Add | 21.97 |
| Student Health Clinic (mandatory) | 37.34 |
| Health and Wellness Fee (mandatory) | 75.49 |
| Student Technology Fee (mandatory) | 35.00 |
| Transcript | 5.49 |
| Instant Transcript FAX (1-day service) | 10.98 |
| Washington Student Lobby | 2.00 |
| English Placement Testing | 10.00 |
| Math Placement Testing | 15.00 |
| CPLA Placement Testing | 8.00 |

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

Tuition Pay (Payment Options)

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

For questions, additional information or assistance in completing an enrollment form, call Tuition Pay at 1 (888) 664-6082 for help from a Tuition Pay specialist. Website: www.Tuitionpay.com

Third-party Billing

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

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

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

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

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

For assistance, call Student Financial Services, (509) 359-6372.
Refund Policy

In accordance with federal regulations, Eastern Washington University's refund policy for the 2004-2005 Academic Year was as follows:

FOR COMPLETE WITHDRAWALS FROM THE QUARTER:

<table>
<thead>
<tr>
<th>Withdraw Date</th>
<th>Refund Less Percentage</th>
<th>Withdrawal Fee of</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you withdraw on or before 1st-6th day of term</td>
<td>100%</td>
<td>$00.00</td>
</tr>
<tr>
<td>If you withdraw 7th-22nd</td>
<td>50%</td>
<td>$00.00</td>
</tr>
<tr>
<td>If you withdraw on or after 23rd-31st day of term</td>
<td>0%</td>
<td>$00.00</td>
</tr>
</tbody>
</table>

FOR DROPPED/WITHDRAWN COURSES:

<table>
<thead>
<tr>
<th>Drop/Withdrawal Course Date</th>
<th>Refund Percentage</th>
<th>Drop/Withdrawal Course Fee (per course)</th>
</tr>
</thead>
<tbody>
<tr>
<td>For dropped courses on or before 1st-6th day of the term</td>
<td>100%</td>
<td>$0.00</td>
</tr>
<tr>
<td>For dropped courses 7th-22nd day of term</td>
<td>50%</td>
<td>$21.97</td>
</tr>
<tr>
<td>For dropped courses 23rd to end of term</td>
<td>0%</td>
<td>$21.97</td>
</tr>
</tbody>
</table>

For questions regarding how a drop in credit hours or a complete withdrawal will affect your student account, please call (509) 359-6372. Examples of Eastern Washington University refund policy can be obtained by contacting the Student Financial Services Office, (509) 359-6372.

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

Other Refund Information

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

Office of Admissions
101 Sutton Hall
Cheney, WA 99004-2447
(509) 359-2397
fax (509) 359-6692
admissions@mail.ewu.edu

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

Application Information: Applicants for undergraduate studies are reviewed individually. Each category of undergraduate applicant — freshmen, former students, international, non-traditional and post-baccalaureate, transfer, and student athletes — is listed alphabetically below, has specific requirements. Review the information and definitions of each category before completing an application.

Eastern Washington University’s Undergraduate Admissions Application may be accessed through EagleNet on the EWU web page at www.ewu.edu in both electronic and downloadable form. The electronic application is recommended for speed of processing and reply time. A hard copy application packet may also be requested by phoning the Office of Admissions at (509) 359-2397. Complete paper applications should be mailed with official copies of all high school and college transcripts, official Scholastic Aptitude Tests (SAT) or American College Testing (ACT) scores, and the non-refundable application fee to the Office of Admissions, 101 Sutton Hall, Eastern Washington University, Cheney, WA 99004-2447.

Admission Requirements and Categories

Freshman Admission

Definition: For purposes of admission criteria, a freshman applicant, regardless of any college credits earned while in high school, is either:

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

Required Records: All applicants defined as freshmen must submit:

- an official high school transcript;
- a college transcript of any courses completed while in high school;
- an official Scholastic Aptitude Test (SAT) or American College Test (ACT) score, either directly from the testing agency or recorded on an official high school transcript.

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

Deadlines: Priority application dates for freshmen are:

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

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

Note: See the section on Financial Aid and Scholarships for priority consideration deadlines for financial aid.

Automatic Admission for Freshmen: A freshman applicant is automatically admitted if he or she has met Eastern’s current Admissions Index and has completed the required academic core courses. The Admissions Index is calculated using the Higher Education Coordinating Board (HECB) tables, which assigns an index number on a scale of high school GPA and Scholastic Aptitude Test (SAT) or American College Test (ACT) composite scores. The highest single composite SAT or ACT score is used to determine the Index. Sub scores from different SAT or ACT test results cannot be combined into a composite test score. See the admissions site at www.ewu.edu or the application packet for more information.

Academic Core Courses: The minimum years of study or units in high school subjects required for admission to Eastern are:

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

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

Exceptions to Automatic Admission for Freshmen

For further information on the exceptions and admission requirements, call the Office of Admissions at (509) 359-2397.

Exceptions to Core Course or Index Requirements: Eastern admits a limited number of applicants each year who have not met the core requirements, or who have not met the minimum Admissions Index. A maximum 15% of all incoming freshmen may be admitted annually under exception guidelines. Students who are admitted without completing the high school core courses may be required to complete specific courses at EWU. For example, a student deficient in high school foreign language may be required to complete foreign language at the 103 level at EWU. Some students may be admitted with the condition that they complete a core course during the summer prior to entering EWU. See the information on Comprehensive Review for the application process.

Note: U.S. citizens educated in non-English speaking countries whose first language is not English and whose course work is not in alignment with our freshman admission criteria will go through comprehensive review.

Educational Opportunity Program (EOP) Admission: Applicants meeting specific requirements may be admitted to Eastern through EOP. Admission through EOP will be determined as part of the Comprehensive Review Program described below in detail. The Academic Support Center provides tutoring and academic assistance to EOP students. Applicants through EOP are considered under the following guidelines. The applicant:

- does not meet automatic admission criteria;
- is a first-generation baccalaureate student;
- has financial need;
- identifies special circumstances which have adversely affected academic performance.

General Education Diploma: Eastern will accept the General Education Diploma (GED) in lieu of high school graduation. Applicants who have completed the General Education Diploma must have achieved a minimum score of 50 with no score lower than 45 in any subject area. An official SAT or ACT score is also required to be considered for admission. GED recipients will be reviewed through the Comprehensive Review Program.

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Homeschooled Students: Applicants must present evidence of the completion of the academic core courses or their equivalents or a GED as proof of high school completion. An SAT or ACT score is also required. Most homeschooled students will be reviewed through the Comprehensive Review Program.

Comprehensive Review Program:
Applicants who are not offered automatic admission may go through the Comprehensive Review process. Applicants seeking admission to Eastern through Comprehensive Review are advised to submit a personal statement and at least two letters of recommendation to the Office of Admissions. Among the factors considered by the review committee are special abilities (leadership, arts), unique experiences or backgrounds (overseas travel/living, involvement in national organizations), special circumstances that have adversely affected academic performance (family situations, personal adversity, economic disadvantage, linguistic transitions), and evidence of maturity and motivation. Applicants who are admitted through Comprehensive Review have the same status as a regularly admitted student unless specific conditions are stipulated by the review committee.

Former Student Admission
Definition: A former student is defined as any applicant who was previously admitted and enrolled at Eastern, but who subsequently interrupted his or her enrollment.

Required Records: Former students as defined above are required to submit a Former Student Returning Application available from the Office of Admissions or apply online at www.ewu.edu. Submit official transcripts from any two-year colleges or four-year institutions attended since the last enrollment at Eastern. A nonrefundable application fee is required for all former students who have not been enrolled in Eastern classes for more than three quarters.

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

Note: Students who were academically dismissed from Eastern must apply for reinstatement to good academic standing by contacting the General Undergraduate Academic Advising Office at (509) 359-2345.

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

International applicants are advised to review the requirements provided with the application forms at http://www.ewu.edu/ieo or to call (509) 359-2331. The International Education Office will assist prospective undergraduate students in determining the appropriate entry level (freshman or transfer) based on their academic records. Graduate students should contact the Graduate Studies Office directly at: http://grad.ewu.edu or (509) 359-6297, and see the information below on graduate admission.

Required Records: Official transcripts from all colleges and universities (both foreign and within the U.S.) must be submitted directly from those institutions to the EWU International Education Office for evaluation. Applicants whose foreign transcripts cannot be verified will need to submit documents to World Education Services or another evaluation service for evaluation and verification. In addition, international students will be required to submit evidence of financial support or scholarship prior to evaluation and verification. In addition, international students will be required to submit evidence of financial support or scholarship prior to evaluation and verification. International students will be required to submit evidence of financial support or scholarship prior to evaluation and verification.

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

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

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

Non-traditional (Adult) Student Admission and Post-baccalaureate Admission
Definition: An adult student for purposes of admission is defined as an applicant 25 years of age or older who meets neither the high school admission criteria nor the transfer admission criteria for students with fewer than 40 credits.

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

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

Submit application materials to the Office of Admissions at the address listed at the top of this section of the catalog.

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

Post-baccalaureate Applicant
Definition: Applicant with an undergraduate degree who is seeking course work toward a second bachelor’s degree, a teacher certification or other course work that is not part of any Eastern graduate program.

Required Records: All applicants defined as post-baccalaureates must submit official university or college transcripts documenting their undergraduate degrees.

Deadlines for International Applicants: Priority consideration for international students requires that complete applications be received at least five months prior to the start of the quarter of intended entry. Due to the time required for securing a student visa in each country, earlier application may be advised. For current information on tuition, fees, and estimated expenses, see http://iss.ewu.edu/prospective/admission.html
Any falsification of information on the application or failure to submit required documents may result in the denial of the application, future admission decision(s) being rescinded, or subsequent dismissal from the University (WAC 172-120-040-1).

**Running Start**

**Definition:** Anyone currently in high school who is participating in Running Start.

Admission to Running Start: Eastern is recognized as a Running Start institution by the Washington Department of Education. Eligible high school students may enroll in courses at EWU on a full- or part-time basis to meet high school requirements and earn college credit. Students must meet the minimum admission criteria, which may include SAT or ACT scores. Students interested in enrolling in Running Start through Eastern should contact their high school guidance office or the Running Start Coordinator at Eastern Washington University at (509) 359-6060.

**Applicants to Eastern with Running Start Credits:** Applicants with Running Start credits who are still in high school must meet all freshman admission criteria as defined above, and have a cumulative college GPA of 2.0 or better. Applicants to Eastern who have enrolled in another college or university after high school graduation must meet all transfer admission criteria. In general, college credits earned by students through Running Start in the State of Washington are treated as transfer credits, as they are recorded on the official transcript of the college where the work was completed.

**Student Athletes**

Student athletes must meet the NCAA Clearinghouse requirements for admission. For additional information, see www.ncaa.org, call (800) 638-3731, or the NCAA’s phone number (915) 339-1906.

**Transfer Admission**

Eastern Washington University welcomes transfer students from two- and four-year institutions of higher education.

**Definition:** Eastern defines a transfer applicant as anyone who has:

- graduated high school and is currently enrolled in a community college or four-year institution with course work transferable to Eastern or

- transferable college-level credit earned after high school graduation.

**Required Records:** All transfer applicants must provide official high school transcripts and college transcripts from each two-year college or four-year institution showing a minimum cumulative GPA of a 2.0 in all transferable college-level credits. At the time of application to Eastern, transfer applicants are evaluated in one of two ways:

1. Transfer applicants with fewer than 40 quarter hours of transferable college credit at the time of entry must:
   - satisfy the high school core course requirement, Admissions Index, and have a 2.0 cumulative GPA in all transferable college-level courses.
2. Transfer applicants with 40 or more quarter hours of transferable college credit at the time of entry must:
   - show a minimum 2.0 cumulative GPA in all transferable college-level course work, including completion of the highest precollege-level English course with a minimum 2.0, and completion of intermediate algebra course with a minimum 2.0.

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

**Deadlines for Transfer Applicants:** Priority transfer application dates are:

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

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

**Automatic Admission for Transfer Applicants**

Transfer applicants who satisfy the standards for admission listed above, and who meet the priority application deadlines are automatically admissible.

**Comprehensive Review Program**

Transfer applicants who do not meet automatic admission criteria may be considered under the Comprehensive Review Program. Applicants seeking admission to Eastern through Comprehensive Review are advised to submit a personal statement and at least two letters of recommendation to the Office of Admissions. Among the factors considered by the review committee are special abilities (leadership, arts), unique experiences or backgrounds (overseas travel/living, involvement in national organizations), special circumstances that have adversely affected academic performance (family situations, personal adversity, economic disadvantage, linguistic transitions), and evidence of maturity and motivation. Applicants who are admitted through Comprehensive Review will have the same status as a regularly admitted student unless specific conditions are stipulated by the review committee.

**Transfer Agreements:** Eastern participates in transfer agreements with community colleges in Washington State and select Idaho and Montana community colleges. Graduates of these colleges who complete a direct-transfer associate degree are admitted to Eastern with junior standing and will have satisfied Eastern’s lower division general education requirements. For degree requirements and University Graduation requirements see the section of the catalog on Undergraduate Degree Requirements and consult with a departmental academic advisor.

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

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

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

No more than 155 credits (lower- or upper-division) may be accepted in transfer for a bachelor's degree. Transfer credit shall be accepted for upper-division credit only when earned at an accredited four-year, degree-granting institution as upper-division credit.

**www.ewu.edu**
### Institutions and Degrees that Fulfill the Direct Transfer Agreement Guidelines

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

### Transfer Credit and Evaluation of Other Forms of College Credit

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

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

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

- **Foreign Educational Credentials**: Students interested in information about credit awarded for selected foreign educational credentials should contact a Credentials Evaluator in the Office of Admissions (509) 359-2397.

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

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

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

- **Note**: For information on evaluation of experience for credit, see the information under Interdisciplinary Studies in the alphabetical academic program listings in the center of the catalog.

### Graduate Admission:

For information about graduate programs and admission requirements please see the information in this catalog under Graduate Admission, visit http://grad.ewu.edu or call the Graduate Studies Office in 206 Showalter Hall, (509) 359-6297.
## Sources of Credit

### Advanced Placement Exam

<table>
<thead>
<tr>
<th>Subject</th>
<th>AP Score</th>
<th>Credit Awarded</th>
<th>EWE Equivalent/Elective Credit Granted</th>
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</thead>
<tbody>
<tr>
<td>Art</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History of Art</td>
<td>5</td>
<td>5</td>
<td>Art 213 (equivalent)</td>
</tr>
<tr>
<td>Studio Art-Drawing Portfolio</td>
<td>5</td>
<td>5</td>
<td>Art 396 (elective)</td>
</tr>
<tr>
<td>Studio Art-General Portfolio</td>
<td>5</td>
<td>5</td>
<td>Art 396 (elective)</td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4, 5</td>
<td>12</td>
<td>Biology 171, 172 and 173</td>
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<tr>
<td>Chemistry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>5</td>
<td>Chemistry 151</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>10</td>
<td>Chemistry 151, 152</td>
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<tr>
<td></td>
<td>5</td>
<td>15</td>
<td>Chemistry 151, 152 and 153</td>
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<tr>
<td>Computer Science A</td>
<td>3</td>
<td>5</td>
<td>Computer Science 225 is awarded upon completion of Computer Science 226 with a grade of 2.5 or higher.</td>
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<tr>
<td></td>
<td>4, 5</td>
<td>5</td>
<td>Computer Science 225</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td></td>
<td>Computer Science 226 is awarded upon completion of Computer Science 326 with a grade of 2.5 or higher.</td>
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<tr>
<td>Economics-Microeconomics</td>
<td>4</td>
<td>5</td>
<td>Economics 200</td>
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<tr>
<td>Economics-Macroeconomics</td>
<td>4</td>
<td>5</td>
<td>Economics 201</td>
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<tr>
<td>English Lang/Comp</td>
<td>3</td>
<td>5</td>
<td>Placement in English 201</td>
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<tr>
<td></td>
<td>4</td>
<td>5</td>
<td>English Composition clearance and English 201</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>10</td>
<td>English Composition clearance and English 101 and 201</td>
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<tr>
<td>English Lit and Comp</td>
<td>3</td>
<td>5</td>
<td>Placement in English 201</td>
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<td>4</td>
<td>5</td>
<td>English 170</td>
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<td></td>
<td>5</td>
<td>10</td>
<td>Humanities 210 and 211</td>
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<tr>
<td>Government and Politics:</td>
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<tr>
<td>Comparative</td>
<td>3</td>
<td>5</td>
<td>Government 203</td>
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<tr>
<td>U.S.</td>
<td>3</td>
<td>5</td>
<td>Government 100</td>
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<tr>
<td>History</td>
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<tr>
<td>European</td>
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<td>5</td>
<td>History 105</td>
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<td></td>
<td>5</td>
<td>10</td>
<td>History 105 and 106</td>
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<tr>
<td>United States</td>
<td>3, 4</td>
<td>5</td>
<td>History 110</td>
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<tr>
<td></td>
<td>5</td>
<td>10</td>
<td>History 110 and 305</td>
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<tr>
<td>Mathematics:</td>
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<tr>
<td>Calculus AB</td>
<td>3, 4, 5</td>
<td>5</td>
<td>Math 161 is awarded upon completion of Math 162 with a grade of 2.0 or higher.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Math 161 is awarded upon completion of Math 162 with a grade of 2.0 or higher.</td>
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<td></td>
<td>Math 161 and 162 are awarded upon completion of Math 163 with a grade of 2.0 or higher.</td>
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<tr>
<td>Statistics AP</td>
<td>3, 4, 5</td>
<td>5</td>
<td>Math 115 satisfies mathematical reasoning requirement.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Satisfies prerequisites for Math 386</td>
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<td>Modern Languages and Literatures:</td>
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<tr>
<td>French</td>
<td>3</td>
<td>5</td>
<td>French 201</td>
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<td>Russian 201</td>
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<tr>
<td>Music</td>
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<tr>
<td>Music Theory</td>
<td>3</td>
<td>5</td>
<td>Music 101, 102, 103, 201, 202 and 203</td>
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</table>

### International Baccalaureate

<table>
<thead>
<tr>
<th>IB Course Higher Level Exam Minimum Score</th>
<th>EWE Equivalent/ Elective Credit</th>
<th>Number of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art/Design</td>
<td>Art 107 (equivalent)</td>
<td>5</td>
</tr>
<tr>
<td>Biology</td>
<td>Biology 171, 172 and 173</td>
<td>12</td>
</tr>
<tr>
<td>Economics</td>
<td>Economics 200, 201</td>
<td>10</td>
</tr>
<tr>
<td>History</td>
<td>History 106</td>
<td>5</td>
</tr>
<tr>
<td>History of Africa</td>
<td>History 345</td>
<td>5</td>
</tr>
<tr>
<td>History of the Americas</td>
<td>History 110</td>
<td>5</td>
</tr>
<tr>
<td>History of East and Southeast Asia</td>
<td>History 312</td>
<td>5</td>
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<tr>
<td>History of Europe</td>
<td>History 106</td>
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<tr>
<td>Music</td>
<td>Music 250, 251 and 252</td>
<td>9</td>
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<tr>
<td>Physics—Higher Level</td>
<td>Physics 131, 132, 133, 161, 162 and 163</td>
<td>15</td>
</tr>
<tr>
<td>Psychology</td>
<td>Psychology 100</td>
<td>5</td>
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### CLEP Course

<table>
<thead>
<tr>
<th>CLEP Course</th>
<th>Minimum Score</th>
<th>Number of Credits</th>
<th>EWE Equivalent/ Elective Credit</th>
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<td>12</td>
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<tr>
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<td>4</td>
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<td>History 110</td>
</tr>
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<td>History 110</td>
</tr>
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<td>Sociology</td>
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<td>5</td>
<td>Sociology 101, 361</td>
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Placement and Clearance Exams

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

Examination Requirements:

Students who enter with an approved direct transfer associate degree are not required to complete any placement tests, subject to the exceptions listed below. All students have the option of taking the computer literacy placement test or enrolling in CPLA 100, Computer Literacy I, and CPLA 101, Computer Literacy II, or CPLA 120, Computer Applications Literacy.

Students must complete a placement exam in English composition and mathematics if they have not completed the equivalent of Eastern’s ENGL 101 or MATH 104 with a 2.0 or better. Transfer students who do not have an approved direct-transfer associate degree or an intermediate college algebra course with a grade of at least 2.0 must take the mathematics placement test. Students who are required to take placement exams in mathematics and English composition will normally do so prior to initial enrollment during programs held for incoming students called STAR-Student Testing Advising and Registration.

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

Computer Literacy

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

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

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

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

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

English Composition

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

• English composition competency is demonstrated by placement into ENGL 201, College Composition: Analysis, Research, and Documentation based on the placement test score or by submission of an official transcript showing completion of ENGL 101, College Composition: Exposition and Argumentation or its equivalent, at a post-secondary institution with a grade of 2.0 or better. Students placed into ENGL 101, Fundamentals of English Composition, must complete ENGL 100 with a grade of “P” and ENGL 101 with a grade of 2.0 or better before proceeding to the next level of ENGL. ENGL 100 does not count for college credit.

• English composition proficiency is demonstrated by completion of ENGL 201, College Composition: Analysis, Research, and Documentation or by submission of an official transcript showing completion of ENGL 201, or its equivalent, at a postsecondary institution with a grade of 2.0 or better. English composition proficiency should be completed as soon as possible because some courses require English 201 as a prerequisite.

Mathematics

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

• Mathematics competency is demonstrated by placement into any math course above MATH 104, Intermediate Algebra, based on the placement test scores or by submission of an official transcript showing completion of MATH 104, or its equivalent, at a postsecondary institution with a grade of 2.0 or better. Students placed into MATH 103, Basic Algebra for College Students, or MATH 104, Intermediate Algebra, must complete the course with a grade of 2.0 or better before proceeding to the next level of Math. MATH 103 and 104 do not count for college credit. Mathematics competency must be completed before 45 credits are earned.

• Mathematics proficiency is demonstrated by placement into Math 161, Calculus I based on the placement score or by submission of an official transcript showing completion of MATH 161, or its equivalent, at a postsecondary institution with a grade of 2.0 or better. Students placed into MATH 105, Pre Calculus I, or its equivalent, may obtain mathematics proficiency by completing one of the following requirements with a grade of 2.0 or better: MATH 115, both MATH 105 and 106, both MATH 211 and 212; MATH 200; or MATH 380. Specific mathematic requirements apply to various majors. Please consult an advisor when deciding which math courses to complete. Mathematics proficiency must be completed before 90 credits are earned. Additional course work beyond mathematics proficiency may be required to complete the major program requirements.

• Transfer students with an approved direct-transfer associate degree have met the mathematics competency and proficiency requirement but may need to complete additional math requirements for their major.

• Transfer students who enter the University with 40 quarter credits or more must complete both mathematics competency and mathematics proficiency within three quarters of admission.

Policy on Enrollment in Pre-university Skills Courses:

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

Pre-university basic skills include CPLA 100, ENGL 100, MATH 103 (was MATH 104 prior to fall, 2003), and MATH 104.
The Undergraduate Degree requires:

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

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

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

Shaded areas indicate requirements satisfied by completion of an approved Direct Transfer Degree.

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

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

Minimum Credits

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

Minimum GPAs

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

General Education Requirements

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

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

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

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

University Competencies and Proficiencies

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

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

- successful completion of a computer literacy examination OR
- completion of the course or courses required as a result of the computer literacy examination with a minimum grade of 2.0. These courses may be CPLA 100, Computer Literacy I (1 credit, graded pass/no credit only) and CPLA 101, Computer Literacy II (1 credit), or CPLA 120, Computer Applications Literacy (5 credits). Credit for CPLA 100 does not count toward total graduation credits.

English Composition:

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

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

Mathematics:

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

- placement into MATH 161, Calculus I, as a result of the Math Placement Test
- successful completion of the Mathematical Reasoning Exam OR
- completion of any of the following courses or its transferable equivalent with a 2.0 minimum grade:
  - MATH 106 Pre-Calculus Mathematics II
  - MATH 115 Mathematical Reasoning
  - MATH 161 Calculus I
  - MATH 200 Finite Mathematics
  - MATH 211 and MATH 212, Structure of Elementary Mathematics I and II
  - MATH 380 Elementary Probability and Statistics

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

Core Requirements

All students without an approved Direct Transfer Agreement (DTA) degree must complete eight general education core requirements (GECRs) of approximately 40 credits. These courses are designed to provide introductory knowledge, intellectual skills and habits of thought found in the core disciplines of the humanities and fine arts, the social sciences and the natural sciences. Students must complete two GECR courses from one breadth area and three GECR courses from each of the other two breadth areas below for a total of eight GECR courses.

Individual courses may require specific prerequisites. Check the catalog course descriptions for more information.

Humanities and Fine Arts (2 or 3 courses)

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

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

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

- **List 3: Philosophy and Reasoning**
  - CMST 209 Communication, Community and Citizenship (5)
  - HUMN 215 Introduction to Religion (5)
  - HUMN 270 Great World Views (5)
  - HUMN 290 Arts and Ideas (5)
  - PHIL 210 Critical Thinking (5)
  - PHIL 211 Introductory Philosophy (5)
  - PHIL 212 Introductory Ethics (5)
  - PHIL 213 Moral Issues in America (5)
• Honors: (Open only to students admitted to the Honors Program)
  • HONS 101 The Intellectual Tradition: The Ancient World (8) (counts as 1 Humanities GECR; 1 Social Science GECR)
  • HONS 102 The Intellectual Tradition: Middle Ages through the Reformation (8) (counts as 1 Humanities GECR; 1 Social Science GECR)

Social Sciences (2 or 3 courses)

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

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

• List 2: Anthropology, Geography, Psychology and Sociology
  • ANTH 101 Cultural Anthropology (5)
  • CEDP 201 Life Span Development (4)
  • GEOG 101 Fundamentals of Human Geography (5)
  • PSYC 100 General Psychology (5)
  • SOCI 101 Introduction to Sociology (5)

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

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

Natural Sciences* (2 or 3 courses)

Students may not take more than one course from a single department listed below.

Natural Science Prerequisites

• For the first natural science course: MATH 104, Intermediate Algebra and CPLA 100, Computer Literacy I must be cleared, or must be concurrently enrolled in at least one of those courses.
• For the second natural science course: MATH 104, Intermediate Algebra or Computer Literacy I must be cleared, and the other cleared or taken concurrently.

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

• Chemistry:
  • CHEM 121 Chemistry and its Role in Society (5)

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

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

• Geology: Students may choose one of the following:
  • GEOG/GEOG 115 Investigating Earth Science (5)
  • GEOG 120 Physical Geology - The Solid Earth (5)
  • GEOG 121 Physical Geology - Superficial Processes (5)
  • GEOG 205 Geology of the National Parks (5)

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

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

*Note: The following courses are designed for students majoring in science and related areas, as compared to the general science courses listed above. When used as part of degree program requirements, these courses meet GECR natural science requirements.

• Biology: Students may choose one of the following:
  • BIOL 132/133 Introduction to Human Anatomy and Physiology (10) (counts as 1 GECR course)
  • BIOL 171, 172, 270 Introduction to Biology I, II, Biological Investigation (7) (counts as 1 GECR course)
  • BIOL 171, 172, 270 Introduction to Biology I, II, Biological Investigation (11) (counts as 2 GECR courses)
  • BIOL 232, 235, 234 Human Anatomy and Physiology for Non-Biology Majors (15) (counts as 2 GECR courses)

• Chemistry: Students may choose one of the following:
  • CHEM 151 General Chemistry (5)
  • CHEM 151, 152 General Chemistry (10) (counts as 2 GECR courses)
  • CHEM 161 General Chemistry for the Health Sciences (5)
  • CHEM 161, 162 General Chemistry for the Health Sciences (10) (counts as 2 GECR courses)

• Physics: Students may choose one of the following:
  • PHYS 131 Introductory Physics I, II, (4, 1) (PHYS 161 required, counts as 1 GECR course)
  • PHYS 131, 132 Introductory Physics I, II, (8, 2) (PHYS 161 is required plus any one of the following: 162, 163, 164, counts as 2 GECR courses)
  • PHYS 151, General Physics I, II, (4, 1) (PHYS 161 required, counts as 1 GECR course)
  • PHYS 151, 152, General Physics I, II, (8, 2) (PHYS 161 is required plus any one of the following: 162, 163, 164, counts as 2 GECR courses)

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

University Graduation Requirements

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

Cultural and Gender Diversity and International Studies

(8 credits minimum; 4 in each area) Courses and experiences will be designed to provide knowledge and understanding of 1) the cultural diversity of the United States and 2) other societies and cultures of the world. Second year or more advanced language study for 4-5 credits or 10 credits of approved (Japanese or Chinese) first-year language study may satisfy the International Studies Requirement.

Courses approved for Cultural and Gender Diversity:

AAST 214 Introduction to African American Culture (5)
AAST 215 Early African American History I (5)
AAST 216 Early African American History II (5)
AAST 311 African and African American Art History (5)
AAST 379 American Literature of Ethnic Minorities (5)
AAST 424 Economics of Poverty and Discrimination (5)
ANTH 161 Introduction to Chicano Culture (5)
ANTH 355 Indians of North America (5)
ART 310 World Art (5)
ART 311 African and African American Art History (5)
CHST 101 161 Introduction to Chicano Culture (5)
CHST 218 Chicano History (5)
COMD 201 Disability and Communication Diversity: A Communication Disorders Perspective (4)
CMST 340 Intercultural Communication (5)
CMST 414 Gender and Communication (5)
ECON 424 Economics of Poverty and Discrimination (5)
ECON 427 The Economics of Women and Work (5)
EDUC 325 Inequalities and Impacts on Educational Equity (4)
ENGL 379 American Literature of Ethnic Minorities (5)
ENGL 380 Survey of Native American Literature (5)
ENGL 389 Women, Literature and Social Change (5)
HIST 215 Early African American History I (5)
HIST 216 Early African American History II (5)
HIST 218 Chicano History (5)
HIST 313 Asian American History (5)
HIST 394 Women in American History (4)
HUMN 101 Introduction to Women's Studies (5)
HUMN 214 Introduction to African American Culture (5)
HUMN 310 Issues in Women's Studies (4)
HUMN 311 African and African American Art History (5)
HUMN 379 American Literature of Ethnic Minorities (5)
HUMN 415 Gay, Lesbian, Bisexual and Transgender Studies (5)
IDST 101 Introduction to Indian Studies (4)
Major/Minor Requirements
A minor is required for any major with fewer than 60 credits. See the Department/Program section of this catalog for detailed course and graduation requirements.

Undergraduate Studies Academic Policies
(Organized in alphabetical order)

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

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

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

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

Academic Forgiveness Policy for Undergraduate Students
1. Undergraduate students may make a one-time petition to have up to two consecutive quarters or one semester of credit, regardless of the institution from which they were earned, entirely removed from the calculation of their credits and GPA. The course work must have been completed at least five years prior to this petition.
2. Forgiven courses cannot be used to satisfy any academic requirement.
3. Academic forgiveness may be recommended on a case-by-case basis during advising.
4. To be eligible for academic forgiveness, a student must have completed 30 consecutive credits at Eastern, maintained a GPA of 2.5 or higher, and have declared a major.
5. Academic forgiveness may not be revoked. For further information on Academic Forgiveness, go to the Records and Registration Office, 201 Sutton Hall, or call (509) 359-2321.

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

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

- Honors
- High Honors
- Highest Honors
www.ewu.edu

- Summa cum laude: Graduating seniors with a GPA between 3.7695 and 4.00.
- Magna cum laude: Graduating seniors with a GPA between 3.6295 and 3.7694.
- Cum laude: Graduating seniors with a GPA between 3.4995 and 3.6294.

**Academic Probation, Dismissal and Reinstatement**

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

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

**Application for Graduation (Major/Minor Form)**

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

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

The graduation application fee and the reapplication fee change annually. For current fees, please see http://www.ewu.edu/x626.xml

**To complete an application for the undergraduate degree**

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

**Catalog Options**

**General Education Requirements/University Graduation Requirements**

A student may choose the catalog under which s/he graduates provided the catalog was: (a) active at the time of the student's initial matriculation date at Eastern, or, (b) active at the time the student declared a major. There will only be one active catalog at any one time. The act of declaring a major is different than being accepted to a major. The catalog will be associated with the student based on when interest in a major was indicated by declaring a major, not necessarily with the timing of the student's acceptance into a program of study. Degree requirements include both general education requirements and major requirements. The degree requirements must come from a single catalog. A student cannot choose the general education requirements from one catalog and major requirements from another catalog.

**Major/Minor Requirements**

Students have the option of graduating under the major/minor requirements in effect at the time of acceptance as a major or minor, or at the time of graduation provided there has not been a break in enrollment of one or more consecutive years and provided the catalog under which the student graduates is no more than six years old at the time of graduation.

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

Minors that are an option for graduation may be embedded in the major requirements and recorded on official university transcripts.

Students who do not enroll for one or more consecutive years have the option of graduating under the catalog in effect at the time of re-enrollment, or acceptance as a major or minor (only if this acceptance occurs after re-enrollment) provided the catalog under which the student graduates is no more than six years old at the time of graduation.

Students should check the sections of this catalog pertaining to particular major and minor programs and should consult with a departmental advisor. A department chair in consultation with a student has the authority to waive or provide substitute course work after acceptance into a program, provided the student is not required to enroll for more than a normal course load in any quarter, or to prolong the time required to complete graduation.

The above provisions may not apply to requirements of certification programs set by outside agencies.

**Declaring a Major and Minor**

All undergraduates must declare a major by the time they have completed 95 credits. Students who transfer with 95 credits or more must declare a major before registration. Call or email the General Undergraduate Academic Advising Office, 302 Sutton Hall, for exact procedures on declaring a major at (509) 359-2345 or genadvising@mail.ewu.edu.

**Grading System, Policies, and Appeals**

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

Students may earn more than one undergraduate degree from EWU if the subsequent degree requires completion of a program that is distinct from the first. For example, a student may not earn a BS in Biology and a BA in Liberal Studies using the same course work required for the BS degree.

A second degree of the same type (such as a second BA) can be earned only if at least 45 additional credits are required and completed for the second degree. A second degree will be recorded on the University transcript and a second diploma is issued. If fewer than 45 credits are completed, a second major will be recorded on the University transcript, and no diploma or degree will be issued.

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

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

Note: General education and graduation requirements are waived for a student possessing a baccalaureate degree from an accredited institution who wishes to obtain an additional undergraduate degree from Eastern.
Graduate Studies Office
206 Showalter Hall
(509) 359-6297
e-mail: gradprograms@mail.ewu.edu
website: http://www.ewu.edu/grad

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

Application Process

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

Application Requirements and Categories

All Applicants

Application form: Submit a completed Application for Admission and a $35 application fee. Paper applications must be in duplicate and are required for international applicants; only one electronic application is required. A fee is required for each graduate program application except for dual degree program applicants who pay only one fee.

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

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

International Applicants

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

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

Please note:

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

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

Note: This policy is not to be construed as replacing the evaluation of an applicant by the director of the TESL program for students who submit a TOEFL of 550-580 nor should it be construed as a policy on conditional admission to Graduate Studies.

Graduate Admission Requirements and Exceptions to Minimum Requirements

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

• Admission to graduate studies is granted only after acceptance by the major department and the approval of the dean of Graduate Studies.

Exceptions to GPA Requirements for Graduate Admission

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

Professional Experience and Graduate Admissions

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

• Submit a transcript showing a 3.0 GPA for the last 90-quarter or 60-semester-graded hours.

• Submit satisfactory scores on the GRE, GMAT, or other approved test.

• Write an essay demonstrating critical thinking skills.
• Write a statement of intent demonstrating a level of knowledge and intellectual maturity appropriate to the proposed field of graduate study.
• Present evidence of professional success in a field relevant to the proposed area of study.

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

**Grading System, Policies, and Appeals**

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

**Graduate Degree Requirements**

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

- Master of Science  48 cr
- Master of Education  48 cr
- Master of Business Administration  49 cr
- Master of Arts  50 cr
- Master of Nursing  60 cr
- Master of Public Administration  60 cr
- Master of Fine Arts  72 cr
- Master of Urban and Regional Planning  72 cr
- Master of Social Work
  - Advanced Standing program  51 cr
- Master of Occupational Therapy
  - Advanced Standing program  73 cr
- Doctor of Physical Therapy  161 cr

**Minimum Dual Degree Requirements:**

- MPA/MBA  73 cr
- MPA/MSW  118-122 cr
  - MPA/MSW Advanced Standing  85 cr
- MPA/MURP  90-92 cr
- MSW/JD (with Gonzaga University*), 78 credits at EWU with 12 transfer credits from Gonzaga  90 cr
  - Advanced Standing MSW/JD (with Gonzaga University*), 39 credits at EWU with 12 transfer credits from Gonzaga  51 cr

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

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

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<th>Contact Person</th>
<th>Area code for all phone numbers is 509</th>
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</thead>
<tbody>
<tr>
<td>Biology</td>
<td>M.S.</td>
<td>GRE (general)</td>
<td>April 1 for fall; October 15 for winter; January 16 for spring; TOEFL if applicable</td>
<td>Ross Black&lt;br&gt;258 Hall of Sciences&lt;br&gt;359-4815&lt;br&gt;<a href="mailto:rblack@mail.ewu.edu">rblack@mail.ewu.edu</a></td>
<td>509</td>
</tr>
<tr>
<td>Business</td>
<td>M.B.A.</td>
<td>GMAT</td>
<td>Quarterly admittance; weekend and evening programs available</td>
<td>David Gorton&lt;br&gt;668 N. Riverpoint Blvd. #326&lt;br&gt;Spokane, WA&lt;br&gt;358-2270&lt;br&gt;<a href="mailto:mgorton@mail.ewu.edu">mgorton@mail.ewu.edu</a></td>
<td></td>
</tr>
<tr>
<td>College Instruction</td>
<td>M.A.</td>
<td>None</td>
<td>Quarterly admittance; contact department for further information.</td>
<td>Elaine Ackerman&lt;br&gt;315D Williamson Hall&lt;br&gt;357-2831&lt;br&gt;<a href="mailto:Elaine.Ackerman@mail.ewu.edu">Elaine.Ackerman@mail.ewu.edu</a></td>
<td></td>
</tr>
<tr>
<td>Communication Studies</td>
<td>M.S.</td>
<td>GRE (general)</td>
<td>3.0 GPA; essay; quarterly admittance; 800-1,000-word essay</td>
<td>Igor Klyukanov&lt;br&gt;215 EWU&lt;br&gt;Spokane Center&lt;br&gt;359-4395&lt;br&gt;<a href="mailto:iklyukanov@mail.ewu.edu">iklyukanov@mail.ewu.edu</a></td>
<td></td>
</tr>
<tr>
<td>Communication Disorders</td>
<td>M.S.</td>
<td>GRE (general)</td>
<td>Recommendations; statement of professional interest and intent February 1 deadline; $27.45 program application fee</td>
<td>Roberta Jackson&lt;br&gt;110 Communication Building&lt;br&gt;359-6622&lt;br&gt;<a href="mailto:rjackson@mail.ewu.edu">rjackson@mail.ewu.edu</a></td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>M.S.</td>
<td>None</td>
<td>Statement of purpose; self-evaluation; two recommendations (one from a computer science instructor); quarterly admittance</td>
<td>Timothy Rolfe&lt;br&gt;313 Computer and Engineering Building&lt;br&gt;359-6162&lt;br&gt;<a href="mailto:trolfe@mail.ewu.edu">trolfe@mail.ewu.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M.Ed.</td>
<td>None</td>
<td>Statement of purpose; self-evaluation; two recommendations; quarterly admittance</td>
<td>Linda Kieffer&lt;br&gt;316 Computer and Engineering Building&lt;br&gt;359-7093&lt;br&gt;<a href="mailto:lkieffer@mail.ewu.edu">lkieffer@mail.ewu.edu</a></td>
<td></td>
</tr>
<tr>
<td>Counseling, Educational and Developmental Psychology</td>
<td>M.S. Mental Health Counseling School Counseling</td>
<td>GRE</td>
<td>Supplemental application due February 1</td>
<td>Sarah Leverett-Main&lt;br&gt;316 Spokane Center&lt;br&gt;625-4225&lt;br&gt;<a href="mailto:sleverett@mail.ewu.edu">sleverett@mail.ewu.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M.Ed. Special Education</td>
<td>GRE, West-B, if applicable</td>
<td>Supplemental application due May 1; interview of applicants</td>
<td>Marion Moore&lt;br&gt;135 Martin Hall&lt;br&gt;359-2323&lt;br&gt;<a href="mailto:Marion.Moore@mail.ewu.edu">Marion.Moore@mail.ewu.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M.S. School Psychology</td>
<td>GRE</td>
<td>Supplemental application due March 1</td>
<td>Gretchen Jefferson&lt;br&gt;135 Martin Hall&lt;br&gt;359-4665&lt;br&gt;<a href="mailto:Gretchen.Jefferson@mail.ewu.edu">Gretchen.Jefferson@mail.ewu.edu</a></td>
<td></td>
</tr>
<tr>
<td>Creative Writing</td>
<td>M.F.A.</td>
<td>GRE (general)</td>
<td>10-20 pages of poetry; 15-25 pages of prose; Additional letter including interest and teaching experience for Graduate Assistantship; To guarantee a spot in the fall, all applications must be received by March 1; Otherwise quarterly admittance</td>
<td>Jonathan Johnson&lt;br&gt;408C Spokane Center&lt;br&gt;625-4342&lt;br&gt;<a href="mailto:Jonathan.Johnson2@mail.ewu.edu">Jonathan.Johnson2@mail.ewu.edu</a></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>M.Ed</td>
<td>West-B only for programs with certification</td>
<td>Three recommendations (one from a supervisor); send copy of State Teaching Certificate for Curriculum and Instruction, Educational Leadership, Literacy Specialist; quarterly admittance; Contact department for further information.</td>
<td>Nancy Todd&lt;br&gt;312 Williamson Hall&lt;br&gt;359-6094&lt;br&gt;<a href="mailto:Nancy.Todd@mail.ewu.edu">Nancy.Todd@mail.ewu.edu</a></td>
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## Graduate Studies Degree Summary Application Guidelines

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</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>M.A.</td>
<td>GRE</td>
<td>All applicants declare professional emphasis; 800-1,000-word department essay; quarterly admittance</td>
<td>Dana Elder 250E Patterson Hall 359-2400 <a href="mailto:deleter@mail.ewu.edu">deleter@mail.ewu.edu</a></td>
<td>509</td>
</tr>
<tr>
<td>Literature</td>
<td>M.A.</td>
<td>GRE</td>
<td>Quarterly admittance</td>
<td>Judy Logan 254Q Patterson Hall 359-6035 <a href="mailto:judy.logan@mail.ewu.edu">judy.logan@mail.ewu.edu</a></td>
<td>509</td>
</tr>
<tr>
<td>Rhetoric/Composition and Technical Communication</td>
<td>M.A.</td>
<td>GRE</td>
<td>10-15-page writing sample; personal or telephone interview arranged by applicant; quarterly admittance</td>
<td>Lynn Briggs Pence Union Building 354 359-4359 <a href="mailto:Lynn.Briggs@mail.ewu.edu">Lynn.Briggs@mail.ewu.edu</a> or Anthony Flinn 254N Patterson Hall 359-4659 <a href="mailto:Anthony.Flinn@mail.ewu.edu">Anthony.Flinn@mail.ewu.edu</a></td>
<td>509</td>
</tr>
<tr>
<td>Teaching English as a Second Language</td>
<td>M.A.</td>
<td>GRE; TOEFL (if applicable)</td>
<td>If English is not first language: 1) TOEFL score of 580 and 2) personal or telephone interview with graduate program director; foreign language requirement for all students; quarterly admittance</td>
<td>LaVona Reeves 254R Patterson Hall 359-7060 <a href="mailto:Lavona.Reeves@mail.ewu.edu">Lavona.Reeves@mail.ewu.edu</a></td>
<td>509</td>
</tr>
<tr>
<td>History</td>
<td>M.A.</td>
<td>GRE</td>
<td>Quarterly admittance; substantial academic writing sample; one-page career and purpose statement; two letters of recommendation</td>
<td>Michael Conlin 200E Patterson 359-7851 <a href="mailto:mconlin@mail.ewu.edu">mconlin@mail.ewu.edu</a></td>
<td>509</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>M.A./M.S.</td>
<td>None (unless required by program advisors)</td>
<td>Quarterly admittance; Interdisciplinary program proposal form</td>
<td>Graduate Studies Office 206 Showalter 359-6297 <a href="mailto:gradprograms@mail.ewu.edu">gradprograms@mail.ewu.edu</a></td>
<td>509</td>
</tr>
<tr>
<td>Mathematics</td>
<td>M.S.</td>
<td>GRE</td>
<td>Quarterly admittance; contact department for further information</td>
<td>Yves Nievergelt 127 Kingston Hall 359-4259 <a href="mailto:ynievergelt@mail.ewu.edu">ynievergelt@mail.ewu.edu</a></td>
<td>509</td>
</tr>
<tr>
<td>Modern Languages French Only</td>
<td>M.Ed.</td>
<td>None</td>
<td>Summer language classes only; quarterly admittance; contact department for further information</td>
<td>Margaret Heady 350 Patterson Hall 359-2861</td>
<td>509</td>
</tr>
<tr>
<td>Music</td>
<td>M.A.</td>
<td>GRE (general)</td>
<td>Quarterly admittance; contact department for further information</td>
<td>Morton Kristiansen 234 Music Building 359-6906 <a href="mailto:Morton.Kristiansen@mail.ewu.edu">Morton.Kristiansen@mail.ewu.edu</a></td>
<td>509</td>
</tr>
<tr>
<td>Nursing</td>
<td>M.N</td>
<td>None</td>
<td>Recent completion of course in basic descriptive and inferential statistics; recommendations; March 15; fall; November 15; spring</td>
<td>Anne Hirsch Intercollegiate College of Nursing 324-7334 <a href="mailto:hirsch@wsu.edu">hirsch@wsu.edu</a></td>
<td>509</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>M.O.T.</td>
<td>GRE</td>
<td>February 1 deadline for start of program summer term; supplemental application; three letters of recommendation; interview</td>
<td>Greg Wintz 225 Health Science Building 568-6562 <a href="mailto:Greg.Wintz@mail.ewu.edu">Greg.Wintz@mail.ewu.edu</a></td>
<td>509</td>
</tr>
<tr>
<td>Physical Education</td>
<td>M.S.</td>
<td>None</td>
<td>Fall admittance; one-two-page goals and philosophy statement; three letters of recommendation</td>
<td>Jeni McNeal 200 PEHR Classroom Building 359-2372 <a href="mailto:Jeni.mcneal@mail.ewu.edu">Jeni.mcneal@mail.ewu.edu</a></td>
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## Graduate Studies Degree Summary Application Guidelines

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<tbody>
<tr>
<td>Physical Therapy</td>
<td>D.P.T.</td>
<td>GRE</td>
<td>January 9 application deadline; $75 program application fee and supplemental application; fall admission only</td>
<td>Meryl Gersh 270 Health Services Building 368-6601 <a href="mailto:Meryl.Gersh@mail.ewu.edu">Meryl.Gersh@mail.ewu.edu</a></td>
</tr>
<tr>
<td>Psychology</td>
<td>M.S.</td>
<td>GRE (within five years)</td>
<td>Department application; statement of intent; three recommendations; March 1 deadline for fall</td>
<td>Pamela Barnes – Clinical 151 Martin Hall 359-2445 <a href="mailto:pamela.barnes@mail.ewu.edu">pamela.barnes@mail.ewu.edu</a> Leonard Stern – General/Experimental 151 Martin Hall 359-6160 <a href="mailto:leonard.stern@mail.ewu.edu">leonard.stern@mail.ewu.edu</a></td>
</tr>
<tr>
<td>Public Administration</td>
<td>M.P.A.</td>
<td>TOEFL (if applicable)</td>
<td>Quarterly admittance; additional form; current resume; short essay depicting career plan; three recommendations; contact program for further information</td>
<td>Larry Luton 668 N. Riverpoint #324 Spokane, WA 358-2230 <a href="mailto:Larry.Luton@mail.ewu.edu">Larry.Luton@mail.ewu.edu</a></td>
</tr>
<tr>
<td>Social Work</td>
<td>M.S.W.</td>
<td>GRE (optional)</td>
<td>500-1,000-word personal statement; three letters of reference; contact department for further information</td>
<td>Patricia Valdes 120 Showalter Hall 359-6772 <a href="mailto:Patricia.Valdes@mail.ewu.edu">Patricia.Valdes@mail.ewu.edu</a></td>
</tr>
<tr>
<td>Urban and Regional Planning</td>
<td>M.U.R.P.</td>
<td>None</td>
<td>Two recommendations; personal letter of intent; June 1 deadline for fall; contact department for further information</td>
<td>Gabor Zovanyi 668 N. Riverpoint #237 358-2228 <a href="mailto:gzovanyi@mail.ewu.edu">gzovanyi@mail.ewu.edu</a></td>
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### CERTIFICATE PROGRAMS

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<th>Deadlines and Special Requirements</th>
<th>Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Service Administration</td>
<td>None</td>
<td>Quarterly admittance; check with program director for further information</td>
<td>Mary Ann Keogh-Hoss 3 Riverpoint 358-2263 <a href="mailto:Mary.Keoghhoss@mail.ewu.edu">Mary.Keoghhoss@mail.ewu.edu</a></td>
<td></td>
</tr>
<tr>
<td>Public Management Development</td>
<td>None</td>
<td>Quarterly admittance; check with program director for further information</td>
<td>Larry Luton 668 N. Riverpoint #324 358-2230 <a href="mailto:Larry.Luton@mail.ewu.edu">Larry.Luton@mail.ewu.edu</a></td>
<td></td>
</tr>
<tr>
<td>School Psychology</td>
<td>Post-master's in appropriate discipline only</td>
<td>February 1 for summer cohort, letters of reference, application can be made through either EWU or WSU; check with program advisor for further information</td>
<td>Steve Hirch 358-7919 <a href="mailto:smhirsch.@wsu.edu">smhirsch.@wsu.edu</a> Christine Valeo 250 Patterson Hall 359-6036 <a href="mailto:Christine.Valeo@mail.ewu.edu">Christine.Valeo@mail.ewu.edu</a></td>
<td></td>
</tr>
<tr>
<td>Teaching of Literature</td>
<td>None</td>
<td>Quarterly admittance; check with program advisor for further information</td>
<td>Christine Valeo 250 Patterson Hall 359-6036 <a href="mailto:Christine.Valeo@mail.ewu.edu">Christine.Valeo@mail.ewu.edu</a></td>
<td></td>
</tr>
<tr>
<td>Teaching of Writing</td>
<td>None</td>
<td>Quarterly admittance; check with program advisor for further information</td>
<td>Dana Elder 250 Patterson Hall 359-2400 <a href="mailto:Dana.Elder@mail.ewu.edu">Dana.Elder@mail.ewu.edu</a></td>
<td></td>
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</table>
**GRADUATE STUDIES ACADEMIC POLICIES**

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

**Academic Standards**
- At least one-half of the total credits for a graduate degree must be at the 500 level or above. Note: Interdisciplinary degrees (as described separately in this catalog) may include no more than 12 quarter credits of undergraduate course work.
- Distance-delivered courses numbered 400 or above offered by accredited institutions as graded courses and part of a graduate program of study may be included in a graduate degree program at Eastern at the discretion of the program/department.
- No 300-level courses are allowed in a graduate degree program without prior permission from the dean of Graduate Studies. Only one approved 300-level course of up to 5 quarter credits is allowed in any graduate program.
- No program requirements can be satisfied with a course grade below a 2.0.
- Only two courses in a student’s degree program may be below a 2.5, repeats do not change this rule.
- Pass/No Credit courses may count in a graduate degree program, but a student must complete 36 credits of graded work. Upper division undergraduate courses (300-400) with pass/no credit grades cannot be included as part of the graduate program.
- Pass/No Credit grades are utilized only in designated graduate level courses. (Graduate courses may not be taken for Pass/No Credit unless the course has been so designated by departments.)
- Proof of competency in research is required of all graduate degree candidates.
- Senior students with exceptional ability and appropriate background may enroll in 500-level courses only with prior written permission of the department chair and the dean of Graduate Studies.
- Three-fourths of the minimum credits required for the specific degree program must be earned in approved courses offered by EWU. The remaining credits may consist of approved credits from other accredited institutions.

**Appeals**

Occasionally, a student may wish to appeal one of Eastern’s graduate policies. Student appeals of graduate policies and procedures should be addressed to the dean of Graduate Studies. These appeals should be made in writing, initiated by the student and endorsed by the appropriate graduate program advisor or director. The appeal document must contain adequate justification demonstrating that the student possesses sufficient outstanding qualities to balance identified weaknesses. Note: Appeals of the policy on Previous Credit found on the next page are heard by an Academic Appeals Board.

**Course Level Policies**

**Upper Division**

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

**Graduate Division**

500-599 graduate level; senior undergraduates may enroll only with permission of both department chair and Graduate Dean

600-699 graduate level only

700-799 doctoral level only

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

- 95 internships
- 96 experimental
- 97 workshops, short courses, conferences (Workshop credit cannot be used to fulfill degree requirements.)
- 98 seminars
- 99 independent and directed study

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

**Course Loads**

Twelve credits per academic quarter is considered a standard course load for graduate students. The course load may not exceed 16 credits in any one quarter without the approval of the student’s advisor and the appropriate dean. Students receiving a Graduate Service Appointment must have the approval of the dean of Graduate Studies to enroll for more than 16 credits.

**Course Repeat**

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

**Degree Completion and Use of University Resources**

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

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

**Enrollment Policies for Graduate Students**

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

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

Please refer to the quarterly course announcement booklet for further information on registration procedures such as how to drop, add and withdraw.
Graduate Degree Candidacy

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

Advancement to Graduate Degree Candidacy requires the following steps:

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

Graduate Degree Committees and Final Comprehensive Exams

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

Graduate degree committees are normally comprised of three members, one acting as the chair. The chair of the graduate committee is a faculty member from the student’s specialization. Another member is chosen to represent the broader academic aspects of the candidate’s program. The third member is a representative of the Graduate Affairs Council, which governs graduate policies and programs. The council representative is selected from a department outside the student’s primary academic area and is appointed to the committee by the dean of Graduate Studies (see the Approved Departmental Comprehensive Exams Third Member Policy that follows this section of the catalog). When necessary to represent all the areas of a student’s preparation, the dean may authorize additional members.

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

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

Note: A comprehensive examination cannot be scheduled for any student who has an X grade in any course in his/her degree program, current course work excepted. Students who successfully complete their comprehensive examinations must meet any outstanding degree requirements within one quarter of their exams or be assessed a late completion fee equal to the cost of one-half of one resident graduate credit for purposes of degree checkout and degree posting. Post-examination internships required for degree completion are excluded. If the student does not complete by the end of one quarter, the late completion fee will be assessed for each quarter the course work is incomplete.

Graduation Application

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

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

Graduation Grade Point Average

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

Multiple Graduate Degrees and Programs

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

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

Previous Graduate Credit

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

Probation Policy

• Graduate students must maintain a 3.0 GPA in all courses taken since admission to Graduate Studies at EWU.
• Students are notified by letter if they have fallen below the 3.0 minimum.
• One quarter is allowed to restore the cumulative GPA to the minimum 3.0.
• Faculty of the department offering the degree may extend the probationary period by one quarter, when warranted by special circumstances.
• Students on probation may not be advanced to candidacy or schedule their comprehensive exams.
• Students unable to restore their cumulative GPAs to 3.0 or above in the additional quarter of probation shall be terminated from the program.
• Individual departments/programs may have requirements that are more restrictive. Such requirements supersede those stated here.

Residency Requirement (at EWU)

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

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

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

Four approved copies of the thesis must be presented to the Graduate Studies Office within 10 working days of the oral examination, or by the end of the quarter, whichever comes first. By that time, a $50 binding fee must be paid. Three copies of the bound thesis are retained by the University, one is returned to the student after binding.

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

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

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

“Y” Grade Maximums

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<tr>
<th>Department</th>
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<td>Art</td>
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www.ewu.edu
Approved Departmental Comprehensive Exams

Third Member Policy

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Urban Planning
Third member for the oral comprehensive exam may be selected by the student or by the Graduate Studies Office. Students must be registered the quarter they take their comprehensive exam orals. Students who select their third members must provide the Graduate Studies Office with their third members name at the beginning of the quarter prior to the quarter in which their exams are conducted (preferably at the time of candidacy).
**EWU GRADUATE STUDENT SUMMARY GUIDE TO POLICIES AND PROCEDURES**
All required forms and guidelines can be found at [www.ewu.edu/grad](http://www.ewu.edu/grad)

<table>
<thead>
<tr>
<th>Procedures</th>
<th>Action</th>
<th>Deadline</th>
<th>Explanation</th>
<th>Consequences/Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply for candidacy and select graduate faculty committee members.*</td>
<td>Student approaches advisor to formulate graduate program plan, discuss second committee member, and determine if Institutional Review Board forms (IRB) must be filed. Program approval for candidacy form indicated by signatures from student, two program graduate faculty, and program director. Form then submitted to Graduate Studies Office for review.</td>
<td>After completion of 15 graduate credits and before completing one-half the minimum credits in degree program. In all cases application must be submitted by the second Friday of the quarter prior to intended graduation.</td>
<td>Supports timely progress to degree completion; protects students from degree requirement changes and begins IRB review, if needed. Approved candidacy applications acknowledged by letter from graduate dean or dean's designee.</td>
<td>Inaccurate or incomplete candidacy application delays advancement. Late submission requires a written appeal to dean of Graduate Studies and possible delay in graduation. Lack of IRB can invalidate research.</td>
</tr>
<tr>
<td>Submit Graduation Application and Fee</td>
<td>Return completed application to Graduate Studies Office, 206 Showalter, with fee.</td>
<td>Second Friday of the quarter prior to intended graduation (earlier is recommended.)</td>
<td>Allows for timely review of student's program prior to graduation.</td>
<td>Late submission delays graduation until next quarter, and incurs a late fee.</td>
</tr>
<tr>
<td>Register in final quarter of program for at least 2 credits (one credit minimum summer term only)</td>
<td>Consult with advisor or graduate program director about remaining requirements.</td>
<td>Quarter of program completion.</td>
<td>Meets state requirement of registration for students using university resources.</td>
<td>Only currently registered students are eligible to complete a graduate program.</td>
</tr>
<tr>
<td>Select outside member for comprehensive examination.*</td>
<td>Review Approved Third Member policy in catalog; Graduate Studies Office selects from approved graduate faculty unless otherwise specified by department policy.</td>
<td>Graduate Studies Office notifies student near the beginning of the quarter of intended graduation (the quarter entered on the candidacy) unless student has already identified a member of the graduate faculty as the third.</td>
<td>Provides rigor, procedural guidance, and helps ensure examination is comprehensive.</td>
<td>Late candidacy application delays selection of outside member required for comprehensive exam to be held.</td>
</tr>
<tr>
<td>Submit Terminal Research Approval form.</td>
<td>Committee chair and second committee member sign form and submit to Graduate Studies Office.</td>
<td>Must be received in Graduate Studies Office at least two weeks prior to the exam, earlier is recommended. Exam schedule may be submitted on this form.</td>
<td>Indicates committee approval to proceed with comprehensive examination based on review of drafts.</td>
<td>Comprehensive examination cannot be scheduled without receipt of form in Graduate Studies Office, or if any “X” grades are on student record for prior terms.</td>
</tr>
<tr>
<td>Schedule comprehensive examination</td>
<td>Student arranges date, time and location agreed to by all committee members and then notifies Graduate Studies Office.</td>
<td>Graduate Studies Office must be notified two weeks prior to scheduled date and after receipt of Terminal Research Approval Form.</td>
<td>Allows time for notice and comprehensive exam report form to be sent to committee members.</td>
<td>Failure to schedule may lead to cancellation or invalidation of examination.</td>
</tr>
<tr>
<td>Provide approved Thesis, Research Report, or other terminal document draft</td>
<td>Student provides a copy to all comprehensive examination committee members.</td>
<td>Two weeks prior to examination each committee member must have a copy of the document.</td>
<td>Allows faculty sufficient time to review document and prepare for comprehensive examination.</td>
<td>Comprehensive examination could be canceled if documents not provided by deadline.</td>
</tr>
<tr>
<td>Complete Comprehensive Examination</td>
<td>Committee Chair or other designated participant in exam submits form to Graduate Studies Office.</td>
<td>Original comprehensive exam report form due in Graduate Studies office immediately following exam.</td>
<td>Verifies examination results; becomes part of permanent student record.</td>
<td>Lack of original form will delay program and degree completion.</td>
</tr>
<tr>
<td>Thesis students only -- Submit 4 copies on 100% cotton bond paper and $50 thesis binding fee</td>
<td>Graduate Studies Office must receive final copies with chair and internal committee member signatures on thesis signature page.</td>
<td>Ten working days after comprehensive examination and thesis defense or by the last day of the quarter, whichever comes first.</td>
<td>To meet form and style standards, for binding, and distribution to student, department, and EWU library.</td>
<td>Possible delay in graduation to following quarter, delay in binding of thesis.</td>
</tr>
<tr>
<td>Attend Commencement</td>
<td>Verify completion of application for graduation; order cap, gown, and hood at least four weeks prior to graduation from EWU bookstore.</td>
<td>All participants in June Commencement must meet posted spring graduation application deadline to be included in bulletin.</td>
<td>Fall, winter, spring, and summer graduates may participate; publication of commencement bulletin requires timely application.</td>
<td>Participation encouraged; one ceremony and one bulletin published annually.</td>
</tr>
</tbody>
</table>

* Contact program advisor about any changes to candidacy or committee.
African American studies courses are designed to provide understanding and appreciation of the universal African American experience both as it has unfolded over time and as it is currently manifested. The Program uses the Afrocentric world view as the philosophical basis for the presentation of its courses.

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

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

African American Studies Minor (20 credits)
The Program offers a minor in African American Studies. Students will gain an understanding of the African American experience from ancient Africa to present day in America. African American Studies can benefit graduates planning careers in professions where multicultural public contact is extensive such as education, counseling, social services, medicine, government and many other fields that require a diverse understanding. Students considering this minor should contact the Director of the African American Education Program.

Total required credits
20 credits
Total credits for above Minor
20 credits

African American Studies Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>AAST 299</td>
<td>Special Studies (1-5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AAST 301</td>
<td>Harlem Renaissance (5)</td>
<td>FALL</td>
<td>A selective and objective study of the cultural, ideological, and political contributions of African Americans during the period 1918-1929.</td>
</tr>
<tr>
<td>AAST 315</td>
<td>African History (5)</td>
<td>WINTER/SPRING</td>
<td>A survey of African history from prehistory to the present. Emphasizes earlier African civilizations, extensive contact with the outside world and the formation of African nations. (Cross-listed HIST 315)</td>
</tr>
<tr>
<td>AAST 320</td>
<td>African American Family (5)</td>
<td>WINTER</td>
<td>The African American Family as a social system influenced by institutions of the larger American society. (Cross-listed SOCI 371)</td>
</tr>
<tr>
<td>AAST 321</td>
<td>African American Political Awareness (5)</td>
<td></td>
<td>Issues of African American political power and awareness as they relate to several studies of macro and micro institutional racism with alternatives for racial change.</td>
</tr>
<tr>
<td>AAST 331</td>
<td>History and Dynamics of U.S. Slavery (2)</td>
<td></td>
<td>This class involves a brief examination of North American slavery, its background, its dynamics, and its legacy. Special attention will be given to issues regarding U.S. race relations today.</td>
</tr>
<tr>
<td>AAST 375</td>
<td>African American Cinema (5)</td>
<td></td>
<td>African American cinema explores the history of African Americans in films, focusing particularly on Hollywood’s representations of Blacks in feature length films. The course examines such issues as the representations of race, gender, and sexuality through observing and discussing feature films in class. Great emphasis will be placed on critical viewing, thinking, analyzing and writing about films. Ultimately, the course will not only investigate Hollywood’s representations of African Americans, but also will examine the struggle and emergence of independent, African American produced films which offer a separate and unique voice that not only challenges Hollywood’s representations, but also expresses themes involving cultural identity.</td>
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</tbody>
</table>
AAST 379
American Literature of Ethnic Minorities (5)
[satisfies cultural and gender diversity university
graduation requirement.]
Any one of several major areas of ethnicity may be
focused on: Native American, Asian American, Latin
American/Chicano and African American. Specialized
subtopics within these general areas may also be the
subject of this course in different offerings. Different
subject matter will be indicated by words added to the
title in the quarterly Course Announcement. Course
may be taken more than once with different subject
matter (Cross-listed HUMN 379, ENGL 379)

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

AAST 395
African American Education Internship (1-5)
FALL/WINTER/SPRING
Prerequisite: None.
Internships vary according to program and student
interest.

AAST 399
Special Studies (1-5)
FALL/WINTER/SPRING
Prerequisite: Sophomore standing.
Studies vary according to faculty and student interest.

AAST 424
Economics of Poverty and Discrimination (5)
[satisfies cultural and gender diversity university
graduation requirement.]
Prerequisite: Junior standing.
Causes of poverty and evaluation of anti-poverty
programs. Examines economic theories of
discrimination from different perspectives with a
particular focus on issues of gender and race. (Cross-
listed ECON 424, WMST 426)

AAST 435
Negro Spirituals: Cultural Impact (1)
This course offers an immersion in the music and
culture of enslaved Africans to understand how and
why the music developed. The purpose of the music
then and now is examined as well as its impact on
modern music.

AAST 481
Dr. King and Malcolm X: A Comparison (2)
This class involves a brief examination into the
backgrounds, lives and careers of Dr. King and
Malcolm X. Comparison and contrast will be employed
to gain a deeper insight into the ideology and
effectiveness of each leader with regard to the civil
rights movement.

AAST 496
EXPERIMENTAL COURSES (1-15)

AAST 497
African American Studies Workshop (1-5)
Workshops are held to examine issues in this area.

AAST 498
Seminar (1-5)

AAST 499
Directed Study (1-5)
Prerequisite: Senior or graduate standing.
Directed study and research projects vary according
to faculty and student interest.
# AGING STUDIES

## School of Social Work
Maria C. Hernandez-Peck, Director

## Center for Studies in Aging
120 Showalter Hall
(509) 359-6479

### Minor
Faculty: K. Carlberg, M. Clute, P. Elkind, M. Hernandez-Peck, N. Jackson, K. Pitts, G. Hicks, P. Sloane

## UNDERGRADUATE PROGRAM

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

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

### Aging Studies Courses

#### Terms Offered
If no terms are indicated, check with department or quarterly Course Announcement.

**AGST 310**
**Multidisciplinary Studies in Aging (5)**
- **FALL**: Required of all students in the minor, this course draws upon a number of disciplines and fields (primarily biology, psychology, social work, sociology, economics, nutrition and dietetics, and ethnic perspectives) to provide a balanced view of both normal and problem aspects of aging. Presents theoretical issues and aspects of aging as well as programs, services and issues involved in working with older persons.

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

**AGST 310 Multidisciplinary Studies in Aging (5)**
- **Prerequisite**: AGST 310 or prior permission of the instructor.
- **Social Welfare Policies and Programs serving the aged are examined, past and present, in terms of their overall impact on the aged and on society at large. The needs and gaps in services to the aged are evaluated, as well as the adequacy with which these services are delivered, and the response of programs and services to the changing needs of the aged.** (Cross-listed SOWK 455)

**AGST 456**
**The Older Woman (3)**
- **Prerequisite**: AGST 310 or prior permission of the instructor.
- **Perspective on Death and Dying (3)**
- **Prerequisite**: AGST 310 or prior permission of the instructor.
- **Perspective on Death and Dying (3)**
- **Prerequisite**: AGST 310 or prior permission of the instructor.

**AGST 457**
**Clinical Assessment in Aging (3)**
- **Prerequisite**: AGST 310 and/or prior permission of the instructor.
- **Field practicum: 5 credits minimum may apply**

**AGST 458**
**Perspectives on Death and Dying (3)**
- **Prerequisite**: AGST 310 or prior permission of the instructor.
- **Field practicum: 5 credits minimum may apply**

**Total required credits**
14 - 16 credits

**Total elective credits**
6 - 9 credits

**Minimum total credits for above Minor**
20 - 30 credits

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

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

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ALCOHOL/DRUG STUDIES

School of Social Work
Irene Bittrick, Director
Isle Hall
(509) 359-7882

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

UNDERGRADUATE PROGRAM

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

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

ADST course work contributes to three principal educational objectives:

- Elective course work to enhance majors in all disciplines: Providing fundamental knowledge to support effectiveness in identifying and addressing the impact of alcohol and drug misuse, both personally and professionally.

- Completion of the ‘Foundations Certificate Program’ will strengthen majors in health, social work, psychology, education and other human-service oriented fields. The students will receive a certificate upon completion of the requirements.

- Completion of the Minor Program begins to prepare students for work in both the prevention and counseling arenas. It also enhances majors in community health, social work, nursing, criminal justice, psychology, education and other human-service oriented fields.

General Admissions Requirements for Alcohol/Drug Studies: Students are encouraged to complete their lower division requirements before pursuing the Alcohol/Drug Studies Program. Transfer students will need to see the director of the Alcohol/Drug Studies Program.

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

Alcohol/Drug Counseling and Prevention Minor (32 credits)

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

Required Courses

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

Practicum

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

Total required credits 26 credits
Total practicum credits 6 credits
Total credits for above Minor 32 credits

Alcohol/Drug Studies Courses

Terms Offered: If no terms are indicated, check with department or quarterly Course Announcement.

ADST 300 Survey of Alcohol/Drug Problems (4)
FALL/WINTER/SPRING
Historical, international and current definitions of alcohol and drug use, abuse and addiction. Recognition of misuse as a social problem and the evolution of social policy and attitudes. Socio-cultural and cross-cultural aspects of chemical dependency, including vulnerable populations—women, youth, elderly and ethnic-cultural groups. Identification and progression of symptoms and disease including the impact on individuals, family and society. Special focus on addressing drug problems personally and professionally with an overview of contemporary treatment modalities. (Cross-listed PSYC 323)

ADST 301 Alcohol/Drug Physiology and Pharmacology (4)
FALL/WINTER/SPRING
Prerequisite: ADST 300.
Physical impact and the response of the human body to alcohol and other drugs of abuse through study of the fundamentals of pharmacokinetics, neurologic functioning and current research findings. Concepts and terminology essential for working on a professional treatment team and for communicating concepts and terminology essential for working on a neurologic functioning and current research findings.

ADST 302 Alcohol/Drug Counseling Techniques (3)
FALL/SPRING
Prerequisites: ADST 300 and 301 or permission of the instructor.
Study of the principal theories and techniques of therapeutic and counseling relationships with particular focus on those designed for or adapted in addressing defense mechanisms and resistance characteristic of addiction. Includes diagnostic drug use assessment, effective behavioral change strategies, and fundamental counseling techniques from a variety of theoretical perspectives including traditional and cognitive models.

ADST 303 Counseling in the Age of AIDS and Selected Pathogens (2)
FALL/WINTER
Prerequisite: ENGL 201.
Study of the impact of air and blood borne pathogens and the role of the human service clinician. Theory and technique for effectively addressing issues of alcohol and drug use for the at-risk person and the issues of risk of exposure for the drug abusing individual. Physiology, epidemiology, risk assessment, legal/ethical issues, and societal implications of HIV and other pathogens. For students of any discipline, approved by the DSHS/DASA for chemical dependency counselor qualification.

ADST 304 Psychology of Addiction (3)
WINTER/SPRING
Prerequisites: PSYC 100 or permission of the instructor.
This course develops knowledge and functional understanding of the psychology of addiction as supported by the most recent professional theories being presented to date. The concepts of the destructive behaviors associated with addictions of all types are explored. Some to be included will be chemicals, gambling, food, sex, relationship, work, and exercise. This course will explore the theories of causality and social implication in addictions. The history of our nation in regards to addictions is also a topic of discussion. The various approaches to treatment, alternatives, and social issues are investigated.

ADST 308 Cultural Diversity and Chemical Dependency (2)
FALL/WINTER
Prerequisite: ADST 302 or permission of the instructor.
This course examines issues regarding the treatment of clients from different cultural/ethnic backgrounds. It also discusses issues specific to treating women, elderly, gay, lesbian, bisexual, transgendered, questioning (GLBTQ), and people with disabilities.

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### ADST 395
**Alcohol/Drug Practicum I (1-3)**  
**FALL/WINTER/SPRING/SUMMER**  
Prerequisites: Completion of 14 of the 15 core courses and completion of application and placement process. Placement in an alcohol/drug prevention or treatment facility to observe and study the application of theory and technique toward generalization to the student’s principal discipline. When the field experience placement is in a state certified alcohol/drug treatment facility, the hours apply toward chemical dependency counselor state certification.

### ADST 399
**Alcohol/Drug Special Studies (1-5)**  
**FALL/WINTER/SPRING**  
Subjects vary relative to faculty and student interests.

### ADST 410
**Community Prevention (3)**  
**FALL**  
Prerequisites: ADST 300 and 301 or permission of the instructor.  
This course covers the history, definitions and theories of prevention as part of the continuum of response to alcohol/drug problems in our society. This material can be generalized beyond the principal focus of alcohol/drug. Based on a systems approach the course will review and study various prevention models, current research, and the up-to-date Washington state prevention strategy. A representative number of prevention programs in use across the state will be studied, highlighting those with considerations of cultural/ethnic diversity.

### ADST 415
**Substance Abuse and the Elderly (3)**  
**WINTER**  
Prerequisite: ADST 300 and 301, or permission of the instructor.  
This course develops an enriched understanding of the psychological, social, and health problems associated with chemical dependency and the elderly. Substance abuse, particularly of alcohol and prescription drugs, among 60 and older is one of the fastest growing health problems facing the country. The various treatment approaches, alternatives, and social issues are discussed. This course explores addictions and will explore the ideas of causality with social implications.

### ADST 420
**Alcohol/Drug Case Management (4)**  
**WINTER/SPRING**  
Prerequisites: Completion of ADST 300 and 302 or permission of the instructor.  
Builds on the theoretical and technical principles and skills addressed in ADST 302. Thorough review of approaches and philosophies of case management and its essential role in effectively addressing the complexity of multiple-issue recovery, including dual-diagnosis, gender and sexuality issues, suicide, and relapse. Includes established national and regional standards of care in treatment planning, record keeping, discharged and aftercare planning.

### ADST 430
**Alcohol/Drug Family Counseling (3)**  
**FALL/WINTER**  
Prerequisite: ADST 302.  
Models of family counseling including overview of structural, functional, and systems approaches as applied to addicted/compulsive family systems. Treatment issues relative to stages of adaptation by families, including co-dependency, family roles for children and adults. Also, the study of intervention and the relationship between treatment and 12-step programs.

### ADST 440
**Alcohol/Drug Group Counseling (3)**  
**WINTER/SPRING**  
Prerequisite: ADST 302.  
Theoretical foundations of group dynamics and therapy as applied to alcohol/drug treatment clientele. Explore the design, leadership and applications of therapy groups via a combination of lecture, readings, and experimental lab activities. Emphasis on learning to observe, understand, and guide the group dynamics as they occur.

### ADST 460
**Chemical Dependency Ethics and the Law (4)**  
**FALL**  
Prerequisites: ADST 300 and 302 or permission of the instructor.  
Fundamental and technical study of the law, policy, malpractice, and liability regarding chemical dependency prevention and treatment practice. Strong focus on the temporary issues of the field relative to current policy and the development of professional knowledge and skills that support ethical and effective practice. Application of ethics for chemical dependency clinicians.

### ADST 462
**Alcohol/Drug Youth Chemical Dependency Counseling, Screening and Assessment (3)**  
**SPRING**  
Prerequisite: ADST 302 or permission of the instructor.  
This course will emphasize the unique developmental stages of adolescence, and the ways in which substance use/abuse/dependency harm the adolescent’s worldview. The various methods used when providing interventions and treatment will be explored along with assessment requirements specified by the state. This course will expand the issues of the family system as context for recovery using traditional resources and innovative approaches in adolescent chemical dependency treatments.

### ADST 464
**Alcohol/Drug Relapse Prevention (2)**  
**SPRING**  
Prerequisite: ADST 302 or permission of the instructor.  
Prevention relapse is not a single event, but is a process that takes place over time. This class will investigate that process by examining the principles and procedures of relapse prevention therapy. It will also focus on the developmental model of recovery to explore major causes of relapse in each stage of recovery. Another major focus of this class will be to address client relationship with family, employment, education, spirituality, health concerns, and legal needs.

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

### ADST 495
**Alcohol/Drug Practicum II (1-5)**  
**FALL/WINTER/SPRING/SUMMER**  
Prerequisites: Successful completion of ADST 395 Alcohol/Drug Practicum I and program approval. Placement in an alcohol/drug prevention or treatment facility which supports the opportunity to learn knowledge and skill by providing direct service. Regular seminars are held for processing and integrating concepts and techniques and addressing professional issues. When the practicum placement is in a state certified alcohol/drug treatment facility, the hours apply toward chemical dependency counselor qualification.

### ADST 496
**Experimental Course (1-5)**

### ADST 497
**Workshops, Short Courses, Conferences (1-4)**  
**FALL/WINTER/SPRING**  
Subjects vary according to faculty and student interest.

### ADST 499
**Directed Study (1-4)**  
**FALL/WINTER/SPRING/SUMMER**

### ADST 596
**Experimental Course (1-5)**
AMERICAN INDIAN STUDIES
School of Social Work
Deirdre A. Almeida, Program Director
Roger Jack, Program Counselor
210 Tawanka
(509) 359-2441
Minor
Faculty: D. Almeida, R. Jack

UNDERGRADUATE PROGRAM
The American Indian Studies Program (IDST) consists of (1) Academic Affairs, (2) Student Services, and (3) Tribal Intergovernmental Liaison Components. The Academic Affairs function is fulfilled by a Minor in Indian Studies and service course offerings in other professional disciplines. The IDST curriculum is designed to develop the cultural and civic co-competencies of students in preparation for professional employment by complementing their learning experiences in an interdisciplinary learning environment at EWU. Indigenous intellectual traditions constitute the philosophy of education for IDST. The student services function is fulfilled by a program counselor who provides services in student recruitment, admissions, financial aid, academic advising, employment, housing, tutoring, counseling, and career development. The program counselor also serves as advisor to the Native American Student Association. The tribal intergovernmental liaison function is fulfilled by a formal working relationship with the Affiliated Tribes of Northwest Indians (ATNI). The master policy basis of this relationship with over fifty (50) northwest tribes is the Washington State Governor’s Accord. ATNI also serves an advisory function for IDST/EWU in addition to providing committee learning laboratories when appropriate.

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

Indian Studies Minor (16 - 17 credits)

Required Courses
IDST 101 Introduction to Indian Studies (4)
IDST 321 Contemporary Indian Issues (4)
Select two courses from the following: 8-9 credits
IDST 121 Introduction to Federal Indian Policy (4)
IDST 380 Survey of Native American Literatures (5)
IDST 496 Tribal Economic Development Problems (4)
ANTH 355 Indians of the Northwest (4)

Total required credits 16 - 17 credits
Minimum total credits for above Minor 16 - 17 credits

American Indian Studies Courses

**Terms Offered** If no terms are indicated, check with department or quarterly Course Announcement.

**IDST 101**
Introduction to Indian Studies (4)
(satisfies cultural and gender diversity university graduation requirement.)
Introduces the basic philosophy (spiritual and intellectual sources), method, and major topics of the discipline. Explores organizing concepts, theories, and patterns within a historical context—including white contact time and pre-white contact time.

**IDST 121**
Introduction to Federal Indian Policy (4)
The politico-legal history of federal legislation, executive policies, and judicial decisions forming the context for evaluation of contemporary issues and problems in Indian Affairs.

**IDST 321**
Contemporary Indian Issues (4)
(satisfies cultural and gender diversity university graduation requirement.)
A survey of the legal, soci-economic, political and educational state of contemporary reservation and urban Indians. Special attention is given to the problems and controversies of several major issues such as self-determination in tribal governments, fishing and water rights, and religious freedom.

**IDST 380**
Survey of Native American Literatures (5)
(satisfies cultural and gender diversity university graduation requirement.)
Designed to introduce students to specific examples of narrative, ceremonial, ritualistic, religious, and secular literatures from the Oral Traditions of Indian Nations in North America and South America. Also introduces students to contemporary genres (i.e., poetry, the short story, the novel, and drama) as they emerge from the Oral Traditions, with the specific purpose of articulating the continuity as reflected in literary genres. (Cross-listed ENGL 380)

**IDST 495**
Indian Studies Internship (1-5)

**IDST 496**
Tribal Economic Development Problems (4)

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

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

College of Social and Behavioral Sciences
Sarah A. C. Keller, Anthropology Program
103 Isle Hall
(509) 359-7039

B.A.
Minor
Faculty: J. Dorwin, J. Galm, S. Keller, E. Lapoint, J. Smith, F. Strange

UNDERGRADUATE PROGRAMS

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

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

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

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

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

Bachelor of Arts (B.A.)

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

Required Courses
Disciplinary Foundation Course
ANTH 101 Cultural Anthropology (5)

CSBS Foundation Courses
CSBS 310 Foundations of SBS Theory (5)
Choose one of the following courses
CSBS 320 Introductory Statistics for the Social Sciences (5)
CSBS 531 Documents-Based Research Methods (5)
CEOG 328 Geographic Information Systems I (5)

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

Assessment
ANTH 493 Portfolio Assessment (1)

Electives
Choose one of the following
a. Traditional four-field emphasis in Anthropology
Choose an additional 30 credits from any courses with an ANTH prefix.
b. A certificate program
Select one of the focused, interdisciplinary certificates approved for the Anthropology major (consult department for list) 25-30 credits.
c. Specialization focus
Under certain circumstances the student majoring in Anthropology, in consultation with the advisor and Chair, may design a set of 50 credits of electives that best prepares them for a specialty in Anthropology he/she wishes to pursue.

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

Note: The Anthropology major does not require a minor

Total disciplinary foundation credits 5 credits
Total social and behavior sciences foundation credits 10 credits
Total disciplinary core courses credits 29 credits
Total assessment credits 1 credits
Total elective credits 25 - 30 credits
Total credits for above Major 70 - 75 credits

Minor

Anthropology Minor

Required Courses
ANTH 101 Cultural Anthropology (5)
or ANTH 305 Social Anthropology (5)

Electives
Select upper-division anthropology courses in consultation with department advisor:
Total required credits 5 credits
Total elective credits 10 credits
Total credits for above Minor 15 credits

ANTH 101 Cultural Anthropology (5)
FALL/WINTER/SPRING/SUMMER
(satisfies the GECR for social sciences, list 2. anthropology, geography, psychology, and sociology.
An introduction to the study of man with principal emphasis on culture.

ANTH 161
Introduction to Chicano Culture (5)
FALL/WINTER/SPRING/SUMMER
(satisfies cultural and gender diversity university graduation requirement.)
A study of Chicano culture providing an initial overview of its roots and conflicts. Specific components discussed are cultural identity, customs, language, psychology and the arts. (Cross-listed CHST 101)

ANTH 201
Latinas/os in Contemporary American Society (5)
The following course examines the experience of the other Latinos (Hispanics) in the United States: Puerto Rican, Cuban American, and Central Americans. The course presents a brief historical overview of their entrance in American society and a demographic comparison of significant socio-economic variables of the groups. The primary focus of the course is to examine the social and cultural profile of the Puerto Rican, Cuban, and Central American groups in the U.S. The course covers historical, social, and cultural themes, which include the impact of American institutions on identity, culture, language, the family, and the future implications of immigration from Latin America. (Cross-listed CHST 201)

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ANTH 299
Special Studies (1-15)
FALL/WINTER/SPRING/SUMMER
Prerequisites: Prior permission of the instructor and the department chair.

ANTH 301
Principles of Archaeology (5)
A comprehensive survey of the field of archaeology which will introduce students to the methods of field excavation and reconstruction employed by scientific archaeologists in the reconstruction of prehistoric cultures.

ANTH 305
Social Anthropology (5)
May substitute for Anthropology 101. Prerequisite: Junior standing.
An advanced introduction to social and cultural anthropology emphasizing key concepts and the comparison of distinctive cultures.

ANTH 342
Tribes, Bands and Chiefdoms (5)
An introduction to the origin, genetic adaptation, and evolution of living and extinct humans.

ANTH 347
Peoples of Africa (5)
A comparative view of tradition and change in sub-Saharan Africa.

ANTH 348
Peasant Societies (5)
World survey of what it means to be a peasant; relationship between communities and larger political wholes; revolutionary and protest movements and their future prospects.

ANTH 349
Major Civilizations of Asia (5)
An ethnographic survey of Japan, China, Islam, and India, emphasizing the core values of each.

ANTH 353
Peoples of the Pacific (5)
An ethnographic survey of Polynesia, Melanesia, and Micronesia.

ANTH 355
Indians of North America (5)
A comparative overview of distinctive Indian cultures. Opportunities for individual research provided.

ANTH 356
Archaeology of North America (5)
The pre-Columbian history of America north of the Valley of Mexico.

ANTH 357
Peoples of Latin America (5)
An ethnographic survey of contemporary cultures of Central and South America, including both aboriginal and peasant societies. Emphasis is placed on the merging and clashing of European, Indian, and African, rich and poor, and the continuing character of these conflicts into the present.

ANTH 358
Primitive and Folk Medicine (5)
An ethnographic survey of the differences between primitive and folk psycho-medical systems. Emphasis is placed upon diagnosis, prognosis, curing, and areas of specialization.

ANTH 359
South Asian Civilization (5)
A study of continuity and change in the culture and society of India, Pakistan, and Bangladesh.

ANTH 366
Revolution and Development in the Third World (5)
This course explores the alternative models available for understanding rapid cultural change in a worldwide array of postcolonial countries. Emphasis is placed on the historical origins of ethnic, nationalist, and class conflict in local regions as studied by anthropologists. Opportunities are made available for pursuing students' regional interests.

ANTH 399
Special Studies (1-15)
FALL/WINTER/SPRING/SUMMER
Prerequisites: Prior permission of the instructor and the department chair.

ANTH 401
Anthropological Research Methods (5)
A review of anthropological methods for the collection and analysis of cultural data.

ANTH 435
Irish History and Culture (5)
This course examines various aspects of Irish history and culture from prehistory to the present. Attention is given to religions, social, cultural, economic, and political institutions and developments. (Cross-listed HIST 435)

ANTH 441
Culture, Society, and Personality (5)
Synthesis of research, theory, and methodology concerning basic behavioral and interactional concepts of culture, society, and personality. (Cross-listed SOCI 441)

ANTH 444
Development of Anthropological Theory (5)
Prerequisite: ANTH 301 or 305.
Introduction to the development of theoretical anthropology which surveys alternative theories concerning man and culture.

ANTH 445
Anthropological Linguistics (5)
An anthropological perspective on language, incorporating an examination of contemporary approaches to phonology and syntax with an emphasis on language in culture.

ANTH 446
Sociolinguistics (3)
The course deals with language in its social setting. It examines linguistic variation in relation to social status and interactional context. The political implications of linguistic variation are also considered.

ANTH 450
Cultural Ecology (5)
The relationship between man, nature, and culture is contrasted in food collecting, simple farming, and technologically more complex cultures.

ANTH 451
Social Structure (5)
A consideration of various current approaches to the basic social structure of several cultures. This course will emphasize both the theoretical implications of social structural theory and ethnographic detail of the cultures involved.

ANTH 452
Archaeological Field Techniques (5)
Archaeological theory and method with emphasis on excavation procedures and skills and laboratory analysis. Opportunity for limited field experience.

ANTH 454
Myth, Ritual and Magic (5)
Religion as viewed by anthropology, in both urban cultures and smaller non-urban groups. Primary emphasis is on non-western cultures.

ANTH 455
Archaeology of Meso-America (5)
The pre-Columbian history of Mexico, Central America, and Western South America.

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

ANTH 490
Senior Capstone: Anthropology and the Modern World: Critical, Popular, and Applied (4)
This course joins together the diverse sub-fields, and eclectic viewpoints of anthropology and its supporting disciplines with the aim of clarifying anthropology's practical uses. It seeks the principles and applications which the field as a whole needs in order to communicate with other institutions and with society at large. We explore the implicit social criticism anthropology offers to Western culture and to its own place within it. The course presents an array of career possibilities, together with a wide range of practical applications for anthropological knowledge: guest lectures, discussion, group work, and their own presentations challenge students to relate their special interests to the larger issues of the human sciences and their meanings for people.

ANTH 493
Portfolio Assessment (1)
FALL/WINTER/SPRING/SUMMER
Prerequisite: Senior standing.
Advised by a member of the Anthropology Faculty, the student compiles an assessment portfolio of academic assignments completed in anthropology courses at EWI. Taken during the term in which the student expects to complete the requirements for the bachelor's degree in anthropology, this independent study course provides the student with an opportunity to undertake guided academic/career planning as well as to participate in summative assessments.
ANTH 495  
Internship (1-15)  
FALL/WINTER/SPRING/SUMMER

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

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

ANTH 499  
Directed Study (1-5)  
FALL/WINTER/SPRING/SUMMER  
Prerequisite: Prior permission of the instructor and the department chair.  
Independent study in selected areas of anthropology.

ANTH 595  
Internship (1-5)  
Prerequisite: Approval of committee or chair or department.  
This course will offer vocational experience for students in the interdisciplinary option within the History M.A. Program. Placement of the student with federal or state agencies, or private organizations is designed to provide on-the-job training and will be designed for the individual needs of specific master’s programs.

ANTH 599  
Independent Study (1-15)  
Prerequisite: Prior approval of instructor.

ANTH 600  
Thesis (2-6)  
Prerequisites: Permission of Department Chair and Graduate Research Chair.  
The objective of this course is to conduct original research as part of the completion of a research study bound as a thesis. This document provides partial fulfillment of the M.A. requirement and will be completed under the direction of a graduate committee. The thesis is designed to sharpen research, writing, and organizational skills.
APPLIED PSYCHOLOGY
See COUNSELING, EDUCATIONAL AND DEVELOPMENTAL PSYCHOLOGY

ART
College of Arts and Letters
Nancy Hathaway, Interim Chair
140 Art Building
(509) 359-2494/7070
B.A., B.A.E., B.F.A.
Minor
Faculty: T. Askman, L. DeVuono, M. Furness, E. Hamad, N. Hathaway, B. Miller, S. Murney, E. Nappa, N. Orosco

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

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

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

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

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

Bachelor of Arts (B.A.)
Students majoring in Art History will be expected to complete courses in methodology and to present a written thesis.

Art History Major (62 credits)
Note: Two years of a single high school foreign language or one year of a single college level foreign language is required.

Required Courses
ART 107 Basic Design (5)
or ART 307 Design (5)
ART 155 Beginning Painting (5)
or ART 355 Painting (5)
ART 213 Art in the Humanities (5)
ART 300 Drawing (5)
ART 303 Digital Imaging/Computer Graphics (5)
ART 310 World Art (5)
or ART 401 Senior Capstone: Professional practices for the visual arts. Where do you want to go? How do you get there? (5)
Select two of the following courses: 10 credits
ART 310 World Art (5)
ART 415 History of Ancient Art (5)
ART 417 History of Medieval Art (5)
ART 420 History of Renaissance Art (5)
ART 422 History of Baroque and Rococo Art (5)
ART 423 Art of the 19th Century (5)
ART 430 History of Modern Art (5)
ART 431 History of Contemporary Art (5)

Electives
Select additional Art History courses in consultation with departmental advisor.

Total required credits 59 credits
Total elective credits 3 credits
Total credits for above Major 62 credits

Studio Art Major (75 credits)
Note: Two years of a single high school foreign language or one year of a single college level foreign language is required.

Required Courses
ART 107 Basic Design (5)
or ART 307 Design (5)
ART 155 Beginning Painting (5)
or ART 355 Painting (5)
ART 213 Art in the Humanities (5)
ART 300 Drawing (5)
ART 303 Digital Imaging/Computer Graphics (5)
ART 400 Drawing (5)
or ART 401 Life Drawing (5)
ART 490 Senior Capstone: Professional practices for the visual arts. Where do you want to go? How do you get there? (5)
Select two of the following courses: 10 credits
ART 310 World Art (5)
ART 415 History of Ancient Art (5)
ART 417 History of Medieval Art (5)
ART 420 History of Renaissance Art (5)
ART 422 History of Baroque and Rococo Art (5)
ART 423 Art of the 19th Century (5)
ART 430 History of Modern Art (5)
ART 431 History of Contemporary Art (5)

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

Ceramics:
ART 325 Ceramics (5)
or ART 425 Advanced Ceramics (5)

Digital Imaging/Computer Graphics:
*ART 403 Advanced Digital Imaging/Computer Graphics (5)

Drawing:
*ART 400 Drawing (5)
or ART 401 Life Drawing (5)

Painting:
ART 155 Beginning Painting (5)
or ART 355 Painting (5)
ART 356 Watercolor (5)
or ART 455 Painting (5)
or ART 456 Watercolor (5)

Photography:
ART 304 Art of Photography (5)
*ART 404 Art of Photography (5)

Printmaking:
ART 360 Printmaking (5)
or ART 361 Papermaking (5)
or ART 460 Printmaking (5)

Sculpture:
ART 365 Sculpture (5)
or ART 465 Sculpture (5)

Alternative Media:
*ART 407 Alternative Media (5)
or ART 450 Workshop in Art (1-5)

Electives
Select additional art courses in consultation with departmental advisor.

Total required credits 45 credits
Total studio discipline credits 20 credits
Total elective credits 10 credits
Total credits for above Major 75 credits
Bachelor of Arts in Education (B.A.E.)

Students seeking certification in Art will be expected to demonstrate basic studio competencies prior to recommendation for admission to Professional Degree Candidacy.

Visual Arts/Elementary Major (45 credits)

This major satisfies the endorsement for Preschool to grade 12.

Required Courses

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

Select ONE of the following courses: 5 credits

ART 420 History of Renaissance Art (5)
or ART 400 Drawing (5)
ART 401 Life Drawing (5)
or ART 455 Painting (5)
ART 456 Watercolor (5)
or ART 460 Printmaking (5)

Total required credits 40 credits
Total elective credits 5 credits

Visual Arts/Secondary Major (70 credits)

This major satisfies the endorsement for Preschool to grade 12.

Required Courses

ART 107 Basic Design (5)
ART 155 Beginning Painting (5)
or ART 355 Painting (5)
ART 213 Art in the Humanities (5)
ART 300 Drawing (5)
ART 303 Digital Imaging/Computer Graphics (5)
ART 307 Design (5)
or ART 365 Sculpture (5)
ART 325 Ceramics (5)
ART 391 Foundations of Art Education (2)
ART 393 Art in the Secondary School (3)
ART 400 Drawing (5)
or ART 401 Life Drawing (5)
or ART 403 Advanced Digital Imaging/Computer Graphics (5)
ART 420 History of the Renaissance Art (5)

Select one the following: 5 credits

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

Electives

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

ART 303 Digital Imaging/Computer Graphics (5)
or ART 403 Advanced Digital Imaging/Computer Graphics (5)
ART 305 Design (5)
or ART 405 Design (5)
ART 365 Sculpture (5)
or ART 465 Sculpture (5)
ART 355 Painting (5)
or ART 455 Painting (5)
ART 356 Watercolor (5)
or ART 456 Watercolor (5)
or ART 460 Printmaking (5)

Total required credits 70 credits
Total elective credits 15 credits

Computer/Photography

ART 304 Art of Photography (5)
ART 306 Advertising Design (5)
or ART 403 Advanced Digital Imaging/Computer Graphics (5)
or ART 404 Photography (5)

3-D Ceramics/Sculpture

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

2-D Painting/Drawing/Printing

ART 356 Watercolor (5)
ART 360 Printmaking (5)
ART 361 Papermaking (5)
ART 400 Drawing (5)
or ART 401 Life Drawing (5)
or ART 455 Painting (5)
or ART 456 Watercolor (5)
or ART 460 Printmaking (5)

Total required credits 55 credits
Total elective credits 15 credits

Bachelor of Fine Arts (B.F.A.)

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

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

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

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

Note: There is no foreign language requirement for B.F.A. students.

Studio Art Major (115 credits)

Required Courses

ART 107 Basic Design (5)
or ART 307 Design (5)
ART 213 Art in the Humanities (5)
ART 300 Drawing (5)
ART 303 Digital Imaging/Computer Graphics (5)
ART 400 Drawing (5)
or ART 401 Life Drawing (5)
or ART 403 Advanced Digital Imaging/Computer Graphics (5)
or ART 405 Design (5)
or ART 460 Printmaking (5)
or ART 490 Senior Capstone: Professional practices for the visual arts. Where do you want to go? How do you get there? (5)


**Art Minor (20 credits)**

- **Total credits for above Major**: 115 credits
- **Total elective credits**: 22 credits
- **Total second studio discipline credits**: 15 credits
- **Total required credits**: 53 credits

### Studio Disciplines

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

#### Ceramics:
- ART 325 Ceramics (5)
- *ART 425 Advanced Ceramics (5)

#### Computer Graphics:

#### Drawing:
- *ART 400 Drawing (5)
- *ART 401 Life Drawing (5)

#### Painting:
- ART 155 Beginning Painting (5)
- ART 356 Watercolor (5)
- *ART 455 Painting (5)
- *ART 456 Watercolor (5)

#### Photography:
- ART 304 Art of Photography (5)
- *ART 404 Art of Photography (5)

#### Printmaking:
- ART 360 Printmaking (5)
- ART 361 Papermaking (5)
- *ART 460 Printmaking (5)

#### Sculpture:
- ART 365 Sculpture (5)
- *ART 465 Sculpture (5)

#### Alternative Media:
- *ART 407 Alternative Media (5)
- *ART 450 Workshop in Art (1-5)

Select courses in a second studio discipline: 15 credits

### Electives

Select additional art courses in consultation with departmental advisor.

- **Total required credits**: 53 credits
- **Total studio discipline credits**: 25 credits
- **Total second studio discipline credits**: 15 credits
- **Total elective credits**: 22 credits
- **Total credits for above Major**: 115 credits

**Minor**

**Art Minor (20 credits)**

### Required Courses
- ART 213 Art in the Humanities (5)

Select one of the following courses: 5 credits

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

Select two courses from Art History or Studio Art: 10 credits minimum

### Art History:

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

### Studio Art:

- ART 155 Beginning Painting (5)
- or ART 355 Painting (5)
- or ART 455 Painting (5)
- ART 304 Photography (5)
- or ART 404 Photography (5)
- ART 306 Advertising Design (5)
- ART 325 Ceramics (5)
- or ART 425 Advanced Ceramics (5)
- ART 356 Watercolor (5)
- or ART 456 Watercolor (5)
- ART 360 Printmaking (5)
- or ART 460 Printmaking (5)
- ART 361 Papermaking (5)
- ART 365 Sculpture (5)
- or ART 465 Sculpture (5)
- ART 400 Drawing (5)
- ART 401 Life Drawing (5)
- ART 407 Alternative Media (5)

**Total required credits**: 20 credits

**Total credits for above Minor**: 20 credits

**Art/Elementary or Secondary Minor (33 credits)**

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

### Required Courses
- ART 107 Basic Design (5)
- ART 213 Art in the Humanities (5)
- ART 300 Drawing (5)
- ART 325 Ceramics (5)
- ART 356 Watercolor (5)
- ART 390 Art in the Elementary School (5)
- ART 393 Art in the Secondary School (5)
- ART 400 Drawing (5)
- ART 401 Life Drawing (5)
- ART 407 Alternative Media (5)

**Total required credits**: 33 credits

**Total credits for above Minor**: 33 credits

### GRADUATE PROGRAM

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

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

**The Art Department’s Participation in Interdisciplinary Master Programs**

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

**Acceptance into Program**

Interdisciplinary M.A. applicants will have to apply with a portfolio of work in a manner akin to the B.F.A. applicants.

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

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

**Interdisciplinary M.A. History and Art**

Interdisciplinary M.A. students in History and Art have a strong record of following the traditional trajectory of the M.A. preceding the Ph.D.

**Interdisciplinary M.A. in Publishing, Creative Writing and Art**

Art courses can constitute a minor discipline for this degree program only based on the determination of the Chair, with input from other faculty, if necessary.

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

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>ART 107</td>
<td>Basic Design</td>
<td>5</td>
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<tr>
<td>ART 155</td>
<td>Beginning Painting</td>
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<td>ART 207</td>
<td>Color Design</td>
<td>5</td>
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<td>ART 213</td>
<td>Art in the Humanities</td>
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<td>ART 107 or permission of instructor</td>
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<td>ART 300</td>
<td>Drawing</td>
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<tr>
<td>ART 303</td>
<td>Digital Imaging/Computer Graphics</td>
<td>5</td>
<td>ART 107 or permission of instructor</td>
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<tr>
<td>ART 355</td>
<td>Painting</td>
<td>5</td>
<td>ART 155 or permission of instructor</td>
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<tr>
<td>ART 360</td>
<td>Printmaking</td>
<td>5</td>
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<tr>
<td>ART 361</td>
<td>Papermaking</td>
<td>5</td>
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<td>ART 365</td>
<td>Sculpture</td>
<td>5</td>
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<tr>
<td>ART 370</td>
<td>Art in the Elementary School</td>
<td>3</td>
<td>Junior standing</td>
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<tr>
<td>ART 390</td>
<td>Art in the Secondary School</td>
<td>3</td>
<td>Junior standing</td>
</tr>
<tr>
<td>ART 391</td>
<td>Foundations of Art Education</td>
<td>2</td>
<td>Junior standing</td>
</tr>
<tr>
<td>ART 393</td>
<td>Art in the Secondary School</td>
<td>3</td>
<td>Prior permission of the instructor</td>
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<tr>
<td>ART 398</td>
<td>Introduction to Art Historical Research</td>
<td>2</td>
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<tr>
<td>ART 311</td>
<td>African and African American Art History</td>
<td>5</td>
<td>ENGL 100, English clearance</td>
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<td>Drawing</td>
<td>5</td>
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<tr>
<td>ART 403</td>
<td>Advanced Digital Imaging/Computer Graphics</td>
<td>5</td>
<td>ART 303 or permission of instructor</td>
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<td>ART 404</td>
<td>Art of Photography</td>
<td>5</td>
<td>ART 304 or permission of instructor</td>
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<td>ART 407</td>
<td>Alternative Media</td>
<td>5</td>
<td>Junior standing</td>
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<tr>
<td>ART 415</td>
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<td>5</td>
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<td>ART 420</td>
<td>History of Renaissance Art</td>
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<td>ART 422</td>
<td>History of Baroque and Rococo Art</td>
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</tbody>
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**Course Fee**

For all courses, a course fee is required. Please check with the department for specific fees.
ART 423
Art of the 19th Century (5)
Painting, sculpture, and architecture in 19th century America and Europe, covering such movements as Neoclassicism, Romanticism, Realism, and Impressionism.

ART 425
Advanced Ceramics (5)
Course Fee. Prerequisite: ART 325. Emphasis directed to the problems—aesthetic and technical—of high-fired stoneware pottery and/or clay sculpture.

ART 420
History of Modern Art (5)
A survey of major art forms, including architecture, from French Impressionism (ca. 1865) to the present. Emphasis upon identifying the origins and tracing the development of 20th century styles.

ART 431
History of Contemporary Art (5)
A survey of art and theoretical writings on art from 1960 to the present. As the art world is increasingly globalized, this course examines the works and ideas from artists and art theorists around the world today.

ART 450
Workshop in Art (1-5)
May be repeated. Prerequisites: Prior permission of the instructor. Exploratory problems in a variety of materials and media.

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

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

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

ART 465
Sculpture (5)
Course Fee. Prerequisite: ART 365. Advanced study in sculptural media of student’s choice. Opportunity for work in stone, wood, welding, bronze casting and other specialties.

ART 470
Senior Exhibition (1)
Must be repeated three times for credit. Prerequisites: Senior standing; prior permission of the instructor and the department chair. The individual preparation and presentation of work for senior exhibition.

ART 472
Issues in Art (3)
The nature of aesthetics as related to the visual and conceptual arts. Examination and analysis of the works of major thinkers in the philosophy of art.

ART 490
The course incorporates practical considerations for the graduating senior in both B.F.A. and B.A. Studio Art programs. It addresses issues from portfolio development, to proposals, to opportunities in the art world. Students are encouraged to work with faculty in developing internships as well as grant proposals and slide packages.

ART 491
Senior Thesis (5)
Prerequisite: Permission of the instructor. The research and writing of an undergraduate thesis in Art History. Normally taken during the student’s senior year.

ART 495
Exhibit Touring Services Internship (1-5)
This internship program provides practical experience in the curatorial aspects of an art career. The student will learn how to photograph, assess, crate and ship art work as well as how to market and publicize art exhibits.

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

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

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

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

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

ART 525
Graduate Ceramics (5)
Course Fee. Prerequisite: ART 425 or prior permission of the instructor. Emphasis on the development of advanced skills in ceramics, hand building, wheel throwing and glaze techniques.
BIOLOGY

College of Science, Math and Technology
Flash Gibson, Chair
260 Hall of Sciences
(509) 359-2348

B.A.E.  
B.S. Biology Options: Biochemistry/Biotechnology, Pre-med/Pre-dent/Pre-vet 

Minimum total credits for above Major 99 - 101 credits
Minimum total additional upper division 40 - 41 credits
Total required credits 39 - 40 credits

Biology/Secondary Major (75 credits)

This major satisfies the endorsement requirements for grades 5-12.

Required Biology Courses
BIOL 171 Biology I (4)  
BIOL 172 Biology II (4)  
BIOL 173 Biology III (4)  
BIOL 270 Biological Investigation (3)  
BIOL 301 Microbiology (5)  
BIOL 302 Botany (5)  
BIOL 310 Fundamentals of Genetics (5)  
BIOL 340 Biology and Society (2)  
BIOL 423 Systematics and Evolution (5)  
BIOL 440 Ecology (4)  
BIOL 441 Ecology Lab (2)  
BIOL 490 Department Senior Capstone (5)  
Select one of the following courses: 5 credits  
BIOL 303 Invertebrate Zoology (5)  
BIOL 304 Vertebrate Zoology (5)  

Required supporting courses
CHEM 151 General Chemistry (5)  
CHEM 152 General Chemistry (5)  
CHEM 153 General Chemistry (5)  
SCED 390 Secondary Science Teaching Methods (1)  
BIOL 390 Biology Teaching Methods (1)  
Select one of the following courses: 5 credits  
MATH 106 Precalculus Mathematics II (5)  
or MATH 380 Probability and Statistics (5)  

Required Biology Courses
BIOL 171 Introduction to Biology (5)  
BIOL 172/173/174 Introduction to Human Anatomy and Physiology I, II, III (6 each)  
BIOL 232/233/234 Human Anatomy and Physiology for Non-Biology Majors (5 each)  
BIOL 335 Elementary Medical Microbiology (5)  
BIOL 390 Biology Teaching Methods (1)  

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

Required courses in the following programs of study may have prerequisites. Reference the course description section for clarification.
Biology Major with Biochemistry/Biotechnology Option (134 credits)

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

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

**Required supporting courses**
- CHEM 151 General Chemistry (5)
- CHEM 152 General Chemistry (5)
- CHEM 153 General Chemistry (5)
- CHEM 304 Quantitative Analysis (6)
- CHEM 351 Organic Chemistry (4)
- CHEM 352 Organic Chemistry (4)
- CHEM 372 Organic Chemistry Lab I (3)
- CHEM 420 Instrumental Analysis (5)
- CHEM 421 Physical Chemistry (4)
- CHEM 422 Physical Chemistry (3)
- CHEM 431 Physical Chemistry Lab (1)
- CHEM 432 Physical Chemistry Lab (2)
- CHEM 480 Biochemistry (5)
- CHEM 481 Intermediary Metabolism (5)
- CSCD 132 Programming in BASIC (3)
- MATH 161 Calculus I (5)
- MATH 162 Calculus II (5)
- PHYS 131 Introductory Physics I (4)
- PHYS 132 Introductory Physics II (4)
- PHYS 133 Introductory Physics III (4)
- PHYS 161 Mechanics Laboratory (1)
- PHYS 162 Heat and Optics Laboratory I (1)
- PHYS 163 Instrumentation Lab I (1)

**Total required credits** 49 credits

**Total required supporting courses** 85 credits

**Total credits for above Major** 134 credits

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

Biology Major with Pre-med/Pre-dent/Pre-vet Option (134 - 136 credits)

This curriculum is recommended for students planning a career in medicine, dentistry or veterinary medicine. This course of study would also be appropriate for graduate studies in related fields of the biological and chemical sciences, such as medical technology, biotechnology, pharmacy, etc. The scheduling of courses in this option is designed to meet the academic requirements of the professional programs and to prepare students for the aptitude examination (MCAT, DAT, GRE) which is taken during a student’s junior or early senior year.

**Required Biology Courses**
- BIOL 171 Biology I (4)
- BIOL 172 Biology II (4)
- BIOL 173 Biology III (4)
- BIOL 270 Biological Investigation (3)
- BIOL 301 Microbiology (5)
- BIOL 302 Botany (5)
- BIOL 304 Vertebrate Zoology (5)
- BIOL 310 Fundamentals of Genetics (5)
- BIOL 436 Cell Biology (5)
- BIOL 438 Molecular Biology (5)
- BIOL 490 Dept. Senior Capstone (5)
- BIOL 498 Seminar (5)

**Required supporting courses**
- CHEM 151 General Chemistry (5)
- CHEM 152 General Chemistry (5)
- CHEM 153 General Chemistry (5)
- CHEM 351 Organic Chemistry (4)
- CHEM 352 Organic Chemistry (4)
- CHEM 353 Organic Chemistry (3)
- CHEM 372 Organic Chemistry Lab I (3)
- CHEM 480 Biochemistry (5)
- CHEM 481 Intermediary Metabolism (5)
- ENGL 201 College Composition: Analysis, Research, and Documentation (5)
- ENGL 205 Introduction to Technical Writing (5)
- MATH 161 Calculus I (5)
- MATH 380 Elementary Probability and Statistics (5)
- PHYS 131 Introductory Physics I (4)
- PHYS 132 Introductory Physics II (4)
- PHYS 133 Introductory Physics III (4)
- PHYS 161 Mechanics Laboratory (1)
- PHYS 162 Heat and Optics Laboratory I (1)
- PHYS 163 Instrumentation Lab I (1)

**Suggested Electives**
- CHEM 304 Quantitative Analysis (6)
- and any other upper division courses in Biology or Chemistry with the advisor’s consent.

**Total required credits** 52 credits

**Total required supporting courses** 74 credits

Minimum suggested elective credits 8 - 10 credits

Minimum total credits for above Major 134 - 136 credits

Note: For GECRs and other University requirements, see catalog.

Minors

**Biology Minor (36 - 37 credits)**

Note: This minor does not meet the endorsement requirement for teachers.

**Required Biology Courses**
- BIOL 171 Biology I (4)
- BIOL 172 Biology II (4)
- BIOL 173 Biology III (4)
- BIOL 270 Biological Investigation (3)
- BIOL 301 Microbiology (5)
- BIOL 302 Botany (5)
- BIOL 304 Vertebrate Zoology (5)
- BIOL 423 Systematics and Evolution (5)
- BIOL 440 Ecology (4)

**Minimum total required credits** 36 - 37 credits

**Minimum total credits for above Minor** 36 - 37 credits

**Health Science Minor (30 credits)**

**Required Courses**
- BIOL 232 Human Anatomy and Physiology for Non-Biology Majors (5)
- BIOL 233 Human Anatomy and Physiology for Non-Biology Majors (5)
- BIOL 304 Human Anatomy and Physiology for Non-Biology Majors (5)
- CHEM 161 General Chemistry for the Health Sciences (5)
- CHEM 162 Organic Chemistry for the Health Sciences (5)
- CHEM 163 Biochemistry Chemistry for the Health Sciences (5)

**Total required credits** 30 credits

**Total credits for above Minor** 30 credits

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

This minor satisfies the endorsement for grades 5-12.

**Required Biology Courses**
- BIOL 171 Biology I (4)
- BIOL 172 Biology II (4)
- BIOL 173 Biology III (4)
- BIOL 270 Biological Investigation (3)
- BIOL 304 Vertebrate Zoology (5)
- BIOL 304 Vertebrate Zoology (5)

**Minimum total required credits** 36 - 37 credits

**Minimum total credits for above Minor** 36 - 37 credits
Required Supporting Courses:
- BIOL 590 Biology Teaching Methods (1)
- MATH 105 Precalculus Mathematics I (5)
- or MATH 380 Elementary Probability and Statistics (5)
- SCED 390 Secondary Science Teaching Methods (1)

<table>
<thead>
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<tr>
<td>Total credits for above Minor</td>
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</tbody>
</table>

Course Requirements for Teacher Certification/Add-on Endorsements
(For students who currently possess a Washington State Teaching Certificate)

General Science/Add-on Endorsement (65 credits)
To improve their marketability as science teachers, students may wish to complete this option in addition to their B.A.E. in Biology, Chemistry, Earth Science or Physics. This add-on satisfies the General Science endorsement and allows teachers to teach any science grades 5-12.

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

<table>
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<tr>
<th>Total required credits</th>
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<tbody>
<tr>
<td>Total credits for above Add-on Endorsement</td>
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</table>

GRADUATE PROGRAM

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

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

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

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

Teaching assistantships, with resident tuition waiver, are available on a competitive basis to qualified graduate students. Other financial support is possible through work-study programs, hourly employment by the department, or faculty research grants. All applicants are encouraged to submit an Application for Federal Student Aid which, for incoming students, must be received by the Financial Aid Office by February 15 for support in the following academic year. Applications are available through the Financial Aid Office at EWU.

Entrance Requirements/Preparation
To be admitted to the Master of Science in Biology program, applicants must first meet all requirements for admission to the Graduate School as outlined elsewhere in this catalog. Prospective M.S. applicants must hold a four-year baccalaureate degree in biology or related natural science from an accredited college or university. Preparation must include the equivalent of two quarters of organic chemistry and one quarter of statistics or calculus. Students who have deficiencies for admission or deficiencies as determined by their graduate committee, may be allowed to make up deficient course work while enrolled in graduate school. Admission to the program will be considered when applicants: 1) have completed all admission requirements for the Graduate Studies Office at Eastern Washington University, 2) have submitted scores from the General GRE test, 3) have provided a completed Supplemental Application to the Department of Biology and two Evaluation/Recommendation Forms, and 4) have identified an appropriate faculty research advisor willing to serve as the major professor.

Graduate students wishing to be considered for a Teaching Assistantship must have their completed application to the Department of Biology by March 1. Applicants not seeking Teaching Fellowships must have their completed application to the Department of Biology by April 1, October 15, and January 15 for admission in the Fall, Winter, and Spring quarters, respectively.

Candidacy:
To be admitted to candidacy, graduate students in the Master of Science in Biology program must have:
- completed 15 credit hours (10 of which at 500-level) and before completing one half the total minimum credits required for the degree,
- removed all deficiencies regarding entrance requirements (deficient course work cannot be counted toward a degree),
- met with their graduate committee to determine an appropriate course curriculum,
- had their research proposal approved by their internal graduate committee and presented this proposal to the Department of Biology,
- submitted the completed application form with research advisor signature to the appropriate Biology Graduate Advisor,
- had their candidacy approved by the Department of Biology faculty.

Master of Science in Biology
Program Advisors:
- A. Ross Black (Admissions)
- Margaret A. O’Connell (Candidacy)
- Dona Boggs (Fellowship)
- 258 Hall of Sciences
- (509) 359-2339

Graduate Core
- BIOL 510 Research Design and Literature (5)
- BIOL 598-01 Seminar (3)

Plus Current Topics from at least two of the following disciplines for a total of six credits (additional Current Topics may be taken for elective credits): (6 credits)
- BIOL 511 Current Topics in Ecology/Evolution (2)
- BIOL 512 Current Topics in Physiology (2)
- BIOL 513 Current Topics in Cell and Molecular Biology (2)
- BIOL 514 Growth of Biological Thought (2)

Electives
To be determined in consultation with student’s graduate committee. All 400 and 500 level courses may be used as electives.
**Thesis**
To be determined in consultation with student’s graduate committee. All Master of Science in Biology students are required to conduct original research towards their Master’s thesis.

BIOL 600 Thesis Research (16-20)

<table>
<thead>
<tr>
<th>Total required core credits</th>
<th>14 credits</th>
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<tbody>
<tr>
<td>Minimum elective credits</td>
<td>16 - 20 credits</td>
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<tr>
<td>Minimum thesis credits</td>
<td>16 - 20 credits</td>
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<td>Minimum total credits for above Master’s Degree</td>
<td>50 credits</td>
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</table>

**Teaching**
All master of science in biology students are required to either teach at least one quarter as a paid teaching assignment or arrange a teaching experience in consultation with his/her graduate committee. Students who do not have a paid teaching assignment may arrange to receive BIOL 599 credit for the development and execution of this teaching experience.

**Final Comprehensive Examination**
The final comprehensive examination for the master of science in biology consists of a research seminar and an oral defense of the master’s thesis presented to the department. Immediately following the student’s seminar, an oral examination is administered by the student’s committee which is composed of two-three departmental faculty members and a faculty member appointed by the graduate office. The focus of the examination is the student’s thesis, and general biology knowledge.

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### Biology Courses

**BIOL 100**
Introduction to Biology (5)
FALL/WINTER/SPRING/SUMMER
(satisfies the GECR for natural sciences, biology)
An introduction to the methods of study and the three levels of organization in living organisms: cell, organismal, and population.

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

**BIOL 115**
Investigating Biology (5)
FALL
(satisfies the GECR for natural science, biology)
Prerequisite: Basic skills clearance in Mathematics.
For students planning to teach elementary school. Includes inquiry based biological investigations that support science instruction outlined in the National Science Education Standards and Washington Essential Academic Learning Requirements.

**BIOL 132, 133**
Introduction to Human Anatomy and Physiology I, II (5 each)
FALL/WINTER/SPRING/SUMMER
Prerequisite: BIOL 173.
The completed sequence of BIOL 132, 133 satisfies the GECR for natural sciences, biology: counts as one course.
For non-biology majors. A two-quarter sequence focused on the essential elements of human organ systems and their interrelationships.

**BIOL 171**
Biology I (4)
FALL/WINTER
Introduction to biology, covering a review of chemistry from atomic structure through respiration, cell and molecular biology and genetics.

**BIOL 172**
Biology II (4)
FALL/WINTER
Prerequisite: BIOL 171.
Introduction to biology, covering evolution, the diversity of life, and interactions among organisms and their environment.

**BIOL 173**
Biology III (4)
FALL/WINTER
Prerequisite: BIOL 172.
Introduction to biology, covering the structure and function of plants and animals, with emphasis on flowering plants and vertebrates.

**BIOL 210**
Pacific Northwest Trees and Shrubs (2)
FALL/WINTER/SPRING/SUMMER
Prerequisite: BIOL 171.
Introduction to biology, covering the structure and function of plants and animals, with emphasis on flowering plants and vertebrates.

**BIOL 213**
Pacific Northwest Trees and Shrubs (2)
FALL/WINTER/SPRING/SUMMER
Prerequisite: BIOL 171.
Introduction to biology, covering the structure and function of plants and animals, with emphasis on flowering plants and vertebrates.

**BIOL 232, 233, 234**
Vertebrate Zoology (5)
FALL/WINTER/SPRING/SUMMER
Prerequisites: BIOL 173, 270, CHEM 153.
The structure, function, and phylogenetic relationships of the invertebrate phyla from the Protozoa through the Echinodermata.

**BIOL 236**
Pacific Northwest Trees and Shrubs (2)
FALL/WINTER/SPRING/SUMMER
Prerequisite: BIOL 171.
Introduction to biology, covering the structure and function of plants and animals, with emphasis on flowering plants and vertebrates.

**BIOL 301**
Microbiology (5)
FALL/WINTER
Prerequisites: BIOL 173, 270, CHEM 153.
Morphology, physiology, taxonomy and ecology of the microorganisms, emphasizing prokaryotes, the fungi, and the viruses.

**BIOL 302**
Botany (5)
WINTER/SPRING
Prerequisites: BIOL 173, 270, CHEM 153.
The structure, function, and phylogenetic relationships in the plant kingdom.

**BIOL 303**
Invertebrate Zoology (5)
FALL
Prerequisites: BIOL 173, 270, CHEM 153.
The structure, function, and phylogenetic relationships of the invertebrate phyla from the Protozoa through the Echinodermata.

**BIOL 309**
Vertebrate Zoology (5)
FALL/WINTER
Prerequisites: BIOL 173, 270, CHEM 153.
The structure, function and phylogenetic relationships of the vertebrates.

**BIOL 306**
Forest and Rangelands (5)
Prerequisite: BIOL 173 or permission of the instructor.
Prerequisite: One course in ecology for BIOL 302.
A course designed to enhance comprehension of words and word parts most commonly encountered in biological sciences.

**BIOL 310**
Fundamentals of Genetics (5)
WINTER/SPRING
Prerequisites: BIOL 173, 270, CHEM 153.
This course provides comprehensive coverage of the major topic areas of genetics: classical, molecular and evolutionary.

**BIOL 311**
Field Botany (5)
SPRING
Prerequisite: BIOL 173 or permission of the instructor.
This course provides comprehensive coverage of the major topic areas of genetics: classical, molecular and evolutionary.

**BIOL 312**
Fundamentals of Soil Science (4)
Prerequisite: BIOL 173, 270, CHEM 153.
A general introduction to physical, chemical and biological properties of soils. (Cross-listed GEOG 312)
**Biol 318**  
Biology of Women (3)  
The history, biology and myths of human reproduction as they apply to women and the interaction of brain, hormones and social life. (Cross-listed WMST 318)

**Biol 320**  
The Human Prospect (5)  
WINTER  
Explores the biological and philosophical roots of human’s relationship with the environment. (Cross-listed HUMN 320)

**Biol 324**  
Entomology (4)  
Prerequisite: BIOL 303 or 304.  
A study of insect biology.

**Biol 332**  
Human Neural, Muscular and Skeletal Systems (5)  
FALL  
Prerequisite: BIOL 304.  
Gross and microscopic anatomy and physiology of the human neural, muscular and skeletal systems.

**Biol 333**  
Human Cardiopulmonary and Renal Systems (5)  
WINTER  
Prerequisite: BIOL 304.  
Anatomy and physiology of the human cardiovascular, pulmonary and renal systems.

**Biol 334**  
Human Regulatory and Visceral Systems (4)  
SPRING  
Prerequisite: BIOL 304.  
Anatomy, physiology, and neuroendocrine regulation of human metabolic, gastrointestinal, and reproductive systems.

**Biol 335**  
Elementary Medical Microbiology (5)  
SPRING  
Prerequisite: BIOL 232.  
The micro-organisms and animal parasites, with chief emphasis on those which affect human health.

**Biol 338**  
Discovering Women in Science (1)  
The course uses several scientific themes to rediscovers from the past, and find in contemporary research, the women who have made significant contributions to science. (Cross-listed CHEM 338, GEOL 338, HIST 338, PHYS 338, PSYC 338, WMST 338)

**Biol 340**  
Biological Society (2)  
WINTER  
Biological, social, ethical and economic implications of current advances in the biological sciences.

**Biol 343**  
Biology of Aging (3)  
SUMMER  
Prerequisite: AGST 310 or a college level biology course.  
Aging of biological organisms, viewed from the molecular level through the population level, with an emphasis on the human.

**Biol 390**  
Biology Teaching Methods (1)  
FALL  
Prerequisite: BIOL 171, 172, 173, and 270; co-requisite SCED 390.  
This course is designed for individuals seeking endorsement to teach junior or senior high school biology or general science. Various types of biology programs, organization of lesson materials, techniques and laboratory safety are included in the course.

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

**Biol 405**  
Limnology (5)  
SPRING  
Prerequisites any two: BIOL 301, 302, 303, 304.  
A general study of the physical, chemical, and biological features of lakes and streams.

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

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

**Biol 409**  
Myology (5)  
FALL-EVEN YEARS  
Prerequisite: BIOL 302.  
Structure, physiology, ecology, and taxonomy of microfungi and mushrooms, with an emphasis on fungi of the Northwest.

**Biol 410**  
Epidemiology (5)  
WINTER  
Prerequisite: BIOL 301 or 452.  
A study of the factors which determine the frequencies and distributions of the communicable diseases among humans.

**Biol 412**  
Medical Bacteriology (5)  
FALL  
Prerequisites: BIOL 301, CHEM 351.  
The microbial agents of human disease, with an emphasis on bacteria.

**Biol 421**  
Systematics and Evolution (5)  
WINTER  
Prerequisites any two: BIOL 301, 302, 303, 304, BIOL 310 recommended.  
A study of variation, adaptation, speciation and taxonomy in biological systems.

**Biol 430**  
Immunology (5)  
WINTER  
Prerequisite: BIOL 421 or permission of the instructor.  
Immune reactions of animals with principal emphasis on those associated with infectious diseases.

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

**Biol 436**  
Cell Biology (5)  
WINTER  
Prerequisites: BIOL 171, 172, 173, 270 and CHEM 153.  
A comprehensive study of cell biology from a structural and functional perspective.

**Biol 438**  
Molecular Biology (5)  
SPRING  
Prerequisites: One of BIOL 301, 302, 303 or 304 and CHEM 351. (Simultaneous enrollment in CHEM 351 is acceptable.)

This course will include study of gene structure, organization, function and regulation. Equal emphasis will be given to the molecular processes and genetic phenomena of both prokaryotic and eukaryotic cells.

**Biol 440**  
Ecology (4)  
FALL/SPRING  
Prerequisites: MATH 106; any one of BIOL 301, 302, 303, 304, or permission of the instructor.  
The study of factors which determine the distribution and abundance of organisms.

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

**Biol 442**  
Conservation Biology (4)  
WINTER-ODD YEARS  
Prerequisites: BIOL 171, 172, 173, 270 or permission of the instructor; BIOL 440 recommended.  
Conservation biology is a synthetic discipline that has arisen in response to the current unprecedented rates of extinction and draws on a wide range of basic sciences and applied fields to address the problem of loss of biological diversity. This course introduces students to the discipline of conservation biology, familiarizes students with literature in Conservation Biology, and provides students with a forum for discussion of some major topics in Conservation Biology.

**Biol 443**  
Wildlife Management (4)  
WINTER-EVEN YEARS  
Prerequisites: BIOL 171, 172, 173 and 270 or permission of the instructor; BIOL 440 recommended.  
This course examines the historical and political development of wildlife management, the ecological principles that underpin management decisions, primary approaches to management, and current management issues.

**Biol 444**  
Field Ecology (4)  
FALL/SPRING  
Prerequisite: BIOL 423 or 440.  
Students conduct observational and/or experimental field studies designed to answer contemporary ecological questions. The course emphasizes hypothesis testing, study design, field techniques, data analysis, and written and oral study presentation. May emphasize aquatic ecology, terrestrial ecology, or both.
BIOL 448  
Plant/Animal Interactions (5)  
Prerequisite: BIOL 423 or 440.  
This course examines the complexities and subtleties of mutualistic, antagonistic, and commensalistic interactions between plants and animals. A variety of topics will be discussed including co-evolution, pollination biology, plant/herbivore interactions, seed dispersal and predation, ant/plant interactions, and carnivorous plants.

BIOL 450  
Mammalogy (5)  
SPRING-ODD YEARS  
Prerequisite: BIOL 304.  
The classifications, life histories and ecology of mammals.

BIOL 452  
Parasitology (5)  
WINTER  
Prerequisite: BIOL 303 or permission of the instructor.  
The animal parasites, with chief emphasis on those of medical importance.

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

BIOL 460  
Hematology (5)  
FALL  
Prerequisites: BIOL 301, 304 or permission of the instructor.  
The morphology and hemostasis of the normal and abnormal human hematomal system.

BIOL 462  
Ichthyology (5)  
FALL  
Prerequisite: BIOL 304 or permission of the instructor.  
Systematic and ecological studies of fishes with emphasis on the freshwater fishes of the U.S.

BIOL 463  
Fisheries Biology and Management (4)  
SPRING-EVEN YEARS  
Prerequisite: BIOL 462 or permission of the instructor.  
Development of the biological basis of fisheries management and the role of fish populations as sources of food and recreation for humans.

BIOL 470  
Biological Illustration (2)  
Prerequisite any one: BIOL 301, 302, 303 or 304.  
Emphasis is placed on developing skill in the production of drawings, diagrams, charts and graphs suitable for publication.

BIOL 476  
Muscle Physiology (3)  
Prerequisite: BIOL 253 or 456 or 490.  
The structure, function, and regulation of muscle tissue, with an emphasis on skeletal muscle.

BIOL 477  
Embryology (5)  
SPRING  
Prerequisites: BIOL 310 and one physiology course.  
This course examines the dynamics, physical features and mechanisms of early organismic development from both the classical embryology and modern genetic perspective. Emphasis is placed on mammalian embryology. Also discussed are state-of-art technologies currently in use in medical and veterinary practice and in research.

BIOL 478  
Microbial Genetics (3)  
Prerequisites: BIOL 301, 310.  
Genetic studies on micro-organisms with emphasis on bacteria, viruses, and fungi.

BIOL 481  
Freshwater Invertebrate Zoology (5)  
SPRING  
Prerequisite: BIOL 303 or 304.  
A field course stressing the collection, preservation, and identification of freshwater invertebrates.

BIOL 485, 486  
Molecular Biotechnology (5 each)  
SPRING(485)/WINTER(486)  
Prerequisites: BIOL 301, 310, CHEM 480.  
A study of the concepts, experiments, and industrial applications of fermentation theory, recombinant DNA protocols, plasmids and cloning, DNA, RNA and protein sequencing and synthesis, monoclonal antibodies and cell fusion, solid support enzyme technology, bioenergy reactions, biomass and secondary metabolite production, and biodegradation.

BIOL 488, 489  
Molecular Biotechnology Laboratory (2 each)  
WINTER(488)/SPRING(489)  
Prerequisite: BIOL 485 or concurrent enrollment for BIOL 488; BIOL 486 or concurrent enrollment for BIOL 489.  
Experiments include basic analytical and preparatory techniques, analytical and preparative fermentations, restriction analysis of viral DNA, RNA labelling and sequencing, tissue fractionation and lectin affinity column chromatography, DNA cloning, screening and blot analysis, mammalian cell culture and fusion, immunochemistry and in vitro translation.

BIOL 490  
Department Senior Capstone: (5)  
Integrated Studies in Physiology-Microbial or Integrated Studies in Physiology-Plants or Integrated Studies in Physiology-Animals  
(Fulfills senior capstone university graduation requirement.)  
Prerequisites: CHEM 151, 152, 153.  
See your major department advisor for the appropriate section number.

BIOL 496  
Experimental Courses And Research Courses (1-5)  
FALL/WINTER/SPRING/SUMMER  
Prerequisite: Advanced standing in departmental program.

BIOL 497  
Workshops, Short Courses, Conferences (1-5)  
FALL/WINTER/SPRING/SUMMER  
Prerequisite: Advanced standing in departmental program.

BIOL 498  
Seminar (1-2)  
FALL/WINTER/SPRING  
May be repeated for credit.

BIOL 499  
Directed Study (1-5)  
FALL/WINTER/SPRING  
Prerequisite: Permission of the instructor.

BIOL 505  
Limnology (5)  
SPRING  
Prerequisite: Admission to graduate program.  
An in-depth study of the physical, chemical, and biological features of lakes and streams incorporating independent field work and/or synthesis of primary literature.

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

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

BIOL 509  
Mycology (5)  
FALL-EVEN YEARS  
Prerequisite: Admission to graduate program or permission of the instructor.  
Structure, physiology, ecology, and taxonomy of microfungi and macrofungi, with an emphasis on fungi of the Northwest and on the design and implementation of independent mycological experiments.

BIOL 510  
Research Design and Literature (5)  
FALL  
Prerequisite: Admission to graduate program or permission of the instructor.  
Methods of biological research, including: experimental design; hypothesis testing; data collection, analysis, and interpretation; scientific writing and presentation; and utilization of scientific literature.

BIOL 511  
Current Topics in Ecology/Evolution (2)  
WINTER  
May be repeated for credit.

BIOL 512  
Current Topics in Physiology (2)  
WINTER/SPRING  
May be repeated for credit.

BIOL 513  
Current Topics in Cell and Molecular Biology (2)  
FALL  
May be repeated for credit.

BIOL 520  
Current Topics in Physiology (2)  
WINTER/SPRING  
Prerequisite: Admission to the Biology Masters Program or permission of the instructor.  
Current readings in a specialized area of physiology, including functional aspects of animals, plants, or micro-organisms, or functions common to two or more groups of organisms.

BIOL 521  
Current Topics in Cell and Molecular Biology (2)  
FALL  
May be repeated for credit.

Prerequisites: Admission to the Biology Masters Program or permission of the instructor.  
This course will explore modern developments across the molecular and cell biology disciplines. Topics will build on research expertise of faculty as well as current literature. These areas include environmental and medical microbiology, recombinant DNA, immuno-pathology, embryo physiology.
<table>
<thead>
<tr>
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<th>Course Title</th>
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<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>BIOL 514</td>
<td>Growth of Biological Thought (2)</td>
<td>WINTER</td>
<td>May be repeated for credit.</td>
</tr>
<tr>
<td>BIOL 519</td>
<td>Review of Literature (1)</td>
<td>FALL/WINTER/SPRING</td>
<td>Presentations by faculty and graduate students of current biological research papers.</td>
</tr>
<tr>
<td>BIOL 520</td>
<td>Epidemiology (5)</td>
<td>WINTER</td>
<td>Offered alternate years.</td>
</tr>
<tr>
<td>BIOL 521</td>
<td>Medical Bacteriology (5)</td>
<td>FALL</td>
<td>Prerequisite: Admission to graduate program or permission of the instructor. A study of the factors which determine the frequencies and distributions of the communicable diseases among humans with an emphasis on independent synthesis of current literature.</td>
</tr>
<tr>
<td>BIOL 525</td>
<td>Chemical Limnology (3)</td>
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<td>A study of the chemical environment of aquatic organisms.</td>
</tr>
<tr>
<td>BIOL 530</td>
<td>Immunology (5)</td>
<td>WINTER</td>
<td>Prerequisite: Admission to graduate program or permission of the instructor. Immune reactions of animals with principal emphasis on those associated with infectious diseases. Students will conduct primary literature review.</td>
</tr>
<tr>
<td>BIOL 532</td>
<td>Virology (5)</td>
<td>SPRING</td>
<td>Prerequisite: Admission to graduate program or permission of the instructor. The molecular biology of microbial, animal and plant viruses, especially those viruses associated with human and animal diseases, and their host-parasite relationships with an emphasis on synthesis of primary literature.</td>
</tr>
<tr>
<td>BIOL 535</td>
<td>Biology of Cancer (5)</td>
<td>SUMMER</td>
<td>Prerequisite: Admission to graduate program or permission of the instructor. An advanced study of human neoplasms through synthesis of current literature.</td>
</tr>
<tr>
<td>BIOL 536</td>
<td>Cell Biology (5)</td>
<td>WINTER</td>
<td>Prerequisite: Admission to graduate program or permission of the instructor. A comprehensive study of cellular biology from a structural and functional perspective incorporating independent laboratory and/or synthesis of primary literature.</td>
</tr>
<tr>
<td>BIOL 539</td>
<td>Special Topics (1-5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 542</td>
<td>Conservation Biology (4)</td>
<td>WINTER ALTERNATE YEARS</td>
<td>Prerequisite: Admission to graduate program or permission of the instructor. Conservation biology is a synthetic discipline that has arisen in response to the current unprecedented rates of extinction and draws on a wide range of basic sciences and applied fields to address the problem of loss of biological diversity. This course examines the discipline of conservation biology, familiarizes students with literature in conservation biology, and provides students with a forum for discussion of some major topics in Conservation Biology. Students incorporate independent field work and/or synthesis of primary literature.</td>
</tr>
<tr>
<td>BIOL 543</td>
<td>Wildlife Management (4)</td>
<td>WINTER ALTERNATE YEARS</td>
<td>Prerequisite: Admission to graduate program or permission of the instructor. An examination of the historical and political development of wildlife management, the ecological principles that underpin management decisions, primary approaches, and current management issues incorporating independent field work and/or synthesis of primary literature.</td>
</tr>
<tr>
<td>BIOL 550</td>
<td>Mammalogy (5)</td>
<td>SPRING ALTERNATE YEARS</td>
<td>Prerequisite: Admission to graduate program or permission of the instructor. The classifications, life histories, and ecology of mammals with an emphasis on independent field or literature review studies.</td>
</tr>
<tr>
<td>BIOL 552</td>
<td>Parasitology (5)</td>
<td>WINTER</td>
<td>Prerequisite: Admission to graduate program or permission of the instructor. The animal parasites, especially those of medical importance, with an emphasis on synthesizing current parasitological literature.</td>
</tr>
<tr>
<td>BIOL 554</td>
<td>Ornithology (5)</td>
<td>SPRING ALTERNATE YEARS</td>
<td>Prerequisite: Admission to graduate program or permission of the instructor. Natural history and taxonomy of birds with an emphasis on independent field or literature review studies.</td>
</tr>
<tr>
<td>BIOL 560</td>
<td>Hematology (5)</td>
<td>FALL</td>
<td>Prerequisite: Admission to graduate program or permission of the instructor. An in-depth study of the morphology and hemostasis of the normal and abnormal human hematological system incorporating primary literature review and seminar preparation.</td>
</tr>
<tr>
<td>BIOL 562</td>
<td>Ichthyology (5)</td>
<td>FALL</td>
<td>Prerequisite: Admission to graduate program or permission of the instructor. An in-depth systematic and ecological study of fishes, especially the freshwater fishes of the U.S., incorporating review of primary literature and independent field research.</td>
</tr>
<tr>
<td>BIOL 563</td>
<td>Fisheries Biology and Management (4)</td>
<td>SPRING-ALTERNATE YEARS</td>
<td>Prerequisite: Admission to graduate program or permission of the instructor. Development of the biological basis of fisheries management and the role of fish population as sources of food and recreation for humans. Synthesis of this information by developing a comprehensive management plan for a particular species or body of water.</td>
</tr>
<tr>
<td>BIOL 576</td>
<td>Muscle Physiology (3)</td>
<td></td>
<td>The structure, function, and regulation of muscle tissue, with an emphasis on skeletal muscle.</td>
</tr>
<tr>
<td>BIOL 577</td>
<td>Microbial Genetics (3)</td>
<td></td>
<td>Prerequisite: Admission to graduate program or permission of the instructor. In-depth genetic studies on micro-organisms, especially bacteria, viruses, and fungi, with an emphasis on independent research experiments or review of current primary literature.</td>
</tr>
<tr>
<td>BIOL 581</td>
<td>Freshwater Invertebrate Zoology (5)</td>
<td>SPRING</td>
<td>A field course incorporating techniques used in the collection, preservation, and identification of freshwater invertebrates into independent field research.</td>
</tr>
<tr>
<td>BIOL 585</td>
<td>Molecular Biotechnology I (5)</td>
<td>SPRING</td>
<td>Prerequisite: Admission to graduate program or permission of the instructor. An in-depth examination of animal and plant cell culture and microbial fermentation from the perspective of physiology and biochemical engineering.</td>
</tr>
<tr>
<td>BIOL 586</td>
<td>Molecular Biotechnology II (5)</td>
<td>WINTER</td>
<td>Prerequisite: Admission to graduate program or permission of the instructor. A thorough overview of principles and practice of recombinant DNA.</td>
</tr>
<tr>
<td>BIOL 588/589</td>
<td>Molecular Biotechnology Laboratory (2)</td>
<td>WINTER(588)/SPRING(589)</td>
<td>Prerequisite: Admission to graduate program or permission of the instructor. Advanced quantitative procedures in recombinant DNA and monoclonal antibodies.</td>
</tr>
<tr>
<td>BIOL 596</td>
<td>Experimental Course (1-5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 597</td>
<td>Workshops (1-5)</td>
<td></td>
<td>Note: Workshop credit cannot be used to fulfill graduate degree requirements.</td>
</tr>
<tr>
<td>BIOL 598</td>
<td>Seminar (1)</td>
<td>FALL/WINTER/SPRING</td>
<td>Prerequisite: Students shall be enrolled during all quarters of residency either for credit (598-01) or (598-02 P/NC). Students select, develop, and present seminars on selected topics in biology to an audience of peers and faculty.</td>
</tr>
</tbody>
</table>
BIOL 599
Independent Study (1-5)

BIOL 600
Thesis Research Project (1-10)
FALL/WINTER/SPRING
Thesis will represent culmination of original research under direction of graduate committee.

BIOL 601
Research Report (1-10)
FALL/WINTER/SPRING
Non-thesis directed research. Not available for Master of Science in Biology.

Secondary Science Teaching Courses

Terms Offered: If no terms are indicated, check with department or quarterly Course Announcement.

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

College of Business and Public Administration
Nancy Birch, Chair
Department of Accounting and Information Systems
307 Kingston Hall/307 Riverpoint
(509) 359-6647/358-2276

Brian Grinder, Chair
Department of Management
305 Kingston Hall/362 Riverpoint
(509) 359-4235/358-2285

Jen Stormo, Advisor
Undergraduate Business Program
349 Riverpoint
(509) 358-2271

Karen Morley, Advisor
Undergraduate Business Program
317 Kingston Hall
(509) 359-6277

B.A.B.
Minor
M.B.A.

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

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

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

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

Transferring Business Courses from Other Institutions: Eastern Washington University has articulated agreements with all community colleges in the state of Washington and with certain community colleges in Idaho and Montana regarding the transferability of courses into four-year degree programs. Students planning on transferring from these schools are encouraged to consult with their community college counselor and with the Academic Advisors for Undergraduate Business Programs at EWU regarding transferability of courses in Business Administration.

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

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

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

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

Education
- BUED Business Education
- CTED Career and Technical Education
- MKED Marketing Education

Business Administration courses numbered 300 and above (with the exception of MGMT 326, MISC 311, and MKTG 310) are intended for students who either: 1) are formally admitted to the B.A.B. program or 2) have post-baccalaureate standing or 3) have formally declared majors in another degree program and are taking the course for one of the following reasons: a) required for their major b) required for their minor c) fulfills a GECE, or International Studies requirement

Students are also expected to satisfy course prerequisites as listed in this catalog. Students who do not meet one of the above criteria, or who have not satisfied course prerequisites, face possible disenrollment.

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

Bachelor of Arts in Business Administration (B.A.B.)

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

Grade Requirements for Graduation:
Students seeking a B.A.B. degree must achieve:

1. A minimum grade of 2.0 in each course required for the major,

www.ewu.edu
2. Formal admission to the B.A.B. program, and
3. A minimum GPA of 2.50 for all Upper Division Business Administration Core courses as well as required and elective courses taken to fulfill requirements for the Major area.

Students seeking a minor in Business Administration, International Business, Management Information Systems, or Quality Management must achieve a minimum grade of 2.0 in each course that fulfills a requirement for the minor.

Course Repeat Policy
Effective Fall Quarter 2004, the Undergraduate Business Program will be enforcing a course repeat policy. This policy limits students to three attempts for each requirement for their Business major or minor, including all requirements listed on the Business Administration Core and Business classes required for the major or minor. If a requirement for the major or minor has to be taken three times and is not successfully completed with a 2.0 grade by the third attempt, the student will be dropped from the program.

For fulfillment of each course requirement, the business program will consider the first three times a student completes the course; further attempts of the course will not be accepted. In accordance with EWU’s repeat policy, only the most recent of the (first) three completions will be accepted. Completion is defined as receiving a final grade in the course.

A student who has been denied admission to the business program or who has been dropped from the program based on application of this policy may seek admission into the program or continuation through petition to the Dean of the College of Business and Public Administration.

The policy applies to all business program core, major and minor requirements, and includes graded attempts of these requirements at colleges and universities other than EWU. For the specific requirements, refer to the General Undergraduate Catalog or the Business Advising website.

It is anticipated that enforcement of the policy will not be handled automatically by the Student Information System but will require review of transcripts at the time of admission to the business program and/or review of transcript/graduation forms just prior to graduation. Information as to the policy and the student’s obligation to understand and follow it will be included on program advising information and admission forms in and EWU catalog information.

When a student declares business administration as a degree program, the student will be informed of this policy by the business advisor. If a student applying for formal admission to the business program has completed a business program requirement a third time with a grade lower than a 2.0, the student will be informed by the business advisor that the student is not admissible and that further attempts of the course will not be considered.

If a student has been formally admitted to the business program and then completes a business program requirement a third time with a grade lower than a 2.0, the student will be dropped from the program and informed by the business advisor that further attempts of the course will not be considered.

(To http://www.cbpa.ewu.edu/Advising/ for details.)

Program Location:
The Bachelor of Arts in Business Administration (B.A.B.) is offered at two locations, at Eastern’s main campus in Cheney and in Spokane at the Riverpoint campus. All Business Administration core courses are available at both locations.

The following majors are available in Spokane:
The Economics major is for students who want a degree in Business Administration, with additional study in the field of economics. Many students complete majors in both Economics and Finance, which expands their opportunities for employment in financial institutions and in the securities industry. The Economics major permits the student to take courses beyond the Business Administration Core in such areas as Intermediate Microeconomic Theory, Intermediate Macroeconomic Theory, Money and Banking, Labor Economics, History of Economic Thought, etc.

Required Courses
ECON 404 Intermediate Microeconomic Theory (5)
ECON 405 Intermediate Macroeconomic Theory (5)

Electives
Select approved, related electives in consultation with your faculty advisor.

| Total business administration core | 69 credits |
| Total required credits | 10 credits |
| Total elective credits | 20 credits |
| Total credits for above Major | 99 credits |

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Finance Major (95 - 96 credits)
The Finance major is for those students with career objectives in the financial management of business firms, banking and other financial institutions, insurance and the securities industries. The course of study analyzes the investment needs, financial requirements, and financial performance of business firms. It also is concerned with the role played by financial institutions and security markets in meeting the vital financial needs of business firms, investors and consumers.

Required Courses
- ECON 404 Intermediate Microeconomic Theory (5)
- ECON 444 Money and Banking (5)
- FINC 431 Investments (4)
- FINC 434 Financial Derivatives (4)
- FINC 435 Capital Budgeting and Long-Term Financing (4)

Electives
Select approved, related electives in consultation with your faculty advisor.

Total business administration core  69 credits
Total required credits  22 credits
Minimum total elective credits  4 - 5 credits
Minimum total credits for above Major  95 - 96 credits

General Management Major (89 - 91 credits)
Students interested in learning the basic theory and principles of management that are crucial to effective organizational performance should consider the General Management major. Emphasis is on the study of organizational behavior, human resource management and organizational design, and development. The student also has the opportunity to study management as applied to specific areas, including marketing, finance, operations management, and management information systems. Students are encouraged to supplement this with course work in managerial economics and communications.

Required Courses
- HUMR 328 Personnel Management (4)

Electives
Select approved, related electives in consultation with your faculty advisor.

Total business administration core  69 credits
Total required credits  22 credits
Minimum total elective credits  4 - 5 credits
Minimum total credits for above Major  95 - 96 credits

Human Resource Management Major (89 - 91 credits)
The Human Resource Management major focuses on tools, techniques and methods used to maximize satisfaction for both the employer and employee. This major applies human resource management and general management theories to the actual management of the human resources of the organization. Topics covered include equal opportunities, safety and health, compensation, training and development, performance appraisal, motivation and job satisfaction, and retirement.

Required Courses
- HUMR 328 Personnel Management (4)
- HUMR 427 Compensation Administration (4)
- HUMR 429 Personnel Problems (4)

Electives
Select approved, related electives in consultation with your faculty advisor.

Total business administration core  69 credits
Total required credits  22 credits
Minimum total elective credits  16 - 18 credits
Minimum total credits for above Major  89 - 91 credits

Marketing Major (93 - 95 credits)
The Marketing curriculum prepares students for a wide variety of occupational possibilities. Marketers are involved with such activities as product planning, pricing decisions, advertising, sales management and marketing research. Marketing practitioners act as the connecting link between the firm and its external environment; they assist management in adapting the firm to an ever-changing society.

Required Courses
- MKTG 400 Buyer Behavior (4)
- MKTG 411 Marketing Research (4)
- MKTG 412 Marketing Management (4)
- MKTG 417 Marketing Analysis (4)

Electives
Select approved, related electives in consultation with your faculty advisor.

Total business administration core  69 credits
Total required credits  16 credits
Minimum total elective credits  8 - 10 credits
Minimum total credits for above Major  93 - 95 credits

Operations Management Major (93 - 95 credits)
Operations Management deals with the techniques and methods helpful in achieving management objectives concerning quantity, quality, schedules, and costs. Study covers such subjects as inventory management, facility planning, systems design, task analysis, project and production scheduling. Courses are intended to prepare students to deal with operations in any kind of organization. This program is for students interested in administration of service organizations or facilities, logistics, and production management.

Required Courses
- OPSM 425 Operations Management Analysis (4)
- OPSM 428 Materials Management (4)
- OPSM 441 Problems in Operations (4)

Electives
Select approved, related electives in consultation with your faculty advisor.

Total business administration core  69 credits
Total required credits  12 credits
Minimum total elective credits  12 - 14 credits
Minimum total credits for above Major  93 - 95 credits

Professional Accounting Major (117 credits)
The Professional Accounting major is designed to rigorously prepare students for careers in public accounting CPA firms, industry, government, and not-for-profit organizations. Several professional certificates are available to Professional Accounting graduates who pass competitive examinations and meet certain other requirements. For example, the Certified Public Accountant certificate, Certified Management Accountant certificate, or Certified Internal Auditor certificate provide professional recognition to the accountants who successfully complete a comprehensive professional examination and meet an experience requirement.

Requirements to sit for the Uniform Certified Public Accountant Examination vary from state to state. Experience requirements for the certificate also vary from state to state. Therefore, students must obtain current information from the Board of Accountancy within the state from which they seek licensure. To contact the Washington State Board of Accountancy, write to:

210 East Union, Suite 2, EP-21, Olympia, Washington 98504; or call (360) 753-2585.

www.ewu.edu
Required Courses
ACCT 351 Intermediate Accounting I (4)
ACCT 352 Intermediate Accounting II (4)
ACCT 353 Intermediate Accounting III (4)
ACCT 356 Cost Accounting I (4)
ACCT 357 Cost Accounting II (4)
ACCT 359 Accounting Systems (4)
ACCT 430 Auditing (4)
ACCT 451 Advanced Auditing (4)
ACCT 452 Contemporary Accounting Theory (4)
ACCT 454 Federal Income Tax I (4)
ACCT 455 Federal Income Tax II (4)

Electives
Select one course from the following:
ACCT 358 Accounting for Non-Profit Entities (4)
ACCT 422 Advanced Business Law (4)

Total business administration core 69 credits
Total required credits 76 credits
Total elective credits 4 credits
Total credits for above Major 80 credits

Bachelor of Arts in Education (B.A.E.)
Degree programs in business education are offered in conjunction with the College of Education and Human Development. The College of Business and Public Administration provides courses in business administration, computer applications and vocational education. The Department of Education provides courses in professional education and advising towards teacher certification within the state of Washington. Since these are degrees in education and not in business, the programs do not fall within the scope of the International Association for Management Education and are not accredited by that body.

Business Education/Secondary Major (76 credits)
The Business Education major provides background in accounting, economics, business administration, entrepreneurship, and computer applications. This major satisfies the entrance requirement for grades 7-12. In addition, the program includes all courses and competency requirements for vocational certification. For vocational certification, Business majors are required to have 2,000 hours paid and related work experience and an up-to-date Red Cross Card including CPR.

Business Education Required Courses
ACCT 251 Principles of Financial Accounting (5)
ACCT 261 Business Law (4)
ACCT 351 Intermediate Accounting I (4)
BUSD 302 Business Communication (4)
BUSD 329 Administrative Systems Management (4)
BUSD 475 Methods of Teaching Business, Accounting, and Marketing (4)
BUSD 476 Methods of Teaching Keyboarding and Microcomputer Applications (4)

dctd 301 Philosophy of Vocational Education (4)
dctd 375 Safety and Industrial Hygiene (1)
dctd 474 Administration of Work Based Education (4)
dsci 245 Data Analysis for Business (4)
econ 200 Introduction to Microeconomics (5)
econ 201 Introduction to Macroeconomics (5)
mgmt 422 Entrepreneurship (4)
misc 311 Information Technology in Business (4)
misc 370 Multimedia Production of Business Documents (4)
misc 373 Business Database Application (4)
misc 374 Spreadsheet Modeling for Business Applications (4)
mktg 310 Principles of Marketing (4)

Total required credits 76 credits
Total credits for above Major 80 credits

Professional Education Requirements/Secondary Education: 50 - 52 credits
See the Department of Education section of this catalog. Prerequisites may also apply.

Minimum total credits for above Major and Professional Education 126 - 128 credits

Note: Completion of University competencies in computer literacy and writing, and University Proficiency in math required prior to taking lower division required courses.

Note: Completion of University Proficiency in writing required prior to taking upper division required courses.

Minors
Business Administration Minor (22 - 24 credits)
The Business Administration minor is open to all students not pursuing a Bachelor of Arts in Business Administration degree. This minor includes required courses in management and accounting, and electives chosen from various fields of business administration.

Required Courses
ACCT 251 Principles of Financial Accounting (5)
MGMT 120 The World of Business (5)

Electives
Select electives from the approved list (available from the Academic Advisors for Undergraduate Business Programs) in consultation with your faculty advisor.

Total required credits 10 credits
Total elective credits 12 - 14 credits
Minimum total required credits for above Minor 22 - 24 credits

International Business Minor (17 credits)
This minor is offered for students in the Bachelor of Arts in Business Administration (B.A.B.) degree program. The minor in International Business will enhance the business educational experience by providing an in-depth international dimension that complements any major area of study in business. This minor is recommended for students who wish to work in organizations that are engaged in global business activities and want to be prepared to meet the challenges of ever-increasing global interdependence.

Required Courses
IBUS 470 International Business Management (5)
IBUS 471 Multinational People Management (4)
IBUS 472 International Marketing Management (4)
IBUS 474 International Financial Management (5)

Total required credits 17 credits
Total credits for above Minor 17 credits

Management Information Systems Minor (20 - 25 credits)
The minor in Management Information Systems (MIS) provides the conceptual foundation and skill preparation for working in an Information Technology (IT) intensive environment characterized by electronic communication channels based upon microcomputer networks. The program provides a basic understanding of microcomputer and local area network operating systems along with an in-depth knowledge of productivity software products. The program also provides an understanding of the business applications of these software products and demonstrates their importance in supporting business functions.

Required Courses
MISC 370 Multimedia Production of Business Documents (4)
MISC 371 Business Applications Program Design (4)
MISC 372 Data Communications and Networking Fundamentals (4)
MISC 373 Business Database Application (4)
MISC 374 Spreadsheet Modeling for Business Applications (4)

Minimum total required credits 20 - 25 credits
Minimum total credits for above Minor 20 - 25 credits

Note: Completion of University Proficiency in writing required prior to taking upper division required courses.

Note: Some of these courses have the prerequisite MISC 311 Information Technology in Business (4) or CSCD 226 Programming Principles II (5) or permission of the instructor. Prior to beginning this minor, students should have fundamental computer skills. A student may satisfy this requirement through course work, structured testing, or instructor evaluation. Prerequisites total 0 - 5 credits. Students also must have junior standing and completed university competencies and priorities prior to beginning any of these courses.
Quality Management Minor (16 - 28 credits)
The minor in quality management is intended for students who wish to supplement their major area of study with the concepts, tools, and methods necessary to emphasize quality in all aspects of a work organization. Emphasis is placed on total quality management, customer needs, and statistical analysis of quality in all types of work organizations—public, private, not-for-profit, governmental, educational, etc.

Required Courses depending on the number of prerequisites student must complete. Non-business majors will tend to need more course work than business majors.

Prerequisites: Computer Literacy, DSCI 245, 246, MKTG 310, OPSM 330.
DSCI 447 Design of Experiments (4)
MKTG 411 Marketing Research (4)
OPSM 441 Probability in Operations (4)
Approved electives dependent on student needs and interests (4)

Minimum total required credits 16 - 28 credits
Minimum total credits for above Minor 16 - 28 credits

Course Requirements for Teacher Certification/Add-on Endorsements
(For students who currently possess a Washington State Teaching Certificate)

Business Education/Add-on Endorsement (58 credits)
This add-on satisfies the endorsement for grades 5-12.

Required Courses
ACCT 251 Principles of Financial Accounting (5)
ACCT 261 Business Law (4)
ACCT 351 Intermediate Accounting I (4)
BUED 302 Business Communication (4)
BUED 329 Administrative Systems Management (4)
BUED 475 Methods of Teaching Basic Business, Accounting, and Marketing (4)
BUED 476 Methods of Teaching Keyboarding and Microcomputer Applications (4)
CTED 301 Principles and Philosophy of Occupational Business Education (4)
CTED 375 Safety and Hygiene (1)
CTED 474 Administration of Work Based Education (4)
MGMT 422 Entrepreneurship (4)
MISC 370 Multimedia Production of Business Documents (4)
MISC 373 Business Database Application (4)
MISC 374 Spreadsheet Modeling for Business Applications (4)
MKTG 310 Principles of Marketing (4)

Total required credits 58 credits
Total credits for above Add-on Endorsement 58 credits

Note: In addition, vocational business education certification includes a minimum of 2,000 hours of paid related work experience in business as well as student teaching in business.

Marketing Education/Add-on Endorsement (58 credits)
This add-on satisfies the endorsement for grades 5-12.

Required Courses (58 credits)
ACCT 251 Principles of Financial Accounting (5)
ACCT 261 Business Law (4)
ACCT 351 Intermediate Accounting I (4)
BUED 302 Business Communication (4)
BUED 475 Methods of Teaching Basic Business, Accounting, and Marketing (4)
CTED 301 Principles and Philosophy of Occupational Business Education (4)
CTED 375 Safety and Hygiene (1)
CTED 474 Administration of Work Based Education (4)
MGMT 422 Entrepreneurship (4)
MISC 370 Multimedia Production of Business Documents (4)
MISC 373 Business Database Application (4)
MISC 374 Spreadsheet Modeling for Business Applications (4)
MKTG 310 Principles of Marketing (4)

Total required credits 58 credits
Total credits for above Add-on Endorsement 58 credits

Note: In addition, vocational marketing education certification includes a minimum of 2,000 hours of paid related work experience in marketing as well as student teaching in marketing.

GRADUATE PROGRAMS

Master of Business Administration
M. David Gorton, Program Director
EWU, Phase One Classroom Building, Suite A
608 N. Riverpoint Blvd., #331
Spokane WA 99202-1660
(509) 358-2270

The Master of Business Administration is an advanced professional degree in business administration emphasizing quantitative and qualitative skills necessary for leadership in today's organizational environment. It prepares students for management positions in business firms, government agencies, and not-for-profit entities. Organizations need leaders who can work well in group situations, appreciate the value of diversity, foster creativity and innovation, create an entrepreneurial spirit, and provide practical solutions to real-world problems. Managers today are faced with complex global problems and a rapidly changing business environment, so they must have an appreciation for lifelong learning. The M.B.A. at Eastern Washington University is designed to equip graduates with required skills, knowledge, and abilities to flourish in a complex organizational environment.

Program Objectives
The objectives of the program are to:
1. Develop an understanding of leadership, diversity, and interpersonal relationships in an organization.
2. Analyze and formulate solutions to problems related to legal, ethical, economic, social, political, and global aspects of the environment in which organizations function.
3. Demonstrate competency in quantitative and technical skills related to the needs of an organization.
4. Demonstrate competency in written and oral communication skills.
5. Understand the structures and processes necessary for innovation and entrepreneurial development of an organization.

Accreditation
Graduate programs in business began in 1966 and the Master of Business Administration (M.B.A.) was authorized in 1975. Both the graduate and undergraduate business programs are nationally accredited by AACSB-International.

Admission Requirements/Preparation
To be admitted to the M.B.A. Program, an applicant must hold a four-year baccalaureate degree in any field of specialization from an accredited college or university. Eligibility for admission to the M.B.A. degree program is determined by an index computed from a weighted combination of the applicant's most recent 90 quarter or 60 semester graded hours and his or her score(s) on the Graduate Management Admission Test (GMAT). This index is used as a quantitative indicator of potential for successfully completing graduate work in business administration.

Admission will be considered only AFTER all of the following documents have been received from the applicant:
1. Two copies of the Application for Admission to a Graduate Program at Eastern Washington University;
2. Two copies of official transcripts for all collegiate work completed;
3. Official GMAT scores (no more than 5 years old);
4. A $35 application fee; and
5. Any other information required by the M.B.A. program director.

In addition to the above requirements, international students must demonstrate English language competency by taking the TOEFL (Test of English as a Foreign Language). A minimum score of 580 is required to be considered for M.B.A. Program admission. Note: Admission to the M.B.A. foundation course work requires a TOEFL of at least 525.
All of the above materials should be sent directly to: Graduate Studies Office, 206 Showalter Hall, Cheney WA 99004-2444.

Application Deadlines
Eastern admits M.B.A. students throughout the academic year. Applicants will be advised by letter from the Graduate Studies Office concerning the admission decision. Shortly thereafter, the M.B.A. Program Office will notify the admitted student by letter to arrange a meeting with the M.B.A. program director for an entrance interview. At that interview the student will be advised concerning program details, schedules and any foundation requirements that must be completed before starting the advanced program.

Mathematics and Communications Skills Required
The M.B.A. Program requires competency on the part of the student in quantitative skills, computer skills and written and oral communication skills.

Students lacking these skills are urged to acquire them prior to applying for admission to the program. Courses in finite mathematics, differential calculus, computer literacy, and oral and written communications are stressed as necessary preparation.

Computers and Research
The courses of the M.B.A. curriculum have been infused with the application of computer technology in managerial decision-making. In addition, M.B.A. students may expect that the courses will require considerable research beyond assigned course texts. Eastern offers computer labs and computer access to nationwide data banks. M.B.A. students also have access to the John F. Kennedy library on the Cheney campus and the CALS library system at the Riverpoint campus.

Academic Requirements
Students in the M.B.A. Program must maintain at least a 3.0 GPA at all times. Students who fall below a 3.0 GPA are notified that they are officially on probation. These graduate students will be allowed one quarter's study to restore their cumulative GPA to at least the 3.0 level. The faculty of the department offering the degree may extend this probationary period by one quarter when they feel such an extension is warranted by special circumstances. Those students who are unable to restore their cumulative GPA to 3.0 or above in this additional quarter of probation will be terminated from the program.

No course grade below 2.5 may count toward the M.B.A. degree. Only two courses in the student's program may be below a grade of 3.0. Repeating courses for which a grade lower than 3.0 was received does not negate this rule.

Students are expected to successfully complete courses for which they register. The record of any student with more than two “W” (withdrawal) or “X” (incomplete) course grades will be reviewed by the M.B.A. program director, with termination from the program as a possible consequence.

Practical Business Experience
All students who graduate from the M.B.A. program should have some practical work experience. The majority of the students accepted into the program are working professionals and meet this requirement. For those students who enter the program lacking professional work experience, an internship should be part of the student's M.B.A. program. Up to four (4) four credits earned while in an internship may be used for M.B.A. elective credit.

M.B.A. Program Structure
Prerequisite and Foundation course work
Students with no formal business education in business administration may need to complete up to 32 credits of foundation course work. The specific courses and the resulting required credit hours will be determined by an assessment of each student's educational background and professional experience.

The M.B.A. foundation course work may be satisfied by completion of the following courses:

Prerequisite Knowledge (for those without adequate business knowledge)
- ACCT 301 Financial Accounting (4)
- MGMT 326 Organizational Theory and Behavior (4)
- MKTG 310 Principles of Marketing (4)
- OPSM 330 Operations Management (4)

Foundation Knowledge (for those requiring additional business preparation)
- BADM 503 Quantitative Analysis in Business (4)
- BADM 530 Introduction to Microeconomics (4)
- BADM 531 Introduction to Macroeconomics (4)
- BADM 541 Managerial Communications (4)
- CMST/ENGL 568 Introduction to Graduate Studies (2)
- Writing in Organizations (3)
- or acceptable score on GMAT-Verbal or TOEFL
- ECON 500 Economic Analysis (5)
- or ECON 200 Introduction to Microeconomics (5)
- ECON 201 Introduction to Macroeconomics (5)

Required Core course work 33 credits
- BADM 500 The M.B.A. Experience (1)
- BADM 520 Advanced Data Modeling for Business Research (4)
- BADM 530 Corporate Finance (4)
- BADM 540 Marketing Management (4)
- BADM 552 Leadership and Ethics (4)
- BADM 560 Decision Making and Accounting Information (4)
- BADM 570 Information Technology and the Organization (4)
- BADM 580 Comparative Business Environments (4)

In addition to the above required courses all students must pass an oral examination related to one of the following options:

Option 1 - Portfolio
Each year the M.B.A. committee will decide upon several BADM 539 Special Topics courses. These courses will be offered in response to student demand, market needs (business and non-profit organizations), current changes in a rapidly evolving economy, and faculty interests and expertise.

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Students will select at least 16 but not more than 28 credits of elective course work (in consultation with their advisor). Students may elect to take courses from other graduate programs if these help the M.B.A. student achieve her/his objectives. No more than 12 credits of course work may be taken from other graduate program offerings.

**Option II - Research Report**

The student conducts a research project and prepares a written report under the direction of a committee of faculty teaching graduate courses. The student can earn a minimum of 4 and a maximum of 8 credits depending upon the extent and depth of research involved. In addition to the research report, students will select 16-20 credits of elective course work (in consultation with his/her advisor) from approved elective courses as outlined under Option I.

**Option III - Thesis**

This option allows the student to write a thesis under the direction of a committee of faculty teaching graduate courses. The student can earn a minimum of 4 and maximum of 8 credits depending upon the extent and depth of research involved. In addition to the thesis, students will select 16-20 credits of elective course work (in consultation with his/her advisor) from approved elective courses as outlined under Option I.

**Degree Candidacy**

No more than one-half of the minimum number of credits in the advanced program may be counted toward the M.B.A. degree before the total program is planned and the application for degree candidacy is submitted.

**Oral Examination Requirement**

The comprehensive examination for M.B.A. students selecting Option I will be conducted during the final quarter of the student's program. Students will make an oral presentation of their program portfolio. Students will then defend the portfolio to a three-member committee consisting of two members of the faculty of the College of Business Administration and a faculty member from an area outside the student’s discipline. The Graduate Studies Office will select this member.

Those students electing an BADM 600 thesis or an BADM 601 research report will present and defend the results of their research to an oral committee chaired by the thesis or research project advisor, a second member from the College of Business Administration and a faculty member from an area outside the student’s discipline. The Graduate Studies Office will select this member. These students will schedule their orals at times mutually convenient to them and the three committee members.

**Course Schedules and Time Limits**

M.B.A. courses are conducted in the evenings or on the weekends at the Riverpoint Campus of Eastern Washington University. Evening classes are held one night per week from 6 to 9:40 p.m., Monday through Thursday. Four credit weekend classes meet on Friday evenings and all day Saturday for three weekends a quarter. Two credit weekend classes meet on two Saturdays.

Three-fourths of the minimum credits required for the M.B.A. degree (at least 37 credits) must be earned in Eastern Washington University resident courses. The remaining credits may consist of approved Eastern extension credits or approved residence or extension credits from other AACSB accredited institutions provided they meet the advisor-approved program.

The M.B.A. Program must be completed within six years after the first applicable advanced course has been undertaken. The core M.B.A. courses are offered three times every two years. The minimum time to degree for a full-time student is one year (four quarters). Courses are four credit hours or two credit hours. The maximum allowable load is 16 credit hours. M.B.A. students who are employed usually carry no more than eight credits (two courses).

**Visiting Graduate Students**

Visiting graduate students may enroll in M.B.A. Program courses on a space-available basis provided they have delivered to the M.B.A. Program Director documentary proof from their home institution that they are bona fide graduate students in good standing and that their home institution will accept Eastern’s courses as part of their degree program. Such documentation shall be in the form of a letter signed by a home institution official and addressed to Eastern’s M.B.A. Program Director.

**Affiliated Programs**

**Combined M.B.A. Degree/Health Services Administration Certificate**

For students who select Option I - Electives, a combined M.B.A. Degree/Health Services Administration Certificate Program is available.

Students in the M.B.A./Health Services Administration program take, in addition to the 33 required M.B.A. credits, the following courses:

- HSAD 500 U.S. Health Care Systems (4)
- HSAD 510 Health Law (4)
- HSAD 520 Health Reimbursement Issues (4)
- HSAD 560 Managed Care Systems (4)
- HSAD 598 Seminar in Health Services Administration (4)

Twelve credits of the above course work may be used as half of the required 24 credits of electives for the M.B.A. Degree. All five courses must be completed to earn the certificate in Health Services Administration. Also see the information under Health Services Administration elsewhere in this catalog.

**Dual M.B.A./M.P.A. Degree Program**

A dual-degree program is available with the Master of Public Administration (M.P.A.) Program. This dual-degree program combines the requisite supervisory and administrative education for career advancement in either the public or private sectors and bridges the regulatory and supplier aspects of business and government relationships.

Those enrolling in the dual-degree program must be admitted through the Graduate Studies Office and by both the M.B.A. Program and the Graduate Program in Public Administration (M.P.A.). The student also must have satisfied the undergraduate background (prerequisite) course requirements of both programs at the time of entry or soon thereafter.

Students interested in the specific requirements of this dual-degree program must contact either the M.P.A. Program Director at (509) 358-2248 or the M.B.A. Program Director at (509) 358-2270 to be advised in advance of consideration for admission.
### Accounting Courses

Accounting courses numbered 351 and higher have restricted enrollment. See Business Administration “Course Enrollment Policies.”

Terms Offered: If no terms are indicated, check with department or quarterly Course Announcement.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Terms Offered</th>
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</thead>
<tbody>
<tr>
<td>ACCT 351</td>
<td>Principles of Financial Accounting</td>
<td>FALL/WINTER/SPRING/SUMMER</td>
</tr>
<tr>
<td>ACCT 352</td>
<td>Principles of Managerial Accounting</td>
<td>FALL/WINTER/SPRING</td>
</tr>
<tr>
<td>ACCT 353</td>
<td>Intermediate Accounting I</td>
<td>FALL/SPRING/SUMMER</td>
</tr>
<tr>
<td>ACCT 354</td>
<td>Intermediate Accounting II</td>
<td>WINTER/SPRING</td>
</tr>
<tr>
<td>ACCT 355</td>
<td>Intermediate Accounting III</td>
<td>FALL/SPRING</td>
</tr>
<tr>
<td>ACCT 356</td>
<td>Cost Accounting I</td>
<td>FALL/WINTER</td>
</tr>
<tr>
<td>ACCT 357</td>
<td>Cost Accounting II</td>
<td>WINTER/SPRING</td>
</tr>
<tr>
<td>ACCT 358</td>
<td>Accounting for Non-Profit Entities</td>
<td>FALL/WINTER/SPRING</td>
</tr>
<tr>
<td>ACCT 359</td>
<td>Accounting Systems</td>
<td>FALL/SPRING</td>
</tr>
<tr>
<td>ACCT 360</td>
<td>Financial Accounting</td>
<td>FALL/WINTER/SPRING/SUMMER</td>
</tr>
<tr>
<td>ACCT 361</td>
<td>Management Accounting</td>
<td>WINTER/SPRING/SUMMER</td>
</tr>
<tr>
<td>ACCT 362</td>
<td>Advanced Business Law</td>
<td>FALL/WINTER/SPRING</td>
</tr>
<tr>
<td>ACCT 363</td>
<td>Advanced Auditing</td>
<td>FALL/WINTER/SPRING</td>
</tr>
<tr>
<td>ACCT 364</td>
<td>International Accounting</td>
<td>FALL/WINTER</td>
</tr>
<tr>
<td>ACCT 365</td>
<td>Federal Income Tax I</td>
<td>FALL/WINTER</td>
</tr>
<tr>
<td>ACCT 366</td>
<td>Federal Income Tax II</td>
<td>WINTER/SPRING</td>
</tr>
<tr>
<td>ACCT 367</td>
<td>Contemporary Accounting Theory</td>
<td>FALL/WINTER/SPRING</td>
</tr>
</tbody>
</table>

### Administrative Office Management Courses

AOMG courses numbered 300 and higher have restricted enrollment. See Business Administration “Course Enrollment Policies.”

Terms Offered: If no terms are indicated, check with department or quarterly Course Announcement.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Terms Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>AOMG 399</td>
<td>Directed Study</td>
<td>1-5</td>
</tr>
</tbody>
</table>

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BUSINESS ADMINISTRATION

BADM 500 The M.B.A. Experience (1)
Graded Pass/No Credit.
Prerequisite: Admission to the M.B.A. program.
This course is designed to develop a set of student learning skills for the M.B.A. Program so students can become familiar with the faculty, other students in the M.B.A. program, and so they can become immediately productive in their course work. Skills such as management of group activities, case analysis skills, computer skills, integration skills, and personal confidence and presentation skills are covered. Students will begin the development of an M.B.A. program portfolio.

BADM 503 Quantitative Analysis in Business (4)
This course does not count toward the M.B.A. degree.
Prerequisite: Permission of the M.B.A. Director.
An accelerated course in descriptive and inferential statistics, including basic regression analysis, chi-square analysis, and quality control methodology.

BADM 505 Essentials of Accounting (4)
This course does not count toward the M.B.A. degree.
Prerequisite: Permission of the M.B.A. Director.
An accelerated course in understanding and using accounting information and accounting information systems in a business environment: includes coverage of both financial and managerial accounting information.

BADM 520 Advanced Data Modeling for Business Research (4)
Prerequisites: Admission to the M.B.A. program and completion of the M.B.A. foundation, or permission of the M.B.A. Director.
A study of business and economic research methodology, including advanced regression analysis, time series analysis, and the evaluation of research reports.

BADM 530 Corporate Finance (4)
Prerequisites: Admission to the M.B.A. Program and completion of the M.B.A. foundation, or permission of the M.B.A. Director.
This course covers an analysis of valuation issues and project analysis as well as the relationships between risk, capital structure, cost of capital and dividend policy. It examines contemporary issues and problems confronting financial managers.

BADM 540 Marketing Management (4)
Prerequisites: Admission to the M.B.A. program and completion of the M.B.A. foundation, or permission of the M.B.A. Director.
This course is a study of both the theoretical and applied aspects of the marketing process. It covers the elements of successful marketing strategies, marketing decision-making and the impact of marketing on business.

BADM 541 Managerial Communications (4)
Prerequisites: Admission to the M.B.A. program and completion of the M.B.A. foundation or permission of the M.B.A. Director.
This course is designed to refine the student’s written, oral, and electronic communications skills as applied to the managerial environment within the organization.

BADM 542 Leadership and Ethics (4)
Prerequisites: Admission to the M.B.A. program and completion of the M.B.A. foundation, or permission of the M.B.A. Director.
This course inquires as to leaders and leadership from a perspective of ethics. It asks the student to think about principled leadership through three complex lenses: personal character, accountability, and pragmatism (ethical action in an uncertain, competitive, and imperfect world). Each of these lenses reflects traditions in moral philosophy and each emphasizes fundamental aspects of leader responsibilities. The objective of the course is an integrated understanding of the relationship between ethics and leadership achieved through study of the leader.

BADM 550 Decision Making and Accounting Information (4)
Prerequisites: Admission to the M.B.A. program and completion of the M.B.A. foundation, or permission of the M.B.A. Director.
This course focuses on the use of accounting information and accounting information systems in business decision-making.

BADM 570 Information Technology and the Organization (4)
Prerequisites: Admission to the M.B.A. program and completion of the M.B.A. foundation, or permission of the M.B.A. Director.
This course analyzes the concepts and techniques underlying the development and control of information systems within the firm. It covers the impact of emergent information technologies on strategic planning and emphasizes computer-based management information systems.

BADM 571 Entrepreneurship: A Journey or Destination (2)
Prerequisite: Admission M.B.A. students only.
This course is designed to assist students in assessing their personal interests in entrepreneurship and as part of that assessment, the course will include learning from the life and times of entrepreneurs, both historical and present. The student will be expected to develop a biosketch of their chosen entrepreneur and share that information with the class.

BADM 572 Small Business Planning (2)
Prerequisites: M.B.A. core.
This course is designed to provide the student a rigorous experience in developing the key portions of a business plan, whether for a small business or an entrepreneurial start-up or early stage business. The course work includes the environmental, marketing, and financial portions of a business plan. The students will be expected to individually develop the three portions of the business plan as his/her class assignment. Prerequisites include marketing and finance course work or background.

BADM 573 Entrepreneurship and Small Business Marketing (4)
Prerequisites: M.B.A. core.
The course objective is to introduce the student to marketing techniques that are or can become quite effective for small and early stage firms. As small firms have limited resources, leveraged techniques are necessary to maximize program effectiveness. Guerrilla marketing techniques as well as large firm partnerships are possible options. The course will cover strategies and programs. The student will be expected to develop a marketing program for an ongoing firm or their own.

BADM 574 Entrepreneurship and Small Business Finance (4)
Prerequisites: M.B.A. core.
This course is designed to assist students in understanding the stages of new venture development and how financing needs change with each stage. Students will learn to develop a financing plan consistent with the venture’s business plan; to make appropriate financing choices; and to develop strategies to harvest the business.

BADM 575 Management Consulting (4)
Prerequisites: M.B.A. core.
This course provides the student the opportunity to interact both with senior community professionals who have consulting experience and firms working within the community that would act as clients for the course’s focused programming. Student teams with their advisors would develop a rigorous management audit of a firm, providing reasoned suggestions to client firms as to how to improve their performance. Firms would range from no to high tech.

BADM 576 Entrepreneurship and Small Business Human Resource Management (4)
Prerequisites: M.B.A. core.
One of the most difficult tasks of an entrepreneur is tapping all the human potential available when managing the complex needs of a new business. The purpose of this course is to create awareness of the complex nature of human resource management while enabling the student to focus on his or her own strengths to make human resource decisions with confidence. An emphasis is placed on highly relevant and practical concerns of the entrepreneur.

BADM 577 Entrepreneurship (4)
Prerequisites: BADM 573, 574, and 576.
This course is designed to provide the student a rigorous experience in not only learning about global entrepreneurship, but also in developing a business plan for either their own existing firm or a start-up opportunity. While not a capstone course it does require the student to utilize previously learned information that can be incorporated in the business plan. Verbal and oral communication, as well as Internet based communication and searching, are of import in this course.

BADM 580 Comparative Business Environments (4)
Prerequisites: Admission to the M.B.A. Program and completion of the M.B.A. foundation, or permission of the M.B.A. Director.
This course provides an overview of the roles of business in the global economic, political, social, and other environments in which businesses operate.

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### Business Education Courses

**Terms Offered:** If no terms are indicated, check with department or quarterly Course Announcement.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Terms Offered</th>
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</thead>
<tbody>
<tr>
<td>BUED 376</td>
<td>Principles and Philosophy of Vocational Business Education (2)</td>
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<tr>
<td>BUED 399</td>
<td>Directed Study (1-5)</td>
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<tr>
<td>BUED 475</td>
<td>Methods of Teaching Basic Business, Accounting, and Marketing (4)</td>
<td></td>
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<tr>
<td>BUED 476</td>
<td>Methods of Teaching Keyboarding and Microcomputer Applications (4)</td>
<td></td>
</tr>
<tr>
<td>CTED 300</td>
<td>Introduction to Plan 2 Career and Technical Education (4)</td>
<td></td>
</tr>
<tr>
<td>CTED 301</td>
<td>WINTER Philosophy of Vocational Education (4)</td>
<td></td>
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<tr>
<td>CTED 375</td>
<td>FALL/WINTER/SPRING/Summer Safety and Industrial Hygiene (1)</td>
<td></td>
</tr>
<tr>
<td>CTED 399</td>
<td>SPRING Directed Study (1-5)</td>
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</tbody>
</table>

### Decision Science Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Terms Offered</th>
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</thead>
<tbody>
<tr>
<td>DSCI 245</td>
<td>Data Analysis for Business (4)</td>
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<tr>
<td>DSCI 246</td>
<td>Advanced Data Analysis for Business (4)</td>
<td></td>
</tr>
<tr>
<td>DSCI 303</td>
<td>Applications of Statistics I (4)</td>
<td></td>
</tr>
<tr>
<td>DSCI 304</td>
<td>Applications of Statistics II (4)</td>
<td></td>
</tr>
</tbody>
</table>

### Business Administration

**Prerequisites:** Admission to the M.B.A. program and completion of the M.B.A. foundation, or permission of the M.B.A. Director.

- The study of administrative processes under conditions of uncertainty, including integrating analyses and policy determinations at the overall management level. Includes a synthesis of the principles of administrative management from the generalist’s view and integrates prior specialized instruction in the basic functions of business and management. Provides an opportunity to develop a capacity for analyzing problems on a broad company-wide basis.

**Courses:**

- **BUAD 467** Capital Markets (4)
- **BUAD 471** Corporate Finance (4)
- **BUAD 472** Financial Management (4)
- **BUAD 599** Independent Study (2-4)
- **BUAD 600** Thesis (2-8)
- **BUAD 601** Research Report (2-8)
- **BUAD 695** Internship (2-4)
- **BUAD 696** College Teaching Internship (2-4)

**Note:** Check with department or quarterly course announcement for restricted enrollment. See Business Administration “Course Enrollment Policies.”

**Prerequisites:** Enroll once. Operational procedures for conducting work-based learning environments. Includes occupational analysis techniques, school-to-work partnerships, and linking classroom learning to the workplace.

**Directed Study** (1-5)
Facing the individual bank. Includes asset and liabilities portfolio composition, lending policies, securities management, liabilities management, and capital structure. Focus is on commercial banks but course is applicable to thrift institutions.

FINC 434
Financial Derivatives (4)
FALL/WINTER/SPRING
Prerequisite: FINC 335.
Provides an in-depth background to various financial derivatives including futures, options, swaps, securitized securities, and collateralized mortgage obligations. Discusses concepts related to the operation of financial derivatives including marketing to market and clearing corporations.

FINC 435
Capital Budgeting and Long-Term Financing (4)
FALL/WINTER/SPRING
Prerequisite: FINC 335.
Provides in-depth background and skill development for capital budgeting and long-term financial decision-making. Emphasis on discounted cash flow analysis using computer simulations. Discusses capital structure, dividend policy, cost of capital, and risk analysis. Also covers long-term financing issues of a business or corporation. Uses cases, computer simulations, and other analytical techniques.

FINC 474
International Finance (5)
WINTER
Prerequisites: ECON 200 and 201, FINC 335 or IBUS/ACCT 473, or instructor permission.
Develops a general framework to analyze international financial markets, exchange rates, exchange rate derivatives and open macroeconomic economies. (Cross-listed ECON 474, IBUS 474)

FINC 495
Internships (1-5)
FINC 498
Seminar (1-5)
FINC 499
Directed Study (1-5)
Management Courses

Management courses numbered 400 and higher have restricted enrollment. See Business Administration “Course Enrollment Policies.”

 Terms Offered: If no terms are indicated, check with department or quarterly Course Announcement.

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Terms Offered</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 120</td>
<td>The World of Business (5)</td>
<td>FALL/WINTER/SPRING/SUMMER</td>
<td>Not open to upper-division business administration majors. Surveys the basic roles and functions performed by business firms in modern free enterprise societies.</td>
</tr>
<tr>
<td>MGMT 326</td>
<td>Organization Theory and Behavior (4)</td>
<td>FALL/WINTER/SPRING/SUMMER</td>
<td>Prerequisite: Junior standing. A study of entrepreneurial qualities and methods used to start and expand business ventures. Maximum flexibility is used to allow students to pursue individual interests. Marketing and accounting background helpful.</td>
</tr>
<tr>
<td>MGMT 423</td>
<td>Business and Society (4)</td>
<td>FALL/WINTER/SPRING/SUMMER</td>
<td>Prerequisites: MGMT 326, senior standing. Study of the interrelations between business and its external environment, focusing on the social, political and legal interactions. Review of critical managerial issues from historical, theoretical and ethical perspectives and their impact on organizations.</td>
</tr>
<tr>
<td>MGMT 424</td>
<td>Equity and Equality in the Workplace (3)</td>
<td>FALL/WINTER/SPRING/SUMMER</td>
<td>Prerequisite: ENGL 201. This course examines feminist theory, the law, and business management theories as they apply to equality and equity in the workplace. The course is an integrated approach to business and gender issues. (Cross-listed WMST 424)</td>
</tr>
<tr>
<td>MGMT 470</td>
<td>International Business Management (4)</td>
<td>FALL/WINTER/SPRING/SUMMER</td>
<td>Prerequisite: Junior standing. Analysis of the impact of international business variables on global organizations and the impact of these organizations on the societies in which they operate. (Cross-listed IBUS 470)</td>
</tr>
<tr>
<td>MGMT 471</td>
<td>Multinational People Management (4)</td>
<td>SPRING</td>
<td>Prerequisite: Junior standing. A system approach to multinational human resource management incorporating three interrelated subsystems: internal (the multinational company), external (the nation state), and individual (the manager) in a cross-cultural context. (Cross-listed IBUS 471)</td>
</tr>
<tr>
<td>MGMT 480</td>
<td>Organizational Leadership (4)</td>
<td>FALL/WINTER/SPRING/SUMMER</td>
<td>Prerequisite: MGMT 326. This seminar examines the various leadership styles in organizations. Students investigate and develop leadership profiles of past, present and future leaders. Project teams develop a video profile and case of a specific organization.</td>
</tr>
<tr>
<td>MGMT 490</td>
<td>Department Senior Capstone: Administrative Policies or Small Business Administration and Policy.</td>
<td>FALL/WINTER/SPRING/SUMMER</td>
<td>Prerequisites: ACCT 252, ACCT 261; DSCI 246; ECON 200, ECON 201; ENGL 201; FINC 335; MATH 200, 115, OR 106; MGMT 326; MGMT 311; MKTG 310; OPSM 330. MGMT 423 (MGMT 425 may be taken concurrently); and Admission to BAB. See your major department advisor for the appropriate section number.</td>
</tr>
<tr>
<td>MGMT 492</td>
<td>Seminar in Health Services Administration (4)</td>
<td>FALL/WINTER/SPRING/SUMMER</td>
<td>Prerequisite: Senior standing. Provides an overview of the field of Health Services Administration. Utilizes lectures, discussion, and student research to explore health care delivery systems, the environment of health care, health services management, human resource management, and health services law and insurance.</td>
</tr>
<tr>
<td>MGMT 495</td>
<td>Internships (1-15)</td>
<td>FALL/WINTER/SPRING/SUMMER</td>
<td>Prerequisites: MGMT 326, completion of University requirement.</td>
</tr>
<tr>
<td>MGMT 498</td>
<td>Seminar (1-5)</td>
<td>FALL/WINTER/SPRING/SUMMER</td>
<td></td>
</tr>
<tr>
<td>MGMT 499</td>
<td>Directed Study (1-5)</td>
<td>FALL/WINTER/SPRING/SUMMER</td>
<td></td>
</tr>
</tbody>
</table>

Management Information System Courses

MIS courses numbered 312 and higher have restricted enrollment. See Business Administration “Course Enrollment Policies.”

 Terms Offered: If no terms are indicated, check with department or quarterly Course Announcement.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Terms Offered</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MISC 311</td>
<td>Information Technology in Business (4)</td>
<td>FALL/WINTER/SPRING/SUMMER</td>
<td>Prerequisite: Junior standing, completion of University requirements and proficiencies. Provides the basic concepts of the use of information technology in business, both globally and locally, to collect, organize, distribute, and present information in a business environment. Students will learn how to collect information from external sources, such as libraries and the internet, and from internal functional areas. Productivity tools such as database, spreadsheets, word processor, and presentation software will then be used to consolidate, organize, synthesize, and present the external and internal information to business decision makers.</td>
</tr>
<tr>
<td>MISC 370</td>
<td>Multimedia Production of Business Documents (4)</td>
<td>FALL/WINTER/SPRING/SUMMER</td>
<td>Prerequisite: MISC 311 or equivalent or BUED major, or permission of the instructor. Learning advanced applications of word processing, presentation, and multimedia software to design formal and technical reports and presentations, correspondence, newsletters, brochures, forms, charts, and graphics. Emphasis is on problem-solving ability to convert raw data into acceptable form using the computer, the Internet, and additional multimedia.</td>
</tr>
<tr>
<td>MISC 371</td>
<td>Business Applications Program Design (4)</td>
<td>FALL/WINTER/SPRING/SUMMER</td>
<td>Prerequisite: MISC 311 or CSD 226 or permission of the instructor. This course provides a thorough coverage of the program design and development process. The student will develop algorithmic solutions to a variety of business computer applications using a number of logic tools for programming and documentation. A high level programming language is used to illustrate the logic and structure of common business applications.</td>
</tr>
<tr>
<td>MISC 372</td>
<td>Data Communications and Networking Fundamentals (4)</td>
<td>FALL/WINTER/SPRING/SUMMER</td>
<td>Prerequisite: MISC 311 or equivalent. A general introduction to current technology for local area networks (LAN), wide area networks (WAN), and the Internet.</td>
</tr>
<tr>
<td>MISC 373</td>
<td>Business Database Application (4)</td>
<td>FALL/WINTER/SPRING/SUMMER</td>
<td>Prerequisite: MISC 311 or CSD 226 or permission of the instructor. This course provides an in-depth study of theory and applications of databases. Emphasis is on the design of flexible databases to meet business information requirements. Topics include database concepts, data modeling, data dictionary, database models, database design, data integrity, and managerial considerations.</td>
</tr>
<tr>
<td>MISC 374</td>
<td>Spreadsheet Modeling for Business Applications (4)</td>
<td>FALL/WINTER/SPRING/SUMMER</td>
<td>Prerequisite: MISC 311 or CSD 226 or permission of the instructor. Problem solving and data modeling of business applications utilizing spreadsheet software. Graphics, file management, and proper spreadsheet organization topics are covered as well as use of macros for development of user-friendly applications.</td>
</tr>
<tr>
<td>MISC 375</td>
<td>Expert Systems Applications in Business (4)</td>
<td>FALL/WINTER/SPRING/SUMMER</td>
<td>Prerequisite: MISC 311 or CSD 226 or permission of the instructor. Introduction to expert systems design and implementation. Topics covered include the study of existing successful applications, the techniques of knowledge representation, and a review of knowledge engineering methodologies and languages. Students build a model expert system using a microcomputer-based expert system software package.</td>
</tr>
<tr>
<td>MISC 380</td>
<td>Business Computer Programming (4)</td>
<td>FALL/WINTER/SPRING/SUMMER</td>
<td>Prerequisite: MISC 311 or CSD 226 or permission of the instructor. Algorithmic solutions to business data processing applications are implemented in a high-level programming language. The use of basic sequential file algorithms and table structures to solve programming tasks is emphasized. Top-down design and structured programming techniques are employed.</td>
</tr>
</tbody>
</table>
MISC 399  
Directed Study (1-5)  

MISC 481  
FALL/WINTER  
Systems Analysis and Design (4)  
Prerequisites: MISC 312, MISC 371, and MISC 373 or permission of the instructor.  
The analysis and design of business systems. The structure and life cycle of systems are examined. The methodology of systems studies and the use of computer-aided software engineering (CASE) tools are emphasized. Systems studies are undertaken utilizing cases and actual business systems projects.  

MISC 482  
WINTER/SPRING  
Systems Project (4)  
Prerequisite: MISC 481 or permission of the instructor.  
This is the capstone course for MIS majors. Emphasis is on solving an information systems problem using project management and information systems methodologies. Students will develop a computer information system through the use of CASE tools. Interactive and prototyping approaches to system development are investigated and employed. In addition, students will acquire additional knowledge in planning, managing, and presenting a systems project.  

MISC 483  
Information Systems Management (4)  
Prerequisite: MISC 312 or CSCD 226 or permission of the instructor.  
A study of the information systems management function within an organization, how it is organized, what functions are performed, where it reports to top management, how policies are established for the organization for computing facilities, and how computer decisions affect the entire organization.  

MISC 484  
Advanced Business Programming (4)  
Prerequisite: MISC 380 or permission of the instructor.  
Third and/or fourth generation languages are employed to provide practical experience with advanced programming concepts. Covers structured design concepts, tables and other data structures, various file organization methodologies, and interactive programming techniques.  

MISC 485  
SPRING  
Advanced Database Applications Development (4)  
Prerequisite: MISC 373 or permission of the instructor.  
This course is to continue previous learning in business applications of databases. The course stresses application development through fourth generation programming techniques. The course is designed to take advantage of advanced capabilities in current database management systems. Emphasis is on the design and implementation of business database applications. Topics include data modeling, database design, database implementation, report design, form design, application design, security, backup and recovery, and multi-user databases.  

MISC 486  
Business Applications of Fourth Generation Languages (4)  
Prerequisite: MISC 371 or CSCD 226 or permission of the instructor.  
This course is designed to give the student an overview of fourth generation languages from the perspectives of appropriate uses, design techniques, and productivity optimization. Among the topics to be covered are: descriptions and definitions of fourth generation languages, overview of the range and scope of fourth generation languages, design techniques for fourth generation applications, and employment of a database management system and a data dictionary directory system with fourth generation languages.  

MISC 495  
Internships (1-15)  

MISC 498  
Seminar (1-5)  

MISC 499  
Directed Study (1-5)  

Marketing Courses  
Marketing courses numbered 316 and higher have restricted enrollment. See Business Administration "Course Enrollment Policies."  

MKTG 310  
Principles of Marketing (4)  
FALL/WINTER/SPRING/SUMMER  
Prerequisite: Junior standing.  
An introduction to marketing. The marketing mix: product offering, supply chain management, pricing, promotion, and introduction to buyer behavior.  

MKTG 316  
Personal Selling (4)  
Prerequisite: MKTG 310.  
This course examines the dynamics of the selling process from a behavioral and managerial approach. Communication theory and the psychology of sales theory are integral components of study.  

MKTG 399  
Directed Study (1-5)  

MKTG 400  
Buyer Behavior (4)  
FALL/WINTER/SPRING  
Prerequisite: MKTG 310.  
Study of the buyer decision-making process, both consumer and industrial, for the purpose of planning and implementing successful marketing strategies. Includes an examination of both the internal psychological and external sociological factors influencing the decision-making process, and how these factors relate to strategic marketing decisions such as product development, segmentation, and positioning.  

MKTG 411  
Marketing Research (4)  
FALL/WINTER/SPRING  
Prerequisites: MKTG 310 and DSCI 246.  
A practical and theoretical approach to understanding and applying the procedures and methods used in collecting and analyzing market information for managerial decision-making. Topics include research design, data collection, sampling, questionnaire design, qualitative research methods, processing and interpreting data, and presentation of findings. An applied approach provides practical application of methods studied.  

MKTG 412  
Marketing Management (4)  
FALL/WINTER/SPRING  
Prerequisites: MKTG 400 and 411.  
An exploration of key marketing management variables such as buyer behavior, market segmentation and product positioning, product policy, pricing, distribution, promotion and market research in the contexts of strategy development, decision making, implementation and control.  

MKTG 413  
Integrated Marketing Communications (4)  
Prerequisite: MKTG 310.  
A practical and theoretical approach to understanding communications theory and how advertising, sales promotion, public relations, and direct marketing are designed and used by organizations in communicating with various publics.  

MKTG 414  
Retail Management (4)  
Prerequisite: MKTG 310.  
A study of the strategies used by retailers as critical members of a supply chain. The relationships among store organization, human resource management, and the retail strategies used by various types of retail outlets are investigated. Merchandising policies (buying, selling, stock control and management), various control strategies, promotion, and public relations activities are also covered.  

MKTG 416  
Sales Force Management (4)  
Prerequisite: MKTG 310.  
This course covers the concepts and theories associated with planning, organizing, evaluating, controlling, and managing a professional sales force.  

MKTG 417  
Marketing Analysis (4)  
FALL/WINTER/SPRING  
Prerequisite: MKTG 412.  
Strategic analysis of managerial marketing issues involving market trends, marketing research, product planning, distribution channels, pricing, promotion, social trends and the influence marketing strategy has on society.  

MKTG 444  
Applied Promotion (4)  
Prerequisite: MKTG 310.  
This course involves students in the research, planning, implementation and evaluation of a promotional event for a local business or organization. A variety of marketing principles are applied in a hands-on real world experience.  

MKTG 472  
Global Marketing Management (4)  
SPRING  
Prerequisite: IBUS/MGMT 470 or MKTG 310.  
A practical approach to understanding the implications to marketing functions that result from competing in a global marketplace. Marketing function differences and similarities are explored across national borders and cultures. (Cross-listed IBUS 472)  

MKTG 495  
Internships (1-15)  

MKTG 498  
Seminar (1-5)  

MKTG 499  
Directed Study (1-5)  

Marketing Education Courses  
Terms Offered: If no terms are indicated, check with department or quarterly Course Announcement.  

MKED 399  
Directed Study (1-5)  

MKED 475  
Methods of Teaching Distributive Education (3)  
Prerequisite: MKED 477 or 478.  
Prepares prospective teacher-coordinators for effective classroom teaching. The course includes lecture methods, individual instruction, role playing, creative projects, and effective problem-solving.  

MKED 499  
Directed Study (1-5)  

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Operations Management Courses

Operations Management courses numbered 300 and higher base restricted enrollment. See Business Administration “Course Enrollment Policies.”

Terms Offered: If no terms are indicated, check with department or quarterly Course Announcement.

OPSM 330
Operations Management (4)
FALL/WINTER/SPRING/SUMMER
Prerequisites: DSCI 245, Computer Literacy.
An integrating study focusing upon the models and methods of production and operations management. Managerial approaches to planning, scheduling, and controlling both product and service. Tools include process analysis, plant location, plant layout, capacity planning, inventory control, forecasting, materials requirements planning, PERT/CPM, and quality control. Also studies computer-based operations control systems applicable to the above topics.

OPSM 425
Operations Management Analysis (4)
WINTER
Prerequisite: OPSM 330
The application of analytical techniques and concepts to the analysis of representative problems facing the operations manager.

OPSM 428
Materials Management (4)
FALL
Prerequisite: Senior standing or prior permission of the instructor.
Objectives and methodology of industrial, institutional, and governmental purchasing agents and material managers, emphasizes inventory control systems, product quality control, maintenance of operating efficiency, and analysis of competitive price quotations.

OPSM 444
Problems in Operations (4)
SPRING
Prerequisite: OPSM 330.
The application of the case method approach to operations problems and their solution by the use of quantitative techniques and quality management principles.

OPSM 495
Internships (1-5)
OPSM 498
Seminar (1-5)
OPSM 499
Directed Study (1-5)

Professional Training and Development Courses

Terms Offered: If no terms are indicated, check with department or quarterly Course Announcement.

PTED 499
Directed Study (1-5)
The following professional training, education and development courses are not part of the M.B.A. Program

PTED 505
Instructional Strategies in Training and Development (4)
Specific instructional strategies in training and development are investigated in this course. The training and development director's role and job are included.

PTED 510
Designing Training and Development Programs (4)
This course deals with the technology, management and design of training and development systems in business, industry and public service organizations. Includes the planning, organizing, leading and evaluating of training and development systems in relation to theory and practice.

PTED 522
Administration of Training and Development Systems (4)
Business, industry and public service organizations invest a great deal of financial and human resources into the training and development of their work force. This course includes the administration and supervision of these resources as they relate to productivity.
CHEMISTRY AND BIOCHEMISTRY

General Admissions Requirements for Chemistry and Biochemistry

- They are knowledgeable, experienced and independent laboratory workers.
- They are familiar with scientific equipment and contemporary computer methods.
- Upon graduation, they will have had the opportunity to work with:
  - Liquid and gas chromatographs
  - Atomic absorption spectrophotometers
  - Nuclear magnetic resonance spectrometers
  - Chemical spectrophotometers
  - Liquid scintillation counters
  - A variety of modern laboratory equipment

Students majoring in chemistry have the opportunity to learn and work with the department's wide variety of modern chemical instrumentation. In addition, faculty work closely with students in carrying out undergraduate and graduate research projects. As a result, our graduates are well prepared to pursue careers in a wide variety of allied fields, as well as in chemistry.

The department's baccalaureate programs prepare students for careers in chemical analysis and research, biochemical research, biotechnology, medicine and related fields, dentistry, pharmacy, nutrition, pharmaceuticals, food processing, technical service, product development, sales, technical management, forensic and environmental science and education. The department's professional and environmental B.S. options are approved by the American Chemical Society and the ACS certifies graduates with these options. The department offers programs leading to the Bachelor of Arts, and the Bachelor of Science. The B.S. degrees are recommended for students planning professional careers in chemistry or related areas, while the B.A. degrees are recommended for students with other career goals.

The options available in the Department of Chemistry and Biochemistry allow students to tailor their degree program to their career interests and objectives. Employment opportunities are enhanced by additional preparation in departments such as Biology, Business, Computer Science, Mathematics, Physics and Technology.

Students majoring in chemistry have the opportunity to learn and work with the department's wide variety of modern chemical instrumentation. In addition, faculty work closely with students in carrying out undergraduate and graduate research projects. As a result, our graduates are normally capable of working with:

- Gas and liquid chromatographs
- Ultra-violet, visible, infra-red, and atomic absorption spectrophotometers
- Nuclear magnetic resonance spectrometers
- Liquid scintillation counters
- A variety of modern electroanalytical instruments

Students have an early introduction to modern scientific equipment and contemporary computer methods. Upon graduation, they are knowledgeable, experienced and independent laboratory workers.

General Admissions Requirements for Chemistry and Biochemistry: Those students who consider majoring in Chemistry and Biochemistry should complete a high school chemistry course and mathematics courses through precalculus.

General Admissions Requirements for Transfer Students: Students transferring from other institutions, including community colleges, are urged to consult with one of the Chemistry/Biochemistry departmental advisors in order to plan their Eastern program of study.

Admissions Requirements for Chemistry Majors: Chemistry courses must be taken in proper sequence and with certain prerequisites satisfied. It is essential that chemistry majors start their freshman year with CHEM 151, 152, and 153. The physics and mathematics supporting courses also must be started without delay. Students should complete MATH 161, 162, and 163 their first year. PHYS 151, 152, and 153 or PHYS 131, 132, and 133 and the lab courses PHYS 161, 162, and 163 should be completed prior to the junior year. Completion of a computer programming course is suggested prior to taking CHEM 451. Those planning graduate study are urged to complete two years of a modern foreign language since this is required by most graduate schools.

Each student will be assigned an advisor who should be consulted on all matters pertaining to his or her program.

Academic Policy: Due to the cumulative nature of chemistry courses, the department strongly recommends that a student should have received at least a 2.0 in all prerequisite chemistry courses. A student not meeting this recommendation might benefit from meeting with an academic advisor.

Information Regarding Pre-Pharmacy School Courses: Students seeking course work in this pre-professional program should contact the Chemistry Department to obtain early advice concerning their program curriculum, application procedures, professional aptitude examinations, and letters of recommendation.

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

Bachelor of Arts (B.A.)

Chemistry/Biochemistry Major with Business Option (105-107 credits)

**Business:** This degree is suited for those who plan to go into careers such as technical sales, chemical literature, food processing, chemical patent law, forensic sciences and environmental law. This program features less concentration in chemistry than the Bachelor of Science and is not intended to prepare students for employment as a professional chemist.

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

**Required Courses**

- CHEM 151 General Chemistry (5)
- CHEM 152 General Chemistry (5)
- CHEM 153 General Chemistry (5)
- CHEM 304 Quantitative Analysis (6)
- CHEM 351 Organic Chemistry (4)
- CHEM 352 Organic Chemistry (4)
- CHEM 372 Organic Chemistry Lab I (3)
- CHEM 421 Physical Chemistry (4)
- CHEM 422 Physical Chemistry (3)
- CHEM 431 Physical Chemistry Lab I (1)
- CHEM 491 Senior Thesis (4-6)
- ACCT 251 Principles of Financial Accounting (5)
- ACCT 252 Principles of Managerial Accounting (4)
- ACCT 261 Business Law (4)
- DSCI 245 Data Analysis for Business (4)
- ECON 200 Introduction to Microeconomics (5)
- ECON 201 Introduction to Macroeconomics (5)
- MGMT 120 The World of Business (5)
- MGMT 326 Organization Theory and Behavior (4)

Select one of the following after completion of the seven business-oriented courses listed above: 4 credits. Students will meet the requirements of a Business Administration minor.

- ACCT 454 Federal Income Tax I (4)
- FINC 335 Financial Management (4)
- HUMR 328 Personnel Management (4)
- MISC 311 Information Technology in Business (4)
- MGMT 326 Organization Theory and Behavior (4) May not be used as both a requirement and an elective. See MGMT 120 above.
- MGMT 470 International Business Management* (4)
- MKTG 310 Principles of Marketing (4)
- OPSM 330 Operations Management (4)

**Required Supporting**

- MATH 161 Calculus I (5)
- MATH 162 Calculus II (5)

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CHEM 316 Environmental Chemistry (5)
CHEM 304 Quantitative Analysis (6)
CHEM 152 General Chemistry (5)
CHEM 151 General Chemistry (5)

Required Courses
CHEM 421 Physical Chemistry (4)
CHEM 372 Organic Chemistry Lab I (3)
CHEM 352 Organic Chemistry (4)
CHEM 321 Physical Chemistry Lab (1)
CHEM 342 Physical Chemistry Lab (2)
CHEM 491 Senior Thesis (4-6)

Required Supporting Courses
CHEM 491 Senior Thesis (4-6)
CHEM 431 Physical Chemistry Lab (1)
CHEM 423 Physical Chemistry (3)
CHEM 422 Physical Chemistry (3)
CHEM 421 Physical Chemistry (4)

PHYS 163 Instrumentation Lab I (1)

Minimum total required credits 79 - 82 credits
Total required supporting credits 25 credits
Minimum total credits for above Major 104 - 107 credits

Note: A minor is advised but not required with the above degree option.

*Meets International Studies graduation requirement.

Chemistry/Biochemistry Major with General Option
(75 - 77 credits)

General: This program features less concentration in chemistry than the bachelor of science and is not intended to prepare students for employment as a professional chemist.

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

Required Courses
CHEM 151 General Chemistry (5)
CHEM 152 General Chemistry (5)
CHEM 153 General Chemistry (5)
CHEM 152 Organic Chemistry (4)
CHEM 151 General Chemistry (5)
CHEM 372 Organic Chemistry Lab I (3)
CHEM 421 Physical Chemistry (4)
CHEM 422 Physical Chemistry (3)
CHEM 341 Physical Chemistry Lab (1)
CHEM 342 Physical Chemistry Lab (2)
CHEM 491 Senior Thesis (4-6)

Required Supporting Courses
MATH 161 Calculus I (5)
MATH 162 Calculus II (5)
PHYS 151 General Physics I (4)
PHYS 152 General Physics II (4)
PHYS 153 General Physics III (4)
PHYS 161 Mechanics Lab (1)
PHYS 162 Heat and Optics Lab (1)
PHYS 163 Instrumentation Lab I (1)

Minimum total required credits 51 credits
Total required supporting credits 25 credits
Minimum total credits for above Major 76 credits

Professional Education Requirements/
Secondary Education: 50-52 credits

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

Total credits for above Major and Professional Education 126 - 128 credits

Note: A minor is advised but not required for the above option.

Bachelor of Science (B.S.)
The bachelor of science majors are specifically recommended for students planning to go directly into governmental or industrial chemistry or related areas, and for those who wish to pursue graduate work in chemistry or related fields.

Chemistry/Biochemistry Major with Biochemistry Option (119 - 121 credits)

This program is recommended for students planning to go directly into professional fields of biochemistry; for students planning to attend graduate school in biochemistry, molecular biology or pharmacology; and for students planning to enter professional schools such as medicine, veterinary science or pharmacy.

Required Courses
CHEM 151 General Chemistry (5)
CHEM 152 General Chemistry (5)
CHEM 153 General Chemistry (5)
CHEM 304 Quantitative Analysis (6)
CHEM 351 Organic Chemistry (4)
CHEM 352 Organic Chemistry (4)
CHEM 372 Organic Chemistry Lab I (3)
CHEM 421 Physical Chemistry (4)
CHEM 422 Physical Chemistry (3)
CHEM 423 Physical Chemistry (3)
CHEM 431 Physical Chemistry Lab (1)
CHEM 480 Biochemistry (5)
CHEM 481 Intermediary Metabolism (5)
CHEM 482 Integrated Topics in Biochemistry and Biophysics (3)
CHEM 483 Biochemistry Lab (2)
CHEM 491 Senior Thesis (4-6)

Select one of the following four courses: 4 credits
CHEM 395 Internships (Var)
CHEM 480 Biochemistry (5)
CHEM 481 Intermediate Metabolism (5)
CHEM 482 Integrated Topics in Biochemistry and Biophysics (3)

CHEM 483 Biochemistry Lab (2)
CHEM 491 Senior Thesis (4-6)

Note: A minor is advised but not required for the above option.

Bachelor of Arts in Education (B.A.E.)

Chemistry/Biochemistry/Secondary Major (76 credits)

This major satisfies the endorsement for grades 5-12.

Required Courses
CHEM 151 General Chemistry (5)
CHEM 152 General Chemistry (5)
CHEM 153 General Chemistry (5)
CHEM 304 Quantitative Analysis (6)
CHEM 316 Environmental Chemistry (5)
CHEM 351 Organic Chemistry (4)
CHEM 352 Organic Chemistry (4)
CHEM 372 Organic Chemistry Lab I (3)
CHEM 421 Physical Chemistry (4)
CHEM 423 Physical Chemistry (4)
CHEM 372 Organic Chemistry Lab I (3)
CHEM 421 Physical Chemistry (4)
CHEM 423 Physical Chemistry (4)
CHEM 422 Physical Chemistry (3)
CHEM 422 Physical Chemistry (3)
CHEM 421 Physical Chemistry (4)
CHEM 422 Physical Chemistry (3)
CHEM 423 Physical Chemistry (3)
CHEM 431 Physical Chemistry Lab (1)
CHEM 480 Biochemistry (5)
CHEM 481 Intermediate Metabolism (5)
CHEM 482 Integrated Topics in Biochemistry and Biophysics (3)
CHEM 483 Biochemistry Lab (2)
CHEM 491 Senior Thesis (4-6)

Select one of the following four courses: 4 credits
CHEM 395 Internships (Var)
CHEM 454 Clinical Chemistry (4)
CHEM 498 Seminar (Var)
CHEM 499 Directed Study (Var)
Chemistry/Biochemistry Major with Computer Science Option (102 - 104 credits)

This is a program designed for students planning a career in computational chemistry and related fields. It provides a strong preparation in the practical application of computer technology to the solution of chemical and scientific problems.

Required Courses
- CHEM 151 General Chemistry (5)
- CHEM 152 General Chemistry (5)
- CHEM 153 General Chemistry (5)
- CHEM 304 Quantitative Analysis (6)
- CHEM 351 Organic Chemistry (4)
- CHEM 352 Organic Chemistry (4)
- CHEM 418 Modern Analytical Chemistry (5)
- CHEM 421 Physical Chemistry (4)
- CHEM 422 Physical Chemistry (3)
- CHEM 431 Physical Chemistry Lab (1)
- CHEM 432 Physical Chemistry Lab (2)
- CHEM 491 Senior Thesis (4-6)
- CSCD 225 Programming Principles I (5)
- CSCD 226 Programming Principles II (5)
- CSCD 323 Object-Oriented Programming (3)
- CSCD 326 Data Structures I (4)
- CSCD 470 Computer Graphics Programming (4)

Required Supporting Courses
- MATH 161 Calculus I (5)
- MATH 162 Calculus II (5)
- MATH 163 Calculus III (5)
- PHYS 151 General Physics I (4)
- PHYS 152 General Physics II (4)
- PHYS 153 General Physics III (4)
- PHYS 161 Mechanics Lab (1)
- PHYS 162 Heat and Optics Lab (1)
- PHYS 163 Instrumentation Lab I (1)

Minimum total required credits 72 - 74 credits
Total required supporting credits 30 credits
Minimum total credits for above Major 102 - 104 credits

Chemistry/Biochemistry Major with Environmental Option (116 - 118 credits)

This program is approved by the American Chemical Society and is designed for students pursuing careers in environmental chemistry or related fields. It provides background in the fundamentals of chemistry along with introductory and advanced courses in environmental chemistry. Graduates will emerge prepared for graduate study or a career in industry or government. Students with a broader interest in the field are strongly encouraged to obtain a second major in Environmental Science, enhancing their career options.

Required Courses
- CHEM 151 General Chemistry (5)
- CHEM 152 General Chemistry (5)
- CHEM 153 General Chemistry (5)
- CHEM 304 Quantitative Analysis (6)
- CHEM 316 Environmental Chemistry (5)
- CHEM 319 Modern Inorganic Chemistry (5)
- CHEM 351 Organic Chemistry (4)
- CHEM 352 Organic Chemistry (4)
- CHEM 418 Modern Analytical Chemistry (5)
- CHEM 421 Physical Chemistry (4)
- CHEM 422 Physical Chemistry (3)
- CHEM 431 Physical Chemistry Lab (1)
- CHEM 432 Physical Chemistry Lab (2)
- CHEM 491 Senior Thesis (4-6)
- CSCD 470 Computer Graphics Programming (4)

Required Supporting Courses
- BIOL 171 Biology I (4)
- BIOL 172 Biology II (4)
- BIOL 173 Biology III (4)
- BIOL 270 Biological Investigation (3)
- MATH 161 Calculus I (5)
- MATH 162 Calculus II (5)
- MATH 163 Calculus III (5)
- PHYS 151 General Physics I (4)
- PHYS 152 General Physics II (4)
- PHYS 153 General Physics III (4)
- PHYS 163 Instrumentation Lab I (1)

Minimum total required credits 116 - 118 credits
Total required supporting credits 112 credits
Minimum total credits for above Major 102 - 104 credits
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CHEMISTRY AND BIOCHEMISTRY (142 - 143 credits)

Chemistry/Biochemistry Major with Forensic Science Option

Total suggested supporting credits 5 credits

Minimum total credits for above Major 120 - 122 credits

BIOL 270 Biological Investigation (3)
BIOL 173 Biology III (4)
CHEM 480 Biochemistry (5)
CHEM 431 Physical Chemistry Laboratory (1)
CHEM 422 Physical Chemistry (3)
CHEM 421 Physical Chemistry (4)
CHEM 420 Instrumental Analysis (5)
CHEM 373 Organic Chemistry Lab II (3)
CHEM 372 Organic Chemistry Lab I (3)
CHEM 370 Organic Chemistry Laboratory (1)
CHEM 445 Topics in Forensic Science (5)
CHEM 450 Advanced Forensic Chemistry (5)
CHEM 480 Biochemistry (5)
CHEM 399/499 Internship/Research (3)
CHEM 491 Senior Thesis (5)

Required Supporting Courses

BIOL 171 Biology I (4)
BIOL 172 Biology II (4)
BIOL 173 Biology III (4)
BIOL 270 Biological Investigation (3)

Forensic electives (select from): (4 - 5 credits)
CMST 201 Public Speaking (5)
CRIM 300 Introduction to Criminal Justice (5)
CRIM 304 Forensic Inquiry (5)
CRIM 386 Basic Concepts of Criminal Law (5)
CRIM 404 Forensic Identification (4)
ENGL 205 Introduction to Technical Writing (5)
MATH 106 Precalculus Mathematics II (5)
MATH 161 Calculus I (5)
MATH 162 Calculus II (5)

Physics courses (select one complete series): (15 credits)
PHYS 131 Introductory Physics I (4)
PHYS 132 Introductory Physics II (4)
PHYS 133 Introductory Physics III (4)

Total required credits 76 credits
Minimum total required supporting credits 66 - 67 credits
Minimum total credits for above Major 142 - 143 credits

*These courses must be completed with a combined average GPA of 3.0 or better before the department will accept the student into the forensic science degree option. This requirement must be satisfied before the student is allowed to register for CHEM 445 or CHEM 450, and before the student is allowed to apply for a department-sponsored forensic internship.

Students are required to do research on a forensic project and to take CHEM 491 for 5 credits (catalog description states 4-6 credits).

Chemistry/Biochemistry Major with Pre-med/Pre-dent/Pre-vet Option (133 credits)

This course of study is recommended for students planning a career in medicine, dentistry or veterinary medicine. This option also satisfies requirements for graduate study in related fields of chemical and biological integration, e.g., medicinal chemistry, pharmacology, etc. With respect to medical/dental/veterinary school, course work outlined for the initial three years is specifically designed to meet basic entrance requirements as well as provide optimum preparation for pre-entrance aptitude examinations (MCAT or DAT or GRE). Additional information can be found under "Pre-professional Programs" in the Fields of Study section of this catalog.

Required Courses

CHEM 151 General Chemistry (5)
CHEM 152 General Chemistry (5)
CHEM 153 General Chemistry (5)
CHEM 304 Quantitative Analysis (6)
CHEM 351 Organic Chemistry (4)
CHEM 352 Organic Chemistry (4)
CHEM 353 Organic Chemistry (3)
CHEM 357 Neuropharmacology (2)
CHEM 372 Organic Chemistry Lab I (3)
CHEM 373 Organic Chemistry Lab II (3)
CHEM 395 Internships (1)
CHEM 421 Physical Chemistry (4)
CHEM 422 Physical Chemistry (3)
CHEM 431 Physical Chemistry Lab (1)
CHEM 432 Physical Chemistry Lab (2)
CHEM 480 Biochemistry (5)
CHEM 481 Intermediary Metabolism (5)
CHEM 482 Integrated Topics in Biochemistry and Biophysics (3)
CHEM 483 Biochemistry Lab (2)
CHEM 498 Seminar(a) (2)

Required Supporting Courses

BIOL 171 Biology I (4)
BIOL 172 Biology II (4)
BIOL 173 Biology III (4)
BIOL 270 Biological Investigation (3)
BIOL 301 Microbiology (5)
BIOL 310 Fundamentals of Genetics (5)
BIOL 438 Molecular Biology (5)
DSCI 245 Data Analysis for Business (4)

BIOL 304 Vertebrate Zoology (5)
BIOL 302 Botany (5)
BIOL 301 Microbiology (5)
BIOL 302 Botany (5)
BIOL 304 Vertebrate Zoology (5)

SOCI 443 Social Impact Assessment (5)
SOCI 442 Environmental Sociology (5)
PLAN 431 Environmental Impact Statements (3)
PLAN 406 Planning Law and Legislation (4)
MATH 380 Elementary Probability and Statistics (5)
GEOL 465 Analysis of Metals in Environmental Samples (5)
GEOL 463 Environmental Geochemistry (5)
GEOG 325 Wetlands Science I (4)
GEOG 317 Resources and Conservation (3)
GEOG 316 Environmental Conservation (5)
GEOG 314 Weather and Climate (5)
GEOG 305 Introduction to Oceanography (5)
BIOL 442 Conservation Biology (4)
BIOL 441 Ecology Lab (2)
BIOL/GEOG 312 Fundamentals of Soil Science (4)
BIOL 406 Vertebrate Zoology (5)
BIOL 310 Fundamentals of Genetics (5)
BIOL 438 Molecular Biology (5)
DSCI 245 Data Analysis for Business (4)

BIOL 304 Quantitative Analysis (6)
CHEM 351 Organic Chemistry (4)
CHEM 304 General Chemistry (5)
CHEM 352 Organic Chemistry (4)
CHEM 353 Organic Chemistry (3)
CHEM 480 Biochemistry (5)
CHEM 483 Biochemistry Lab (2)

As their senior capstone course, students are required to take either the Environmental Science course (ENVS 490) or the departmental capstone, Senior Thesis (CHEM 491) with a concentration in the environmental chemistry focus area. Other capstones with environmental themes could be substituted but require prior written permission of the Environmental Chemistry advisor. Students are NOT required to take two capstones.

Chemistry/Biochemistry Major with Forensic Science Option (142 - 143 credits)

The forensic science option prepares students for entry-level positions in state and federal forensic science labs as well as for graduate and professional schools. Competitve internships at regional forensic labs are integrated into the curriculum along with research and independent study. Students must complete 91 hours of specified core courses with a combined average GPA in these classes of 3.0 or better before they are eligible to declare the major. For all internships with law enforcement agencies, students will be required to pass a thorough background check.

It is assumed that the student will enter the program ready to take MATH 106. To finish in 4 years, students must take an average load of more than 15 credits per quarter.

Required Chemistry Core Courses

CHEM 140 Criminalistics and Forensic Chemistry (5)
CHEM 151 General Chemistry (5)
CHEM 152 General Chemistry (5)
CHEM 153 General Chemistry (5)
CHEM 304 Quantitative Analysis (6)
CHEM 351 Organic Chemistry (4)
CHEM 352 Organic Chemistry (4)
CHEM 372 Organic Chemistry Lab I (3)
CHEM 373 Organic Chemistry Lab II (3)
CHEM 420 Instrumental Analysis (5)
CHEM 421 Physical Chemistry (4)
CHEM 422 Physical Chemistry (5)
CHEM 431 Physical Chemistry Laboratory (1)
CHEM 445 Topics in Forensic Science (5)
CHEM 450 Advanced Forensic Chemistry (5)
CHEM 480 Biochemistry (5)
CHEM 399/499 Internship/Research (3)
CHEM 491 Senior Thesis (5)

Electives

Select electives from the following approved cross-disciplinary electives list:

BIOL 501 Microbiology (5)
BIOL/GEOG 312 Fundamentals of Soil Science (4)
BIOL 406 Water Pollution Biology (3)
BIOL 440 Ecology (4)
BIOL 441 Ecology Lab (2)
BIOL 442 Conservation Biology (4)
ECON 457 Natural Resource Economics (5)
GEOG 305 Introduction to Oceanography (5)
GEOG 314 Weather and Climate (5)
GEOG 515 Surface Hydrology (4)
GEOG 316 Environmental Conservation (5)
GEOG 317 Resources and Conservation (5)
GEOG 325 Wetlands Science I (4)
GEOG 328 Geographic Information Systems (5)
GEOG 329 Air Photo Interpretations (5)
GEOL 220 Environmental Geology (4)
GEOL 463 Environmental Geochemistry (5)
GEOL 465 Analysis of Metals in Environmental Samples (5)
MATH 380 Elementary Probability and Statistics (5)
PLAN 406 Planning Law and Legislation (4)
PLAN 430 Environmental Planning (5)
PLAN 431 Environmental Impact Statements (3)
SOCI 442 Environmental Sociology (5)
SOCI 443 Social Impact Assessment (5)

Suggested Supporting Course: (5 credits)

Completion of a computer programming course is strongly recommended. (See your Chemistry/Biochemistry advisor.)

Minimum total required credits 69 - 71 credits
Total required supporting credits 42 credits
Minimum elective credits 9 credits
Minimum total credits for above Major 120 - 122 credits
Total suggested supporting credits 5 credits

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MATH 161 Calculus I (5)
MATH 162 Calculus II (5)
PHYS 131 Introductory Physics I (4)
PHYS 132 Introductory Physics II (4)
PHYS 133 Introductory Physics III (4)
or
PHYS 151 General Physics I (4)
PHYS 152 General Physics II (4)
PHYS 153 General Physics III (4)
PHYS 161 Mechanics Lab (1)
PHYS 162 Heat and Optics Lab (1)
PHYS 163 Instrumentation Lab I (1)

**Suggested Supporting Courses**
CHEM 454 Clinical Chemistry (4)
CHEM 499 Directed Study (Var)
ENGL 205 Introduction to Technical Writing (5)

**One of the following courses**
Completion of a computer programming course is strongly recommended.

<table>
<thead>
<tr>
<th>Total required credits</th>
<th>68 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total required supporting courses</td>
<td>65 credits</td>
</tr>
<tr>
<td>Total credits for above Major</td>
<td>133 credits</td>
</tr>
<tr>
<td>Minimum suggested supporting credits</td>
<td>variable credits</td>
</tr>
</tbody>
</table>

Note: The following must be completed prior to or concurrent with taking the MCAT Exam: CHEM 151, 152, 153, 351, 352, 353, 372, 373, 304, 480, 481, BIOL 171, 172, 173, 270, 301, 302, 304, 496. MATH 161, 162, and PHYS (131, 132, 133 or 151, 152, 153) and 161, 162, 163.

Note: Chemistry majors completing BIOL 490 do not need to take CHEM 491 for graduation.

Note: The above option will require more than 12 terms (or 4 years) to complete at an average of 15 credits per term.

### Chemistry/Biochemistry Major with Professional Option (110 - 112 credits)

This program is approved by the American Chemical Society and it is recommended for those students who plan to become professional chemists. It provides a broad and strong background in the fundamentals of chemistry and an excellent foundation for graduate school or a career in industry.

**Required Courses**
CHEM 151 General Chemistry (5)
CHEM 152 General Chemistry (5)
CHEM 153 General Chemistry (5)
CHEM 304 Quantitative Analysis (6)
CHEM 319 Modern Inorganic Chemistry (5)
CHEM 351 Organic Chemistry (4)
CHEM 352 Organic Chemistry (4)
CHEM 353 Organic Chemistry (3)
CHEM 372 Organic Chemistry Lab I (3)
CHEM 373 Organic Chemistry Lab II (3)
CHEM 419 Advanced Inorganic Chemistry (5)
CHEM 420 Instrumental Analysis (5)
CHEM 421 Physical Chemistry (4)
CHEM 422 Physical Chemistry (3)
CHEM 423 Physical Chemistry (3)
CHEM 431 Physical Chemistry Lab (1)
CHEM 432 Physical Chemistry Lab (2)
CHEM 433 Physical Chemistry Lab (2)
CHEM 491 Senior Thesis (4-6)
CHEM 498 Seminar (1)
CHEM 499 Directed Studies (1-3)

**Required Supporting Courses**
MATH 161 Calculus I (5)
MATH 162 Calculus II (5)
MATH 163 Calculus III (5)
PHYS 151 General Physics I (4)
PHYS 152 General Physics II (4)
PHYS 153 General Physics III (4)
PHYS 161 Mechanics Lab (1)
PHYS 162 Heat and Optics Lab (1)
PHYS 163 Instrumentation Lab I (1)

**Suggested Supporting Course:** (5 credits)
Completion of a computer programming course is strongly recommended.

<table>
<thead>
<tr>
<th>Minimum total required credits</th>
<th>80 - 82 credits</th>
</tr>
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<tbody>
<tr>
<td>Total required supporting credits</td>
<td>30 credits</td>
</tr>
<tr>
<td>Minimum total credits for above Major</td>
<td>110 - 112 credits</td>
</tr>
<tr>
<td>Total suggested supporting credits</td>
<td>5 credits</td>
</tr>
</tbody>
</table>

### Chemistry/Biochemistry Major with Standard Option (95 - 97 credits)

This major program provides the normal preparation in chemistry for students planning employment as chemists and considerable chemical background in preparation for careers outside chemistry. It is appropriate for some students who plan to enter professional schools such as dentistry, or public and environmental health.

**Required Courses**
CHEM 151 General Chemistry (5)
CHEM 152 General Chemistry (5)
CHEM 153 General Chemistry (5)
CHEM 304 Quantitative Analysis (6)
CHEM 351 Organic Chemistry (4)
CHEM 352 Organic Chemistry (4)
CHEM 353 Organic Chemistry (3)
CHEM 372 Organic Chemistry Lab I (3)
CHEM 421 Physical Chemistry (4)
CHEM 422 Physical Chemistry (3)
CHEM 423 Physical Chemistry (3)
CHEM 431 Physical Chemistry Lab (1)
CHEM 432 Physical Chemistry Lab (2)
CHEM 433 Physical Chemistry Lab (2)
CHEM 491 Senior Thesis (4-6)

**Select one of the following courses:** 5 credits
CHEM 418 Modern Analytical Chemistry (5)
CHEM 419 Advanced Inorganic Chemistry (5)
CHEM 420 Instrumental Analysis (5)

**Required Supporting Courses**
MATH 161 Calculus I (5)
MATH 162 Calculus II (5)
MATH 163 Calculus III (5)
PHYS 151 General Physics I (4)
PHYS 152 General Physics II (4)
PHYS 153 General Physics III (4)
PHYS 161 Mechanics Lab (1)
PHYS 162 Heat and Optics Lab (1)
PHYS 163 Instrumentation Lab I (1)

**Electives**
Select from the 300-level or above Chemistry and Biochemistry courses (exclusive of CHEM 390)

**Suggested Supporting Course**
Completion of a computer programming course is strongly recommended.

<table>
<thead>
<tr>
<th>Minimum total required credits</th>
<th>59 - 61 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total required supporting credits</td>
<td>30 credits</td>
</tr>
<tr>
<td>Minimum total credits for above Major</td>
<td>95 - 97 credits</td>
</tr>
<tr>
<td>Total suggested supporting credits</td>
<td>5 credits</td>
</tr>
</tbody>
</table>

### Minors

### Chemistry/Biochemistry Minor (30 credits)

**Required Courses**
CHEM 151 General Chemistry (5)
CHEM 152 General Chemistry (5)
CHEM 153 General Chemistry (5)

**Electives**
Select upper-division Chemistry and Biochemistry courses (exclusive of CHEM 390)

<table>
<thead>
<tr>
<th>Minimum total required credits</th>
<th>15 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total elective credits</td>
<td>15 credits</td>
</tr>
<tr>
<td>Total credits for above Minor</td>
<td>30 credits</td>
</tr>
</tbody>
</table>

Note: With regard to electives, CHEM 397, 497, and 597, as well as other special courses must be approved by the department chair.
## Chemistry/Biochemistry Secondary Minor (26 minimum credits)

*This minor satisfies the endorsement for grades 5-12.*

### Required Courses
- CHEM 151 General Chemistry (5)
- CHEM 152 General Chemistry (5)
- CHEM 153 General Chemistry (5)
- CHEM 390 Chemistry Methods for the Secondary School (1)
- SCED 390 Secondary Science Teaching Methods (1)

**Select from the following courses: 9 minimum credits**
- CHEM 304 Quantitative Analysis (6)
- CHEM 316 Environmental Chemistry (5)
- CHEM 319 Modern Inorganic Chemistry (5)
- CHEM 351 Organic Chemistry (4)
- CHEM 352 Organic Chemistry (4)
- CHEM 372 Organic Chemistry Lab I (5)
- CHEM 421 Physical Chemistry (4)
- CHEM 480 Biochemistry (5)

**Minimum total required credits** 26 credits

**Minimum total credits for above Minor** 26 credits

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### Environmental Chemistry Minor (32 credits)

**Required Courses**
- CHEM 151 General Chemistry (5)
- CHEM 152 General Chemistry (5)
- CHEM 153 General Chemistry (5)
- CHEM 316 Environmental Chemistry (5)
- CHEM 416 Advanced Environmental Chemistry (5)

**Electives**
*(Note: Only one of these courses can be a CHEM course regardless of credit hours.)*
- BIOL 301 Microbiology (5)
- BIOL/GEOG 312 Fundamentals of Soil Science (4)
- BIOL 406 Water Pollution Biology (5)
- BIOL 440 Ecology (4)
- BIOL 441 Ecology Lab (2)
- BIOL 442 Conservation Biology (4)
- CHEM 304 Quantitative Analysis (6)
- CHEM 319 Modern Inorganic Chemistry (5)
- CHEM 351 Organic Chemistry (4)
- CHEM 372 Organic Chemistry Lab I (3)
- CHEM 373 Organic Chemistry Lab II (3)
- CHEM 418 Modern Analytical Chemistry (5)
- CHEM 419 Advanced Inorganic Chemistry (5)
- CHEM 420 Instrumental Analysis (5)
- CHEM 421 Physical Chemistry (4)
- CHEM 422 Physical Chemistry (3)
- CHEM 423 Physical Chemistry (3)
- CHEM 431 Physical Chemistry Lab (1)
- CHEM 432 Physical Chemistry Lab (2)
- CHEM 433 Physical Chemistry Lab (2)
- CHEM 440 Advanced Physical Chemistry (4)
- CHEM 465 Advanced Organic Chemistry (2)
- CHEM 480 Biochemistry (5)
- ECON 457 Natural Resource Economics (5)
- GEOG 314 Weather and Climate (5)
- GEOG 315 Surface Hydrology (4)
- GEOG 316 Environmental Conservation (5)
- GEOG 317 Resources and Conservation (3)
- GEOG 325 Wetlands Science I (4)
- GEOG 328 Geographic Information Systems I (5)
- GEOG 329 Air Photo Interpretation (5)
- GEOL 220 Environmental Geology (4)
- GEOL 463 Environmental Geochemistry (5)
- GEOL 465 Analysis of Metals in Environmental Samples (5)
- MATH 380 Elementary Probability and Statistics (5)
- PLAN 406 Planning Law and Legislation (4)
- PLAN 430 Environmental Planning (5)
- PLAN 431 Environmental Impact Statements (3)
- SOCI 442 Environmental Sociology (5)
- SOCI 443 Social Impact Assessment (5)

**Minimum total elective credits** 23 credits

**Minimum total credits for above Minor** 32 credits

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## Health Science Minor (30 credits)

### Required Courses
- BIOL 232 Human Anatomy and Physiology for Non-Biology Majors (5)
- BIOL 233 Human Anatomy and Physiology for Non-Biology Majors (5)
- BIOL 294 Human Anatomy and Physiology for Non-Biology Majors (5)
- CHEM 161 General Chemistry for the Health Sciences (5)
- CHEM 162 Organic Chemistry for the Health Sciences (5)
- CHEM 163 Biochemistry Chemistry for the Health Sciences (5)

**Total required credits** 30 credits

**Total credits for above Minor** 30 credits

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

*To improve the marketability of the science teacher, students may wish to complete this option in addition to their B.A.E. in Biology, Chemistry, Earth Science or Physics. This add-on satisfies the endorsement and allows teachers to teach any science for grades 5-12.*

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

**Total required credits** 65 credits

**Total credits for above Add-on Endorsement** 65 credits
Chemistry Courses

Terms Offered: If no terms are indicated, check with department or quarterly Course Announcement.

CHEM 100
Introduction to Chemistry (5)
FALL/WINTER/SPRING
This course prepares the student who has not had a satisfactory background in high school chemistry to take CHEM 151 or 161. Topics include the scientific method, SI and metric systems, unit conversions, atomic structure, periodic table, bonding, and stoichiometry. Laboratory work is included.

CHEM 121
Chemistry and Its Role in Society (5)
FALL/WINTER/SPRING
Prerequisite: Concurrent enrollment in or completion of MATH 104 or MATH 105 or MATH 115 or equivalent for CHEM 151, CHEM 151 for CHEM 152, CHEM 152 for CHEM 153. For CHEM 151, CHEM 100 or a high school chemistry course is strongly recommended.

CHEM 151, 152, 153
General Chemistry (5 each)
FALL/WINTER/SPRING
Prerequisites: Completion of MATH 104 or MATH 105 or MATH 115 or equivalent for CHEM 151, CHEM 151 for CHEM 152, CHEM 152 for CHEM 153. For CHEM 151, CHEM 100 or a high school chemistry course is strongly recommended.

CHEM 161
General Chemistry for the Health Sciences (5)
FALL/WINTER/SPRING
Prerequisite: Concurrent enrollment in or completion of MATH 104 or MATH 105 or MATH 115 or equivalent. A high school chemistry course or CHEM 100 is highly recommended.

CHEM 162
Organic Chemistry for the Health Sciences (5)
FALL/WINTER/SPRING
Prerequisite: CHEM 161.

CHEM 163
Biochemistry for the Health Sciences (5)
FALL/WINTER/SPRING
Prerequisite: CHEM 162.

CHEM 297
Workshops, Short Courses (1-10)

CHEM 304
Quantitative Analysis (6)
FALL/WINTER
Prerequisite: CHEM 153.

CHEM 316
Environmental Chemistry (5)
FALL
Prerequisites: CHEM 151-153 or 161-163.

CHEM 319
Modern Inorganic Chemistry (5)
WINTER
Prerequisite: CHEM 153.

CHEM 328
Discovering Women in Science (1)
The course uses several scientific themes to rediscover from the past, and find in contemporary research, the women who have made significant contributions to science. (Cross-listed BIOL 338, GEOL 338, HIST 338, PHYS 338, PSYC 338, WMST 338)

CHEM 350
Principles of Pharmacology (2)
SPRING
Prerequisites: CHEM 163, BIOL 233 or equivalent.

CHEM 351, 352
Organic Chemistry (4 each)
FALL/SPRING
Prerequisite: CHEM 153 for 351; CHEM 351 for CHEM 352.

CHEM 353
Organic Chemistry (3)
FALL/SPRING
Prerequisite: CHEM 352.

CHEM 357
Neuropharmacology (2)
SPRING
Prerequisites: CHEM 165 and BIOL 233 or equivalent, or prior permission of the instructor.

CHEM 372
Organic Chemistry Laboratory I (3)
WINTER/SPRING
Prerequisite: CHEM 351.

CHEM 373
Organic Chemistry Laboratory II (3)
FALL/SPRING
Prerequisites: CHEM 352 and 372.

CHEM 390
Chemistry Methods for the Secondary School (1)
FALL
Prerequisite: CHEM 153 and concurrent enrollment in SCED 390, or prior permission of the instructor.

CHEM 395
Internships (1-10)
FALL/WINTER/SPRING
Prerequisite: Prior permission of the instructor.

CHEM 397
Workshops, Short Courses, Conferences (1-10)
FALL/WINTER/SPRING
CHEM 399
Directed Study (1-10)
FALL/WINTER/SPRING
Prerequisite: Prior permission of the instructor.

Library or laboratory study of a chemical problem.

CHEM 416
Advanced Environmental Chemistry (3)
Prerequisites: CHEM 304, 316, and 352 (or concurrent), or prior permission of the instructor.
This course includes a detailed study of atmospheric, soil, water, and waste water chemistry. Aspects of environmental/analytical chemistry will be introduced. Laboratory work will cover aspects of sampling, instrumental and automated analysis, and regulatory requirements. Students will concentrate in the area of their particular interest, leading to a comprehensive written research report and presentation. Laboratory work is included.

CHEM 418
Modern Analytical Chemistry (5)
FALL
Prerequisite: CHEM 304.
Principles of recently developed methods of analytical chemistry.

CHEM 419
Advanced Inorganic Chemistry (5)
SPRING
Prerequisites: CHEM 319 and CHEM 422, or prior permission of the instructor.
This course covers ionic, covalent and metallic bonding, complexes, acids and bases, molecular structure, symmetry, and thermodynamics of inorganic reactions. It also introduces mechanisms of inorganic reactions and organometallic chemistry of selected groups of elements. Laboratory work is included.

CHEM 420
Instrumental Analysis (5)
SPRING
Prerequisites: CHEM 422 or prior permission of the instructor.
This course introduces instrumental methods of analysis. This is a laboratory course.

CHEM 421, 422, 423
Physical Chemistry (4, 3, 3)
FALL(421)/WINTER(422)/SPRING(423)
Prerequisites: CHEM 304, PHYS 133 or 153, MATH 162 for CHEM 421; CHEM 421 for CHEM 422; CHEM 422 for CHEM 423.
Classical and statistical thermodynamics, electrochemistry, quantum theory, kinetics, symmetry, spectroscopic, and diffraction methods of structure determination.

CHEM 431, 432, 433
Physical Chemistry Laboratory (1, 2, 2)
FALL(431)/WINTER(432)/SPRING(433)
Prerequisites: Concurrent enrollment in CHEM 421, 422, and 423. For CHEM 421, completion of a computer programming course is strongly recommended. (See your Chemistry/Biochemistry advisor.)
These courses cover data treatment, current physicochemical techniques, computer applications to chemical systems. These are laboratory courses.

CHEM 440
Advanced Physical Chemistry (4)
SPRING
Prerequisite: Concurrent enrollment or completion of CHEM 423.
Further development of principles underlying molecular symmetry, group theory and quantum chemistry, with applications to molecular orbitals and molecular spectroscopy. Introduction to semi-empirical calculations of electronic properties of molecules and analysis of spectroscopic data.

CHEM 445
Topics in Forensic Chemistry (5)
SPRING
Prerequisites: Acceptance into BS forensic option.
This course includes a detailed investigation of current topics in forensic chemistry and forensic science. Topics will include courtroom testimony, laboratory accreditation, and analyst certification. Laboratory work is included.

CHEM 450
Advanced Forensic Chemistry (5)
FALL
Prerequisites: Acceptance into BS forensic option.
This course includes a detailed examination of the techniques of forensic chemistry including organic, inorganic, and instrumental analysis. Topics include gunshot residue, drugs and toxicology, paint, arson and explosives, and biochemical methods such as electrophoresis. Advanced topics in crime scene procedures, chain-of-custody, and quality assurance, will be discussed. Laboratory work is included.

CHEM 454
Clinical Chemistry (4)
FALL
Prerequisites: CHEM 304 and 352.
This course is an introduction to both the methodologies involved in the analyses of diagnostically important compounds in clinical chemistry, (i.e., spectroscopy, ion-selective electrodes, enzymology, immunoassays and liquid chromatography), and the biochemical and physiological correlations of normal and disease states. This is intended for medical technology and chemistry majors and students with interests in medical sciences.

CHEM 465
Advanced Organic Chemistry (2)
SPRING
Prerequisites: CHEM 353 and 421 or prior permission of the instructor.
This course is an in-depth study of the mechanisms of organic reactions in vitro and in vivo, coupled to a detailed investigation of current techniques in structural analysis of organic compounds.

CHEM 466
Structural Analytical Techniques in Organic Chemistry (2)
SPRING
Prerequisites: CHEM 353 and 421, or prior permission of the instructor.
This course is an in-depth study of modern analytical techniques used in the structural analysis of organic compounds. This course will comprise both theory and practical experience with the instruments. Topics covered include UV, IR, NMR, mass spectrometry, and chromatography. This is a laboratory course with lecture included.

CHEM 480
Biochemistry (5)
FALL/SPRING
Prerequisite: CHEM 352.
Elements of biochemistry are covered, including the structure and function of the major classes of proteins, nucleic acids, carbohydrates, and lipids.

CHEM 481
Intermediary Metabolism (5)
WINTER
Prerequisite: CHEM 480.
Biosynthesis and metabolism of nucleotides, carbohydrates, lipids, amino acids, and steroids; regulation and integration of biochemical pathways.

CHEM 482
Integrated Topics in Biochemistry and Biophysics (3)
SPRING
Prerequisite: CHEM 480.
Explores energy pathways, signal transduction pathways and genetic information pathways in living organisms. Provides a chemical perspective of the key principles of bioenergetics and membrane transport. Specific topics, discussed at a molecular level, are selected from, but not limited to the following: electron transport, proton pumping, and ATP production in mitochondria and chloroplasts; hormone induced signal transduction; RNA synthesis and processing, and protein synthesis and processing.

CHEM 483, 484
Biochemistry Laboratory (2 each)
SPRING(483)
Prerequisite: CHEM 480.
Experiments include basic analytical and separatory techniques applied to problems in nucleotide identification, lipid turnover, photosynthesis, enzyme kinetics, and cell fractionation.

CHEM 491
Senior Thesis (4-6)
FALL/WINTER/SPRING
Prerequisite: Senior standing.
Directed research in your area of chemistry leading to an oral presentation and written report. See your advisor for further information.

CHEM 495
Chemistry Internship (1-10)
FALL/WINTER/SPRING/SUMMER
Supervised chemistry-related experiences with a professional or business organization.

CHEM 497
Workshops, Short Courses, Conferences (1-10)
CHEM 498
Seminar (1-2)
Prerequisite: Prior permission of the instructor.
Oral presentation of a chemical topic.

CHEM 499
Directed Study (1-10)
FALL/WINTER/SPRING
Prerequisite: Prior permission of the instructor.
Research on a chemical problem.
CHICANO EDUCATION

School of Social Work
Carlos Maldonado, Program Director
203 Monroe
(509) 359-2404

Minor
Faculty: G. Garcia, C. Maldonado, E. Radoanenev

UNDERGRADUATE PROGRAM

The Chicano Education Program has a dual mission at Eastern Washington University. The program’s first mission is to actively contribute towards enhancing the opportunity and participation of Chicanos/Latinos in higher education. This mission is achieved by actively recruiting Chicano/Latino students and providing support to help them have a positive and successful academic career at Eastern Washington University.

A parallel CEP mission is to contribute to EWU’s goal towards addressing diversity by providing all students regardless of ethnicity with a Chicano Studies curriculum leading to a comprehensive understanding and appreciation of the Chicano/Latino community and relevant issues.

CEP is committed to staging initiatives which meet its dual mission. The Chicano Education Program is divided structurally into three distinct program components. These include the following:

Recruitment: The Chicano Education Program’s student recruitment efforts focus on various activities aimed at encouraging Chicano/Latino students to pursue educational opportunities at EWU. Specific recruitment activities include visiting high schools and community colleges; staging university based student visitations; participating in educational and community career fairs; using the Spanish media (radio, television and newspapers) to disseminate information about educational opportunities at EWU; networking with Chicano/Latino community organizations and other recruitment focused initiatives. In addition, CEP assists students transition into the University by contacting university offices and departments (i.e., Admissions Office, Financial Aid, Housing and Residential Life) on the student’s behalf.

Support Services: The Chicano Education Program also provides a variety of academic and non-academic support services benefiting students. These include academic advising, scholarships and scholarship information, mentorship opportunities, cultural based initiatives, linkages for tutoring needs, a college orientation class and other student support services. CEP also assists students in becoming familiar with university regulations and practices. CEP advocates on the students’ behalf with other university departments and offices.

The Chicano Education Program houses the CAMP program (College Assistance Migrant Program), which is designed to recruit and retain migrant students during their first year of college at EWU. The CAMP program provides an array of academic support services and financial assistance to CAMP participants.

Chicano Studies: CEP offers a Chicano Studies academic minor designed to provide all students regardless of ethnicity, a comprehensive understanding and appreciation of the Chicano/Latino community and relevant issues.

CEP’s Chicano Studies offerings include lower and upper division course work. The Chicano Studies minor will enhance the academic preparation of students planning to teach at the secondary or elementary level or those who are interested in careers as counselors or social service agents.

Please refer to the required courses and course descriptions segment for additional information about CEP’s Chicano Studies curriculum offering.

Other CEP Activities: CEP maintains contact with both the Chicano and non-Chicano communities throughout the state of Washington. The program’s outreach efforts include seminars, lectures, and cultural and art exhibitions. The program also publishes an electronic quarterly newsletter, Q-10, which informs students and the community about CEP activities. On a national level, CEP actively participates with the National Association for Chicana and Chicano Studies, a professional association which promotes research relevant to the Chicano community.

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

**Chicano Studies Minor (25 credits)**

The minor in Chicano Studies will provide all students regardless of ethnicity with a comprehensive understanding of the Chicano-Latino community through its Chicano Studies course offerings. Lower division courses such as Introduction to Chicano Culture, Latinos in Contemporary American Society, and Chicano History encourage students to develop valid concepts and generalizations regarding Chicano/Latino issues. Upper division courses expand on aspects of the Chicano/Latino experience. These include Chicano-Latino Politics in America, Survey of Chicano Literature, and Latina/o Communities in the United States: Field Research in Chicana/o-Latina/o Studies. The minor will enhance the academic preparation of students planning to teach at the secondary or elementary level or those who desire occupations as counselors, or social service agents.

This minor does not meet a state of Washington endorsement.

**Required Courses**

- CHST 101 Introduction to Chicano Culture (5)
- CHST 201 Latinos in Contemporary American Society (5)
- CHST 218 Chicano History (5)
- CHST 300 Survey of Chicano Literature (5)
- CHST 320 Chicano-Latino Politics in America (5)
- CHST 499 Directed Studies: Field Research in Chicano Studies (5)

**Total required credits** 25 credits

**Total credits for above Major** 25 credits

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**CHST 201**

**Latinos/os in Contemporary American Society (5)**

FALL/WINTER/SPRING

(satisfies cultural and gender diversity university graduation requirement.)

A study of Chicano culture providing an initial overview of its roots and conflicts. Specific components discussed are cultural identity, customs, language, psychology and the arts. (Cross-listed ANTH 201)

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**CHST 218**

**Chicano History (5)**

FALL/WINTER/SPRING

(satisfies cultural and gender diversity university graduation requirement.)

A study of Chicano history from the time of the Treaty of Guadalupe Hidalgo in 1848, to the present. Specific themes discussed include the Mexican American War, the Treaty of Guadalupe Hidalgo of 1848, the economic, political and social conditions after the Anglo-American conquest of the southwest, Mexican immigration to the U.S., Chicano labor history, the Chicano movement and other Chicano themes. (Cross-listed HIST 218)
CHILDREN’S STUDIES

College of Education and Human Development
Fran Sherwood
313B Williamson Hall
(509) 359-6192
Frances.Sherwood@mail.ewu.edu

B.A., B.A.E.

UNDERGRADUATE PROGRAMS

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

Bachelor of Arts (B.A.)

Children's Studies Major (44 - 47 credits)

Required: CHST 101 or 218.

The course is designed to study the political reality of Latinos in the United States: a heterogeneous group made up largely of Mexican, Puerto Rican, Cuban American origin and others (Central and South Americans). The focus taken in this class is to look at the Latino population in terms of its orientation to the political system, its institutions and actors, and their participation in the electoral process. The course will examine the political orientation of the Latino community towards power, authority, role of government, and actions taken by governmental bodies and linkages to political participation. Overall, the goal of the course is for students to have a better understanding of the political experience of the second largest racial/ethnic group in the United States. (May be cross-listed GOVT 350)

CHST 320

Chicano-Latino Politics in America (5)

Recommended: CHST 101 or 218.

CHST 340

Latina/o Communities in the US: Field Research in Chicano/o Latina/o Studies (5)

The course is designed to accomplish three objectives. First it presents a typology of the diverse experience of Latina/o communities in the U.S. Second, it provides a critical review of theories and methods utilized in the study of the Chicano-Latino experience in the U.S. Third, it incorporates a field research component whereby students apply the theories and methods examined in the course.

CHST 396

Experimental Courses (1-5)

CHST 495

Internship/Practicum (1-5)

CHST 498

Chicano Experience (1-5)

FALL/WINTER/SPRING

Chicano topics discussed from various disciplines including the humanities and social sciences.

CHST 499

Directed Study (1-5)

FALL/WINTER/SPRING

An in-depth, independent research project.

Total required core credits 23 credits

Degree Options - Choose one of the three options for the B.A.: A, B, or C

(21 - 24 credits)

Note: Both the B.A. degree (Options A, B, and C) and the B.A.E. degree (Option D) require the completion of a minor to fulfill the University graduation requirements. At least 15 of the credits used for the minor must be distinct from the credits used in the major.

Option A RESEARCH

The Research option is designed for those undergraduate students who plan to do graduate work or who wish to work in agencies or organizations that need data collection and assessment.

Required Courses

CHST 320 Developmental Theories and Applications (4)

Choose one Research Method

CHST 321 Introduction to Development Methods (4) and CHST 322 Lab in Developmental Methods (1)

PSYC 313 Research Methods in Psychology (5)

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

EDUC 306 Introduction to Children's Studies (1)

CHST 513 Child and Adolescent Development (4)

SOCI 483 Sociology of Children (5)

Choose one of the three following Practicum/Internship/Seminar courses (Cross-listed): 4 credits

EDUC 487 Seminar in Issues in Early Childhood Education (4)

CHST 495 Experiential Learning (4)

SOCI 495 Internship (4)

Capstone:

ITGS 400 Interdisciplinary Senior Capstone (4)

or an approved Department Senior Capstone course

Total required core credits 23 credits

Bachelor of Arts (B.A.)

Children's Studies Major (44 - 47 credits)

Required: CHST 101 or 218.

Note: CEDP 315 may be a prerequisite for CEDP 320 and CEDP 324.

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

Major - Core Courses Required

EDUC 306 Introduction to Children's Studies (1)

EDUC 458 The Learning Paradigm in Children's Studies (5)

CHST 313 Child and Adolescent Development (4)

SOCI 483 Sociology of Children (5)

Choose one of the three following Practicum/Internship/Seminar courses (Cross-listed): 4 credits

EDUC 487 Seminar in Issues in Early Childhood Education (4)

CHST 495 Experiential Learning (4)

SOCI 495 Internship (4)

Capstone:

ITGS 400 Interdisciplinary Senior Capstone (4)

or an approved Department Senior Capstone course

Total required core credits 23 credits

Bachelor of Arts (B.A.)

Children's Studies Major (44 - 47 credits)

Required: CHST 101 or 218.

Note: CEDP 315 may be a prerequisite for CEDP 320 and CEDP 324.

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

Major - Core Courses Required

EDUC 306 Introduction to Children's Studies (1)

EDUC 458 The Learning Paradigm in Children's Studies (5)

CHST 313 Child and Adolescent Development (4)

SOCI 483 Sociology of Children (5)

Choose one of the three following Practicum/Internship/Seminar courses (Cross-listed): 4 credits

EDUC 487 Seminar in Issues in Early Childhood Education (4)

CHST 495 Experiential Learning (4)

SOCI 495 Internship (4)

Capstone:

ITGS 400 Interdisciplinary Senior Capstone (4)

or an approved Department Senior Capstone course

Total required core credits 23 credits
**Option B PROGRAM DEVELOPMENT**

The Program Development option allows students to develop an enhanced and broadened perspective about children so they can have the flexibility to work with children in social service agencies and other child-focused programs.

**Required Courses**
- CEDP 324 Human Learning (4)
- CEDP 402 Behavior Modification (4)
- SOCI 370 Sociology of the Family (5)

**Electives**
- EDUC 480 Educating Young Children with Diverse Backgrounds (3)
- MGMT 326 Organization Theory and Behavior (4)
  or SOCI 463 Complex Organizations (5)
- RCLS 260 Arts in Recreation (3)
  or RCLS 385 Programming in Recreation and Leisure Services (3)

**Total required core credits** 23 credits
**Total required credits** 13 credits
**Minimum total elective credits** 8 - 10 credits
**Minimum total credits for above Major** 44 - 46 credits

*Note*: The above option requires the completion of a minor.

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**Bachelor of Arts in Education (B.A.E.)**

The interdisciplinary Children’s Studies majors provide students a strong holistic background in the study of the development and learning of children (birth to pre-adolescence) in a variety of social contexts. Theory and practice from the disciplines of Sociology, Psychology, and Education form the basis for this integrated curriculum. The B.A. Options A, B, and C, and the B.A.E. provide an opportunity for all students to develop a foundational and global perspective of children and childhood. Included in the program requirements is the course SOCI 101, which must be taken as a prerequisite to the Sociology courses found within the Children’s Studies Majors. This course may be used to fulfill the requirements for one General Education Course Requirement (GECR) but may not be counted twice towards the 180-credits required to graduate.

**Children’s Studies Major with Early Childhood Education Option (44 - 45 credits)**

The Bachelor of Arts in Children’s Studies (CEC option) plus the Elementary Teacher Education Program prepares students for a Washington State K-8 teaching certificate. Completion of the “Major—Core Courses Required” and the following B.A.E. Option courses (44-45 credits) will satisfy the requirements for a teaching endorsement Birth-3rd grade in Early Childhood Education.

*Note*: Students choosing the B.A.E. have no foreign language requirement.

**Major - Core Courses Required**
- EDUC 306 Introduction to Children’s Studies (1)
- EDUC 455 The Learning Paradigm in Children’s Education (3)
- EDUC 456 Integrated Early Childhood Practices (5)
- EDUC 479 Early Literacy (3)
- EDUC 480 Educating Young Children with Diverse Backgrounds (3)

**Electives**
- AAST 320 African American Family (5)
- CEDP 412 Introduction to Early Childhood Special Education (4)
- CEDP 476 Child and Family Guidance (4)
- SOCI 370 Sociology of the Family (5)

**Total required core credits** 23 credits
**Total required credits** 14 credits
**Minimum total elective credits** 8 - 10 credits
**Minimum total credits for above Major** 45 - 47 credits

*Note*: The above option requires the completion of a minor.

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**Professional Education Requirements/Elementary Education: 111-115 credits**

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

**Total credits for above Major and Professional Education** 155 - 160 credits

*Note*: The above option requires the completion of a minor.
CHINESE
See MODERN LANGUAGES AND LITERATURES AND PHILOSOPHY.

COLLEGE INSTRUCTION
College Education and Human Development
Elaine Ackerman, Program Advisor
312D Williamson Hall
(509) 359-2831
Elaine.Ackerman@mail.ewu.edu
M.A., M.S.

GRADUATE PROGRAMS
The College Instruction program provides studies and experience in post-secondary teaching. In conjunction with academic departments, the program offers a master's degree which can be tailored to the needs of the candidate.
A master's degree has become a requirement for employment in most programs at post-secondary teaching institutions in Washington state. In addition, educators and consultants in the private sector are finding the course work and practical experience in this program valuable.
Each program includes graduate course work in one or more academic disciplines, a research project or thesis, courses in college instruction, and a teaching internship.

Degree Requirements
Course work in College Instruction:
- COIN 581 Workshop in College Teaching (Fall Quarter) (3)
- COIN 571 Survey of Post-Secondary Education (Winter Quarter) (4)
- COIN 572 Strategies for Teaching Adults (Spring Quarter) (4)
- COIN 696 College Teaching Internship (15)
Course work in academic disciplines and supportive courses (40)

Total required course work credits 26 credits
Total required academic disciplines and supportive credits 40 credits
Minimum total credits for Master's Degree 66 credits

The total number of credits may vary with the candidate's background and experience.

Most university departments participate with this program. Each program is planned in consultation with the College Instruction program advisor and with graduate studies advisors in the appropriate academic disciplines.

Preparation for college or university teaching can also be obtained through the College Instruction program as a supplement to a departmental M.A. or M.S. degree, by completing the above listed courses in college instruction. Successful candidates receive a certificate of completion of the College Instruction program requirements.

Final Comprehensive Examination
The final comprehensive examination will be an oral examination and will normally focus on (a) a thesis or research paper or practicum report submitted by the candidate as part of the approved program, (b) the candidate's teaching internship, (c) course work and other experiences taken in completion of program requirements. The examination is conducted and appraised by the candidate's committee, consisting of the director of the college instruction program or designee (co-chair), a faculty member from the candidate's academic specialization area (co-chair), plus a third member selected by the graduate office.

College Instruction/English
This is an internship program offered in conjunction with the Department of Education. Interested students should also refer to the section of the catalog titled “English.” Students in this program must work within one of the department's four graduate professional emphases. Students must develop an academic program of at least 40 credits with the approval of the program coordinator in their professional emphasis.

Students must comply with the language requirement (if any), write a professional essay (ENGL 601), and pass the final examination and/or portfolio assessment in their professional emphasis.

College Instruction/Mathematics
Program Advisors:
Yves Nievergelt
127 Kingston Hall
(509) 359-4259
Elaine Ackerman
312D Williamson Hall
(509) 359-2831

Required Mathematics
- MATH 531 Algebra I (4)
- MATH 551 General Topology I (4)
- MATH 561 Real Analysis I (4)
- MATH 581 Complex Analysis I (4)

Additional courses from the Mathematics graduate core (8)
Additional mathematics electives (10)

College Instruction Core
- COIN 571 Survey of Post-Secondary Education (4)
- COIN 572 Strategies for Teaching Adults (4)
- COIN 581 Workshop in College Teaching (3)
- COIN 696 College Teaching Internship (15)

Research Project
This project typically involves research on pedagogy of college-level mathematics. It is performed under the close guidance of a faculty member of the Mathematics or Education Department.

The total number of credits may vary with the candidate's background and experience.

Most university departments participate with this program. Each program is planned in consultation with the College Instruction program advisor and with graduate studies advisors in the appropriate academic disciplines.

Preparation for college or university teaching can also be obtained through the College Instruction program as a supplement to a departmental M.A. or M.S. degree, by completing the above listed courses in college instruction. Successful candidates receive a certificate of completion of the College Instruction program requirements.

Final Comprehensive Examination
The final comprehensive examination will be an oral examination and will normally focus on (a) a thesis or research paper or practicum report submitted by the candidate as part of the approved program, (b) the candidate's teaching internship, (c) course work and other experiences taken in completion of program requirements. The examination is conducted and appraised by the candidate's committee, consisting of the director of the college instruction program or designee (co-chair), a faculty member from the candidate's academic specialization area (co-chair), plus a third member selected by the graduate office.

College Instruction/Physical Education, Health and Recreation
This is a program involving an internship and is offered in conjunction with the Department of Education. Interested students should also refer to the section of this catalog titled “Physical Education, Health and Recreation.” The departmental requirements and the College Instruction program requirements and credit hours are listed below.

Course work in College Instruction
- COIN 571 Survey of Post-Secondary Education (4)
- COIN 572 Strategies for Teaching Adults (4)
- COIN 581 Workshop in College Teaching (3)
- COIN 696 College Teaching Internship (15)

Course work in Physical Education
- PHED 507 Administration and Management in Health and Physical Education (3)
- PHED 510 Advanced Motor Control and Learning (3)
- PHED 519 Statistics in Physical Education (3)
- PHED 520 Research Methods in Physical Education (3)
- PHED 550 Advanced Biomechanics (3)
Terms Offered: If no terms are indicated, check with department or quarterly Course Announcement.

COIN 571
Survey of Post-Secondary Education (4)
WINTER
Focuses on the role and purpose of adult and higher education through a study of educational issues. Students will develop a personal philosophy of adult and higher education. Special attention is given to the role of the two-year community college.

COIN 572
Strategies for Teaching Adults (4)
WINTER
A study of teaching-learning processes suitable for adult education, and analysis of the educational theories from which they derive.

COIN 581
Workshop in College Teaching (3)
FALL
Supervised training in various teaching strategies for large group, small group and individualized instruction.

COIN 599
Independent Study (1-15)
Individually negotiated studies in an area of post-secondary education, supervised by a member of the college instruction faculty.

COIN 600
Thesis (1-15)
Graded Pass/No Credit. A research study in a negotiated area of post-secondary education, under the guidance and supervision of a graduate advisory committee.

COIN 601
Research Report (1-15)
Graded Pass/No Credit. Independent research in a negotiated area of post-secondary education, supervised by a member of the college instruction faculty.

COIN 696
College Teaching Internship (1-15)
Graded Pass/No Credit. Prerequisites: COIN 572 or 581. Enrollment with permission of the College Instruction program advisor. Teaching under supervision at a two-year or four-year college, or other appropriate institution. Includes regular instructional responsibilities and additional planned experience.

All general requirements for the M.S. in Physical Education apply. See the information in the catalog under Physical Education, Health and Recreation.
COMMUNICATION DISORDERS

College of Science, Math and Technology
Donald Fuller, Chair
108 Communication Building
(509) 359-6623

B.A.
Minor

M.S.
Faculty: P. Hendryx-Bedalov, D. Fuller, R. Jackson, D. Nicholas,
B. Peregoy, J. Pimentel

WSU/Adjunct Faculty: S. Bassett, C. Madison, G. Cbermak, L. Power,
J. Hasbrouck, E. Inglebret, J. Johnson

UNDERGRADUATE PROGRAMS

Professionals practicing in Communication Disorders are concerned with impairments and disabilities of speech, language, cognition-communication, voice and swallowing as well as hearing processes and disorders. A certified speech-language pathologist is qualified to assess as well as plan and implement intervention programs for these disorders. A certified audiologist is qualified to provide diagnostic hearing assessment and rehabilitative services for individuals diagnosed with deafness and other less severe hearing losses. As well, they work with a number of other auditory processing problems and dysfunctions related to hearing and balance.

The department has a strong clinical orientation and addresses the medical, developmental and educational issues that impact being a competent speech-language pathologist. The general goal (through the Master’s degree) is to provide a sound academic background and to complement that instruction with clinical knowledge and experience sufficient to equip the student to diagnostically assess and offer professional services to individuals across a spectrum of communication disorders in a variety of employment settings.

The program is designed to begin in the junior year, typically following completion of general education requirements. Supervised clinical practicum is reserved for the graduate level. The baccalaureate degree is considered to be preprofessional; the master’s degree is required for certification at state and national levels. Those who already have obtained a Bachelors degree in another field can prepare for graduate training in Speech-Language Pathology by completing a post-baccalaureate year of selected junior and senior level courses in Communication Disorders. Employment opportunities include those in clinics, hospitals, private practice, and community agencies. The majority of the positions, however, are in the public schools and the placement outlook remains good.

The Department of Communication Disorders is located currently in the Communication building on the EWU Cheney campus, although most supervised/guided observational experiences and graduate classes will be conducted at the Riverpoint Health Sciences Campus located in Spokane. Clinical practica are conducted at the University Programs in Communication Disorders Hearing and Speech Clinic in Spokane and in numerous off-campus sites in the area. The program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association.

Admission Information for High School Students: No specific courses are required. High school students may find it useful to take typing or computer course work, four years of English, and available speech and science courses.

General Admissions Requirements for All Students: A minimum GPA of 2.75 is required for admission and retention to the program. Students must complete a department application form and pay an application fee.

Admissions Information for Pre-Major Students: Freshman and Sophomore students are encouraged to complete their GECs and begin with those courses offered by other departments in support of the major prior to enrollment in the major’s required Communication Disorders courses.

In general preparation for the major, students should emphasize course work in the biological or physical sciences and mathematics and course work in the behavioral or social sciences. Education, human development, linguistics, English, reading and early childhood education courses are also very applicable to the major as background knowledge for the major.

Admissions Information for Transfer Students: Transfer students should satisfy the GECs and consult with department faculty to plan their program. A direct transfer Associate’s Degree option is available through the University.

Foreign Language Requirement for Communication Disorders: A foreign language is required by Eastern Washington University for a Bachelor of Arts (B.A.) major. To fulfill this requirement, two years of a single foreign language in high school or one year of a single foreign language at the college level is required. American Sign Language is an excellent option for the major.

Certification Information for Communication Disorders: Completion of the undergraduate curriculum and the Master of Science degree satisfies the requirements for the Certificate of Clinical Competence (CCC) issued by the American Speech-Language-Hearing Association.

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

Bachelor of Arts (B.A.)

Communication Disorders Major (85 - 92 credits)

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

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMD 301</td>
<td>Introduction to Communication Disorders</td>
<td>5</td>
</tr>
<tr>
<td>COMD 304</td>
<td>Phonetics</td>
<td>4</td>
</tr>
<tr>
<td>COMD 320</td>
<td>Speech and Hearing Science</td>
<td>4</td>
</tr>
<tr>
<td>COMD 321</td>
<td>Anatomy and Physiology of Speech</td>
<td>5</td>
</tr>
<tr>
<td>COMD 322</td>
<td>Communication Neuroscience</td>
<td>5</td>
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<td>COMD 331</td>
<td>Language Development</td>
<td>4</td>
</tr>
<tr>
<td>COMD 371</td>
<td>Aural Anatomy and Pathology</td>
<td>4</td>
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<tr>
<td>COMD 372</td>
<td>Audiology</td>
<td>4</td>
</tr>
<tr>
<td>COMD 441</td>
<td>Assessment Principles and Techniques</td>
<td>4</td>
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<tr>
<td>COMD 442</td>
<td>Intervention in Communication Disorders</td>
<td>4</td>
</tr>
<tr>
<td>COMD 451</td>
<td>Neurogenic Communication Disorders</td>
<td>4</td>
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<tr>
<td>COMD 455</td>
<td>Voice and Resonance Disorders</td>
<td>4</td>
</tr>
<tr>
<td>COMD 457</td>
<td>Developmental Language Disorders</td>
<td>4</td>
</tr>
<tr>
<td>COMD 458</td>
<td>Articulation and Phonological Disorders</td>
<td>4</td>
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<td>COMD 473</td>
<td>Rehabilitative Audiology</td>
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<tr>
<td>COMD 490</td>
<td>Senior Capstone: Professional Issues in Communication Disorders</td>
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Required Supporting Course

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<tbody>
<tr>
<td>CMST 301</td>
<td>Public Speaking</td>
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<tr>
<td>MATH 310</td>
<td>Elementary Probability and Statistics</td>
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<td>or Any Statistics</td>
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Exceptionality: Select one course 3-5 credits

<table>
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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>COMD 456</td>
<td>Fluency Disorders</td>
<td>4</td>
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<tr>
<td>COMD 459</td>
<td>Communication Problems in Developmental Disability</td>
<td>4</td>
</tr>
<tr>
<td>CEDP 363</td>
<td>Introduction to Special Education</td>
<td>4</td>
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<tr>
<td>CEDP 460</td>
<td>Special Education Methods</td>
<td>4</td>
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<tr>
<td>PSYC 302</td>
<td>Abnormal Psychology</td>
<td>5</td>
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Language, Mind and Society: Select one course 3-5 credits

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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COMD 407/ENGL 461</td>
<td>Survey of Psycholinguistics</td>
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<td>ANTH 445</td>
<td>Anthropological Linguistics</td>
<td>5</td>
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<td>ANTH 446</td>
<td>Sociolinguistics</td>
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<tr>
<td>CEDP 315</td>
<td>Psychology of Human Relations</td>
<td>4</td>
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<tr>
<td>CEDP 324</td>
<td>Human Learning</td>
<td>4</td>
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<tr>
<td>ENGL 459</td>
<td>Grammar for Teachers</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 462</td>
<td>Topics in Sociolinguistics</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 316</td>
<td>Human Memory and Cognition</td>
<td>5</td>
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Human Development: Select one course 4 credits

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<tbody>
<tr>
<td>CEDP 313</td>
<td>Child and Adolescent Development</td>
<td>4</td>
</tr>
<tr>
<td>CEDP 314</td>
<td>Adult Development</td>
<td>4</td>
</tr>
<tr>
<td>CEDP 320</td>
<td>Developmental Theories and Applications</td>
<td>4</td>
</tr>
<tr>
<td>CEDP 476</td>
<td>Child and Family Guidance</td>
<td>4</td>
</tr>
</tbody>
</table>

Total required credits 67 credits

Minimum total required supporting credits 18 - 25 credits

Minimum total credits for above Major 85 - 92 credits
**Minor**

**Communication Disorders Minor (22 - 25 credits)**

**Required Courses**
- COMD 201 Disability and Communication Diversity: A Communication Disorders Perspective (4)
- or COMD 301 Introduction to Communication Disorders (5)
- and COMD 331 Language Development (4)
- COMD 371 Aural Anatomy and Pathology (4)

**Select 3 additional courses**

**Minimum total required credits** 12 - 13 credits
**Minimum total additional credits** 10 - 12 credits
**Minimum total credits for above Minor** 22 - 25 credits

*Note: Students should be aware of and adhere to course sequences and prerequisites as they plan for a Communication Disorders Minor.*

**Speech-Language Pathologist Certification**

**Required Courses (typically taken at the graduate level)**
- COMD 405 Communication Disorders Services in the Schools (3)
- COMD 461 Clinical Practicum in Communication Disorders (1-4) (repeat for a total of 5 credits)
- COMD 697 Clinical Field Experience (12)

**Total required credits** 20 credits
**Total credits for above Certification** 20 credits

After your required and minor courses are completed, you may need additional hours to meet the University requirement of 180 hours. You should choose these courses with your needs in mind from either the communication studies offerings or other university offerings. Generally these courses should be 300 and 400 level courses.

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**GRADUATE PROGRAM**

**Master of Science**

Roberta Jackson, Program Advisor
111 Communication Building, Cheney
or 125J Health Science Building, Spokane
(509) 359-6801/(509) 358-7584

The master of science degree is designed to equip the student with the academic and clinical skills required to function as a competent professional in the field of communication disorders. The master's graduate is qualified to provide clinical services to a wide range of communication disordered children and adults in a variety of professional settings. Upon completion of the graduate program, the student has met all requirements for certification with the exception of the Clinical Fellowship year.

The curriculum includes exposure to science and research areas as well as to clinical disorders and related practice. This curriculum is part of a cooperative program between Washington State University and Eastern Washington University in Spokane, the University Programs in Communication Disorders (UPCD).

**Admission Requirements/Preparation**

Admission to the degree program includes the requirements of the graduate school as well as the GRE general test, recommendations, a statement from the applicant outlining professional interest and intent, and an application fee. All application materials must be received by February 1. Students entering the program must have completed an undergraduate major in communication disorders. Students with an undergraduate major in any other field must complete a post-baccalaureate year of required communication disorders courses prior to applying to the program.

The course selection made by the student and a departmental faculty advisor can be individually tailored to the student's professional goals. The course selection is guided by the academic requirements for the Certificate of Clinical Competence set forth by the American Speech-Language-Hearing Association (ASHA).

Although not specifically an academic requirement, according to the new ASHA standards, it is expected that candidates for the Degree will have accumulated 400 clock hours of Clinical Practicum with 25 hours spent in Observation and 375 hours spent in direct client/patient contact. At least 325 hours of these hours must be completed at the graduate level. This is accomplished by completing Clinical Practicum experiences and taking one required quarter of COMD 697, Clinical Field Experience. Completion of a M.S. degree and clinical experience qualifies a student for Washington state licensure in Speech-Language Pathology and makes him/her eligible for the Certificate of Clinical Competence (CCC) ASHA, after completion of a Clinical Fellowship year and a national PRAXIS examination.

Students who intend to be employed in the schools must meet Washington state educational certification requirements, which include four credits of course work and a Clinical Field Experience in the schools.

**Course Requirements and Credit Hours/Thesis Option**

**Required Core**
- COMD 520 Research Methods I: Literature (2)
- COMD 521 Research Methods II: Design (3)
- COMD 560 Speech-Language Pathology in the School Setting (4)
- COMD 568 Advanced Assessment: Principles and Procedures (1)
- COMD 582 Clinical Perspectives (4)
- COMD 601 Research Project minimum (4)

**Electives**

To be determined in consultation with graduate advisor. All 500-level courses may serve as electives. A minimum of 36 credits must be from courses within the department.

**Practicum:**
- A. COMD 561 Clinical Practicum
  - minimum 5 credits
  - maximum 12 credits
- B. COMD 562 Advanced Clinical Practicum
  - minimum 6 credits
  - maximum 24 credits

Typically students will be expected to enroll for at least three credits of practicum per quarter.

- C. COMD 697 Clinical Field Experience
  - minimum 12 credits
  - maximum 24 credits

Students are required to complete one internship, those who wish to take additional internships may exercise the variable credit option.

**Non-Thesis Option**

**Course Requirements and Credit Hours/Non-Thesis Option**

- **Total required core credits** 18 credits
- **Total elective credits** 40 credits
- **Total practicum credits** 21 credits
- **Total credits for above Non-Thesis Option** 79 credits

**Electives**

To be determined in consultation with graduate advisor. All 500-level courses may serve as electives. A minimum of 36 credits must be from courses within the department. Four credits of electives may be devoted to thesis.

**Practicum:**
- A. COMD 561 Clinical Practicum
  - minimum 3 credits
  - maximum 12 credits
- B. COMD 562 Advanced Clinical Practicum
  - minimum 6 credits
  - maximum 24 credits

Typically students will be expected to enroll for at least three credits of practicum per quarter.

- C. COMD 697 Clinical Field Experience
  - minimum 12 credits
  - maximum 24 credits

Students are required to complete one internship, those who wish to take additional internships may exercise the variable credit option.
Thesis Option

<table>
<thead>
<tr>
<th>Total required core credits</th>
<th>18 credits</th>
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<tbody>
<tr>
<td>Total elective credits</td>
<td>40 credits</td>
</tr>
<tr>
<td>Total practicum credits</td>
<td>21 credits</td>
</tr>
<tr>
<td>Total credits for above Thesis Option</td>
<td>79 credits</td>
</tr>
</tbody>
</table>

Oral Project Defense

The student must complete a research project involving data collection and analysis. Within the first year of the two-year graduate program the student selects a topic, requests two faculty members from the combined UPCD faculty to be the project committee, with one of those members designated as the project chair (this may be either a WSU or an EWU faculty member who holds graduate faculty status), writes a project proposal, submits the required EWU institutional review board form and conducts a project proposal meeting. At the end of the student’s program, he/she orally defends the project in the company of the two committee members and the graduate council representative who has been assigned by the Graduate Studies Office for the oral examination. Defense of the project is typically scheduled for one hour.

In the composing of the project committee, the student must select at least one member from the EWU faculty. If the project chair is an EWU faculty member, this person typically becomes chair for the comprehensive oral examination. If the project chair is a WSU faculty member, the student requests the EWU committee member to chair the comprehensive oral examination.

After completion of the project defense, a committee decision is made as to whether the project is complete; and, if not, what additional work must be submitted and whether another defense will be necessary. If the project is determined to be complete and satisfactorily defended, a grade is assigned to the project. Decisions regarding the project are independent from decisions concerning the passing of the comprehensive oral examination.

Oral Comprehensive Examination

In addition to the project defense, one hour is assigned for questioning the student concerning any and all aspects of his/her academic and clinical experience. It is expected that questioning will require thinking at the analysis, synthesis and evaluation levels. The format of the questioning is determined by the examination committee chair. After one hour, the committee decides whether or not the student has demonstrated the ability to converse in his/her discipline to the satisfaction of the committee. If the student fails, a re-examination is required and is scheduled for a later date at the discretion of the committee and the student, in compliance with Graduate Affairs Council policy. Redefense of the project is not a part of the re-examination.

American Sign Language Courses

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Description</th>
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| FALL/SUMMER      | ASL 376 Sign Language I (3)  
|                  | Prerequisite: Sign Language I or prior permission of the instructor. Further instruction in the development of expressive and receptive skills in American Sign Language, development of more advanced vocabulary, and the use of space and expression as a part of the linguistic form of this visual language. Includes exploration into the structure of the deaf culture. |
| WINTER/SPRING/    | ASL 377 Sign Language II (3)  
|                  | Prerequisite: ASL 376. Further instruction in the development of expressive and receptive skills in American Sign Language, development of more advanced vocabulary, and the use of space and expression as a part of the linguistic form of this visual language. Includes exploration into the structure of the deaf culture. |
| SPRING/SUMMER    | ASL 378 Sign Language III (3)  
|                  | Prerequisite: ASL 376, 377 or prior permission of the instructor. Further instruction in the development of expressive and receptive skills in American Sign Language, development of more advanced vocabulary, and the use of space and expression as a part of the linguistic form of this visual language. Includes exploration into the structure of the deaf culture. |

Communication Disorders Courses

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Description</th>
</tr>
</thead>
</table>
| FALL/SUMMER      | COMD 201 Disability and Communication Diversity: A Communication Disorders Perspective (4)  
|                  | Prerequisite: COMD 301 or concurrent enrollment; completion of Natural Science GECRs or permission of the instructor. A study of anatomy, physiology, and physics as related to speech and voice production. |
| WINTER/SPRING/    | COMD 302 Communication Neuroscience (5)  
|                  | Prerequisite: COMD 321. Study of the normal anatomy and physiology of the nervous system and its role in communication processes. |
| SPRING           | COMD 331 Language Development (4)  
|                  | Prerequisite: COMD 301 or concurrent enrollment. Aural anatomy, physiology, and pathology; etiology and treatment of hearing impairment. |
| WINTER           | COMD 360 Phonetics (4)  
|                  | Prerequisite: COMD 301, 371. Acoustics and psychoacoustics; principles of auditory testing and interpretation of hearing tests. |
| SPRING           | COMD 405 Communication Disorders Services in the Schools (4)  
|                  | Prerequisite: Prior permission of the instructor and fulfillment of additional state requirements. Designed to precede student teaching experience; provides further information about the special issues and problems encountered in the public school situation. |
COMD 407 Survey of Psycholinguistics (3)
Prerequisite: ENGL 360.
A survey of psycholinguistic processes: language comprehension, production and acquisition. (Cross-listed ENGL 461)

COMD 441 Assessment Principles and Techniques (4)
WINTER
Prerequisites: Completion of all 300-level courses in the major.
Principles and techniques for assessing communication disorders, including formal and informal assessment methods, practical experience in test administration, theoretical and ethical issues, report writing, and the relationship of assessment to treatment.

COMD 442 Intervention in Communication Disorders (4)
SPRING
Prerequisite: COMD 441.
Development of the intervention plan including intervention strategies and rationale, construction of daily therapy plans, methods for data collection, and interpretation and evaluation of therapy outcomes.

COMD 451 Neurogenic Communication Disorders (4)
FALL
Prerequisites: COMD 331, 322 or permission of the instructor.
Introduction to the etiology, assessment, and interventions of neurogenic communication disorders associated with neurological disorders.

COMD 455 Voice and Resonance Disorders (4)
WINTER
Prerequisites: COMD 301, 304, 320, 322, or permission of the instructor.
Anatomy and physiology of the vocal mechanism with emphasis on functional, congenital, and acquired voice disorders.

COMD 456 Fluency Disorders (4)
SPRING
Prerequisite: COMD 301 or prior permission of the instructor.
Definitions and descriptions of fluency disorders and their effects on the speaker and listener. Examination of various theories of the etiology of stuttering and its assessment and treatment in children and adults.

COMD 457 Developmental Language Disorders (4)
FALL
Prerequisites: COMD 301, 331 or permission of the instructor.
Measurement and analysis of developing language; etiology, assessment and intervention for developmental language disorders.

COMD 458 Articulation and Phonological Disorders (4)
FALL
Prerequisites: COMD 301, 304, 320, 322 or permission of the instructor.
Normal phonological and articulatory development; etiology, assessment, and intervention of articulation and phonological disorders.

COMD 459 Communication Problems in Developmental Disability (4)
SPRING
Prerequisite: COMD 301 or permission of the instructor.
Definitions and descriptions of developmental disabilities with an emphasis on mental retardation including cognitive, behavioral and communicative aspects. Assessment and treatment of communication disorders in these special populations.

COMD 461 Clinical Practicum in Communication Disorders (1-4)
FALL/WINTER/SPRING/SUMMER
May be repeated for a maximum of 12 credits. Prerequisites: COMD 442 and permission of the instructor. Supervised assessment and treatment of individuals with communication disorders.

COMD 473 Rehabilitative Audiology (4)
WINTER
Prerequisite: COMD 371 or permission of the instructor.
Objectives, theory, and techniques in management of individuals with hearing impairments.

COMD 490 Senior Capstone: Professional Issues in Communication Disorders (4)
SPRING
Prerequisite: Senior standing and concurrent registration of COMD 441, 442; or permission of the instructor.
This course is designed as a Senior capstone course and, as such, will focus on integration and application of the knowledge the student has accumulated in the field of communication disorders to issues affecting both the professional and those individuals served. The course will strive to facilitate the individual students’ thinking on these issues by providing the opportunity to apply their ideas in developing marketing materials and providing in-services to the community given a case study.

COMD 497 Workshops, Short Courses, Conferences (3)
FALL/WINTER/SPRING/SUMMER

COMD 498 Departmental Seminar (1-5)
FALL/WINTER/SPRING/SUMMER

COMD 499 Directed Study (1-5)
FALL/WINTER/SPRING/SUMMER
Limited to senior and graduate students. Prerequisite: Prior permission of the instructor.
Individual study projects in a selected special field of communication disorders.

COMD 520 Research Methods I: Literature (2)
Prerequisite: Graduate standing or prior permission of the instructor.
This course inaugurates the student’s research experience in the discipline. It emphasizes the importance of research to a scientific field and acquaints the student with the research literature. By the end of the course, students will have completed the introduction, review of literature and question components of their research proposals.

COMD 521 Research Methods I: Design (3)
This course continues the student’s research experience in the discipline. Emphasis is placed on understanding and applying experimental and descriptive research designs, recognizing threats to internal and external validity and identifying appropriate statistical procedures. By the end of the course, students will have completed the method and proposed data analysis sections of their research proposals.

COMD 523 Advanced Speech and Hearing Science (4)
Prerequisite: Graduate standing or prior permission of the instructor.
Advanced study of acoustics, physiology, neurology and other related processes and phenomena as they apply to the science of human communication.

COMD 538 Phonological Acquisition and Behavior (4)
Prerequisites: Graduate standing or prior permission of the instructor.
Advanced study in the theoretical background of the acquisition and development of the phonological system. The relationship between the phonological system and disorders and remediation will also be discussed.

COMD 539 Special Topics (1-5)

COMD 540 Pediatric Feeding and Swallowing (2)
Prerequisite: Graduate study or prior permission of the instructor.
Study of normal and atypical swallowing and feeding in infants and children.

COMD 541 Language and the Hearing Impaired (4)
Prerequisite: Graduate standing or prior permission of the instructor.
This course is designed for speech-language pathology or audiology graduate and post-graduate students. It examines the communication problems common to hearing-impaired individuals including: language development, receptive language abilities, expressive language abilities, cognitive language abilities, articulation, social communication interactions, and psychological effects. It deals with the problems inherent in both congenital and acquired hearing impairments and discusses the similarities and differences in individuals with mild, moderate, severe, or profound hearing loss.

COMD 542 Infant and Toddler Communication and Language (4)
Prerequisite: Graduate standing or prior permission of the instructor.
Advanced studies in communication and language development and disorders in infants and toddlers, focusing on current theory, assessment and remediation.

COMD 543 School-age and Adolescent Language (4)
Prerequisite: Graduate standing or prior permission of the instructor.
Development of language in typically developing and language impaired school aged and adolescent students; disorders; implications for assessment and intervention.

COMD 547 Augmentative Communication (4)
Prerequisite: Graduate standing or prior permission of the instructor.
An in-depth study of the use of augmentative and alternative methods of communication for the non-speaking individual.

COMD 552 Neuropathologies of Language (4)
Prerequisites: Graduate standing or prior permission of the instructor.
An advanced study of the language disorders that occur as a result of insult to the brain after birth, particularly after language acquisition. Emphasis is on aphasia and related disorders.
COMD 553  
Voice and Resonance Disorders (3)  
Prerequisite: Graduate standing or prior permission of the instructor.  
Etiology and characteristics of disorders of the laryngeal and resonance systems. Assessment and treatment of loudness, pitch, vocal and resonance problems.

COMD 554  
Motor Speech Disorders (3)  
Prerequisite: Graduate standing or prior permission of the instructor.  
An advanced study of motor speech disorders to prepare the students to work as part of neurological teams as informed contributors to team management of neurologically disordered participants. Particular content includes medical, surgical, educational and communication management.

COMD 556  
Problems in Stuttering (3)  
Prerequisite: Graduate standing or prior permission of the instructor.  
Advanced study of current theories, issues, problems and treatment approaches in the area of stuttering.

COMD 557  
Cleft Palate and Other Cranio-Facial Anomalies (3)  
Prerequisite: Graduate standing or prior permission of the instructor.  
Etiology and characteristics of cranio-facial anomalies and their effects on communication. Assessment and treatment of the speech problems associated with these disorders.

COMD 559  
Dysphagia (4)  
Prerequisite: COMD 552, strongly recommended.  
Anatomy and physiology of swallowing; evaluation and treatment of swallowing disorders.

COMD 560  
Speech-Language Pathology in the School Setting (4)  
Prerequisite: Graduate standing or prior permission of the instructor.  
This course provides information about therapy methods and procedures and special issues in school settings. Also covered are policies and procedures for preparing for certification as a Speech-Language Pathologist in the State of Washington and all the state/federal laws affecting public school and clinical practice.

COMD 561  
Clinical Practicum (3)  
May be repeated for credit with permission of instructor up to 12 credits.  
Supervised clinical practice with communication disordered children and adults.

COMD 562  
Advanced Clinical Practicum (3-6)  
May be repeated for credit with permission of instructor up to 24 credits.  
Prerequisite: Permission from off-campus clinical practicum coordinator.  
Extension of clinical skills into off-campus practicum sites. Students will apply theoretical concepts to evaluation, treatment planning and therapy services for communicatively handicapped children and adults in community settings.

COMD 563  
Special Clinical Practicum (1-2)  
May be repeated with permission of instructor up to 4 credits.  
Prerequisite: COMD 697 or permission of the Clinical Director.  
This practicum is designed for post-internship students. It typically involves the assignment of a challenging client and carries an expectation of a high degree of independence in case management.

COMD 568  
Advanced Assessment: Principles and Procedures (1)  
Graded Pass/No credit. To be taken three quarters.  
Prerequisite: Graduate standing.  
A learning module designed to facilitate the ability to gather, analyze and synthesize critical case information and make differential diagnoses of communication disorders. Includes independent problem-solving, development of treatment objectives from data and the writing of clinical reports.

COMD 569  
Speech-Language Pathology in the Medical Setting (2)  
Prerequisite: By permission of the instructor.  
Examination of the roles and responsibilities of the Speech-Language Pathologist in the medical setting; establishing programs and assessing efficacy of treatment; collaborating with medical team; report writing, charting and third party reimbursement.

COMD 571  
Auditory Perception (4)  
Prerequisite: Graduate standing or prior permission of the instructor.  
Psychoacoustic and psychophysologic basis of auditory perceptual relationship between language and auditory processing.

COMD 572  
Advanced Audiometric Procedures (4)  
Prerequisites: Graduate standing or prior permission of the instructor.  
Behavioral and physiological principles and procedures in audiology for the differential diagnosis of auditory pathologies; considerations for the geriatric population.

COMD 573  
Pediatric Audiology (4)  
Prerequisite: Graduate standing or prior permission of the instructor.  
Auditory behavior and pathologies in children; procedures for assessment and the application to others who are difficult to test.

COMD 582  
Clinical Perspectives (4)  
Prerequisites: Graduate standing and prior permission of the instructor.  
A capstone course that is designed to help the student organize information from prior course work and utilize it in solving clinical problems.

COMD 596  
Experimental Course (1-5)  
COMD 597  
Workshops (1-5)  
Note: Workshop credit cannot be used to fulfill graduate degree requirements.

COMD 598  
Seminar in Communication Disorders (1-4)  
Prerequisite: Graduate standing or prior permission of the instructor.  
Graduate level instruction in a specific content area in communication disorders utilizing a seminar format.

COMD 599  
Independent Study (1-5)  
Prerequisite: Prior permission of the instructor.  
Independent study projects in a selected field of communication disorders.

COMD 600  
Thesis (1-12)  
Prerequisite: COMD 520.  
Under supervision of staff members, the graduate student organizes and formally writes and presents a research project in thesis form.

COMD 601  
Research Project (1-12)  
Prerequisites: COMD 520, graduate standing or prior permission of the instructor.  
The completion of a graduate level research project in an interest area within the discipline including oral and written presentations of the finished product.

COMD 696  
College Teaching Internship (1-5)  
Prerequisite: Prior permission of the department chairman.  
Teaching a lower division college course under supervision of a regular faculty member. Includes course planning, arranging bibliographical and other instructional aids, conferences with students, experience in classroom instruction and student and course evaluation.

COMD 697  
Clinical Field Experience (6-12)  
Graded Pass/No Credit.  
Prerequisite: Prior permission of the graduate advisor.  
An internship of one or more quarters of professionally supervised experience in a departmentally approved clinical setting, agency or institution. This course may be taken as part of the M.S. program and will be required for those individuals seeking the Clinical Fellowship Year (CFY) through the American Speech-Language-Hearing Association when sponsorship is provided by an Eastern faculty member.
COMMUNICATION STUDIES

College of Social and Behavioral Sciences
Susan Stearns, Chair
229 Communications Building (Cheney)
(509) 359-2313 (Cheney)
215 Spokane Center (Spokane)
(509) 623-4395 (Spokane)

B.A.
Minor
M.S.


UNDERGRADUATE PROGRAMS

Welcome to the Communication Studies department. CMST faculty designed this degree to offer you a wonderful educational experience while simultaneously preparing you for successful employment.

The Bachelor of Arts Communication Studies offers you two options: (1) Communication Studies and (2) Communication Studies in Public Relations. Both options provide you with an introduction to concepts in communication and the social sciences. As you progress in your education, you will choose one course from each of the emphases areas of communication: Rhetorical and Cultural Studies, Organizational and Leadership Studies, and Language and Social Interaction Studies. In addition, if you choose the Communication Studies option (#1 above), you will choose a minimum of 16 electives from Communication Studies' courses. If you choose the Communication Studies in Public Relations option (#2 above), you will take JRNM 332, JRNM 451, JRNM 452, and JRNM 453 which is the Public Relations sequence, and either TECH 260, Desktop Publishing or TECH 368, Introduction to Web Page Design. The B.A. degree in Communication Studies, both options, culminates in a senior capstone course which allows you to synthesize the knowledge and skills you have obtained while working on your degree.

All students are welcome to be majors in Communication Studies. Additional requirements for graduation from Communication Studies are:

1. You will need to participate in an engagement activity (e.g., community service, service learning, debate, internship, etc.) during your college years.
2. University requirements for Bachelor of Arts degrees require all students to have successfully completed two years of one foreign language at the high school level or one year of one foreign language at the college level. American Sign Language is accepted for this requirement.
3. You must have a minimum cumulative GPA of 2.0 by graduation.

For transfer students, the Communication Studies department accepts up to 25 transfer credits, from comparable courses, toward our B.A.

The new program as proposed, has two degree option in the B.A.: Communication Studies and Communication Studies in Public Relations.

Bachelor of Arts (B.A.)

Communication Studies

Foundation
CMST 209 Communication, Community and Citizenship (5)
CSBS 310 Foundations of Social and Behavioral Science Theory (5)
CSBS 330 Integrated Social Science Methods (5)
CSBS/CMST Additional Methods Course(s)
(for a total of 5 credits)
CMST 470 Applied Quantitative Research Methods (5)
CMST 471 Applied Qualitative Research Methods (5)
CSBS 320 Introductory Statistics for the Social Sciences (5)
CSBS 331 Documents Based Research Methods (5)
CMST 490 Senior Capstone Seminar: Communications Studies (5)

Core areas
Students will choose one class from each of the following three areas for a total of 15 credits:

Rhetorical and Cultural Studies
Focus on symbolic actions that exercise influence over human life. Emphasizes are on interpretive research as well as cultural, narrative, and rhetorical analyses of cultural phenomena and artifacts.
CMST 450 Rhetorical Theory and Criticism (5)
CMST 451 Argumentation and Persuasion (5)
CMST 452 Cultural Studies (5)
CMST 458 Topics in Image, Messages, and Meaning (5)

Organizational and Leadership Studies
Focus on structures and practices influencing communication in private and public institutions. Emphasizes humanistic and social science approaches to leadership in all forms of social organizations.
CMST 430 Communication and Organizations (5)
CMST 431 Communication Law and Ethics (5)
CMST 432 Media Systems and Communication Technology (5)
CMST 438 Topics in Leadership and Strategic Communication (5)

Language and Social Interaction Studies
Focus on sign systems such as language, gesture, film, etc. in human interaction. Emphasizes social scientific research approaches to interaction and language use in face-to-face and small group settings.
CMST 410 Language and Social Interaction (5)
CMST 411 Negotiation Skills and Strategies (5)
CMST 413 Communication and Personal Relationships (5)
CMST 418 Topics in Semiotics (5)

Electives
14 credits from any classes within the Communication Studies Department or from the Public Relations sequence in Journalism (JRNM 451, 452, and 453)

Engagement Requirements
Students must fulfill an engagement activity prior to graduation. This may be fulfilled in a variety of ways: service to the community, service to the University. This activity may be fulfilled in a variety of ways: service to the community, service to the University, a service learning project in a college course, participating on the debate team or an internship.

Total foundation credits
30 credits
Total core credits
15 credits
Total elective credits
14 credits
Total credits for above Major
59 credits

Note: A minor is required for this degree.

Communication in Public Relations Option (66 credits)

Students seeking a degree in Communication in Public Relations Option must complete the Foundation and Core Area requirements for the B.A. in Communication Studies, plus the Public Relations Core requirements.

Public Relations Core Requirements
JRNM 332 News Writing (5)
JRNM 451 Introduction to Public Relations Theory (4)
JRNM 452 Advanced Public Relations Theory (4)
JRNM 453 Public Relations Writing (4)
Choose one of the following (4) credits courses
TECH 260 Desktop Publishing (4)
or TECH 368 Introduction to Web Page Design (4)

Engagement Requirement
Students must fulfill an engagement activity prior to graduation, but during their years attending college. This may be fulfilled in a variety of ways: service to the community, service to the University, a service learning project in a college course, participating on the debate team or an internship.

Total foundation credits
30 credits
Total required core credits
15 credits
Total required public relations credits
21 credits
Total credits for above Major
66 credits

Minor

Communication Studies Minor (19-20 credits)
Choose courses that total at least 19 credits from Communication Studies course offerings with at least one five credit course from the 400-level offerings, excluding CMST 499.

Total required credits
19 - 20 credits
Total credits for above minor
19 - 20 credits

After your required and minor courses are completed, you may need additional hours to meet the University requirement of 180 hours. You should choose these courses with your needs in mind from either the communication studies offerings or other university offerings. Generally these courses should be 300 and 400 level courses.

www.ewu.edu
The Department of Communication Studies does not offer a graduate degree program but does cooperate in the Master of Arts in College Instruction, the Master of Science in Communications, and in individualized interdisciplinary programs. Students interested in post-secondary teaching should refer to the College Instruction section in this catalog. The M.S. in Communications program is described below. Proposed individualized interdisciplinary programs should be developed in consultation with a Communication Studies graduate advisor (509) 623-4395.

**Master of Science in Communications**

The Master of Science in Communications Program is an interdisciplinary professional program. It addresses the need for trained communication professionals, including public relations practitioners, advertising writers, educators, graphic designers, consultants, print and electronic journalists – anyone who must know how to create and manage messages in various contexts of today’s dynamic world. The MSC program offers students a strong foundation in communication theory and methodology and encourages application in such emphasis areas as organizational, technological, instructional, and cultural communication.

The program is designed for career-oriented individuals who want to advance in their chosen fields or to move from their undergraduate programs to the competitive job markets. The program is also useful for students who intend to pursue doctoral studies.

Applicants are admitted to the program throughout the academic year. In addition to the general university requirements for admission to graduate studies, applicants must submit the following directly to the MSC office: a written essay of no more than 1000 words describing their background and goals and how the program will help actualize those goals; résumé; at least two letters of recommendation. The MSC Director’s recommendation for admission, based on an interview with the applicant, is required. Applicants must submit a GRE general score; the verbal section score will be given special consideration. If an undergraduate statistics course is not taken before admission to the program, it must be taken prior to taking the research methods sequence. Based on their credentials and entrance requirements, applicants may be asked to take some classes in addition to the courses in the program in order to correct deficiencies. At least one year’s successful professional experience will enhance application.

Courses leading to the MSC degree are offered by the following programs:

- Business Administration
- College Instruction
- Communication Studies
- Computer Science
- Counseling, Educational and Developmental Psychology
- Education
- Engineering and Design
- Journalism
- Public Administration
- Rhetoric, Composition, and Technical Communication

### Core courses

#### Introductory Course

- CMST 568 Introduction to Graduate Studies (2)

#### Theory Courses

- CMST 501 Advanced Communication Theory (5)
- CMST 502 Contemporary Trends in Communication Studies (5)

#### Methodology Courses

- CMST 520 Communication Inquiry (3)
- CMST 521 Research Design and Analysis I (3)
- CMST 522 Research Design and Analysis II (3)

#### Writing Courses

- ENGL 568 Writing in Organizations (3)

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**Technology Course**

- TECH 504 Communication Technologies (4)
- or CPLA 504 Information Systems-Computers (4)
- or CMST 504 Communication Systems (4)

**Interdisciplinary Component**

Students will choose a minimum of two courses from at least two of the following four emphasis areas – organizational, technological, instructional, and cultural communication. One of these two courses must be the required course in the emphasis area. Suggested course offerings for each emphasis area are given below. Deviations from the suggested offerings must be petitioned in writing to, and approved by, the graduate faculty advisor and the MSC Director.

### Organizational Communication

Focus: Role of messages, meanings, and information flows in and between organizations (private and public).

**Required:**

- CMST 530 Communication in Organizations (5)

**Electives:**

- CMST 438 Topics in Leadership and Strategic Communication (5)
- CMST 539 Special Topics (1-5)
- CMST 550 Problems in Contemporary Public Communication (5)
- CMST 569 Thesis Preparation (1)
- CMST 578 Seminar in Consulting Processes (4)
- CMST 598 Communication Seminar (1-5)
- BADM 541 Managerial Communications (4)
- CEDP 504 Theories of Human Development (4)
- CEDP 541 Group Processes (4)
- CEDP 544 Counseling Theory and Techniques (4)
- CEDP 545 Advanced Appraisal Techniques (4)
- JRNM 451 Intro to Public Relations Theory (4)
- JRNM 452 Advanced Public Relations Theory (4)
- JRNM 453 Public Relations Writing (4)
- JRNM 498 Seminar in Journalism Problems (1-5)
- PADM 503 Concepts and Values of Public Service (4)
- PADM 511 Public Sector Organization Theory (4)
- PADM 517 Professional Employment (2)
- PADM 525 Public Sector Grants-Writing and Administration (4)
- PADM 571 The Political Executive (4)

### Technological Communication

Focus: Role of existing and emerging forms of mediated communication among people and/or between people and interactive information resources.

**Required:**

- TECH 504 Communication Technologies (4)
- or CMST 504 Communication Systems (4)
- or CPLA 504 Information Systems-Computers (4)

**Electives:**

- CMST 539 Special Topics (1-5)
- CMST 569 Thesis Preparation (1)
- JRNM 498 Seminar in Consulting Processes (4)
- CSCD 498 Seminar in Computer Science: Multimedia Techniques (4)
- CSCD 539 Topics in Computer Science: Multimedia Techniques (4)
- ENGL 503 Information Design (5)
- ENGL 504 Software Documentation (5)
- ENGL 556 Computers and Composition (5)
- TECH 463 Visual Communication Design III (4)
- TECH 550 Computer Graphics (4)
- TECH 596 Electronic Publishing (4)
- TECH 599 Ind. Study: Advanced Web Design (4)

### Instructional Communication

Focus: Role of communication as developmental phenomenon in any learning environment.

**Required:**

- CEDP 504 Theories of Human Development (4)
- or CMST 578 Seminar in Consulting Processes (4)
Electives:
CMST 539 Special Topics (1-5)
CMST 550 Problems in Contemporary Public Communication (5)
CMST 569 Thesis Preparation (1)
CMST 598 Communication Seminar (1-5)
CEDP 502 Theories of Learning (4)
CEDP 503 Applied Learning Theory and Behavior Modification (4)
CEDP 515 Advanced Educational Psychology (4)
CEDP 541 Group Processes (4)
CEDP 544 Counseling Theory and Techniques (4)
CEDP 545 Advanced Appraisal Techniques (4)
CEDP 546 Group Counseling (4)
CEDP 581 Consulting Approaches and Applications (2)
COIN 571 Survey of Post-Secondary Education (4)
COIN 572 Strategies for Teaching Adults (4)
CSED 590 Readings in Technology-Supported Education (1-2)
EDUC 505 Current Issues in Education (4)
EDUC 507 Philosophy and Organization of the American School (4)
EDUC 530 Foundations of Educational Communication and Information Technology (4)
EDUC 533 Instructional Systems Development (4)

Cultural Communication
Focus: Role of culture in the formation and transformation of meanings and power in human life.
Required:
CMST 570 Communication and Cultural Studies (5)
Electives:
CMST 411 Negotiation Skills and Strategies (5)
CMST 414 Gender and Communication (5)
CMST 440 International Communication (5)
CMST 539 Special Topics (1-5)
CMST 550 Problems in Contemporary Public Communication (5)
CMST 569 Thesis Preparation (1)
CMST 598 Communication Seminar (1-5)
ENGL 555 Contemporary Composition Theory (5)
ENGL 573 History of Rhetoric (5)
ENGL 575 Contemporary Rhetorical Theories (5)
SOWK 555 Conflict Management (3)
WMST 410 Feminist Theory (4)

Final Comprehensive Examination
Each student shall complete, before the awarding of the master's degree, a research report, thesis or other project which demonstrates the competence of the student in graduate level work in the program.
Each student shall complete an oral examination which will focus primarily on the master's project, but which may also include questions to demonstrate competence in all areas included in the program of that student. The student will provide copies of his/her master's project to the oral examination committee at least two weeks in advance of the scheduled oral examination. The oral examination committee will consist of two faculty members representing the interdisciplinary content of the student's program, and a third member designated by the Graduate Office. The final oral examination will be open to all interested faculty and students and may be open to questions by outside members at the discretion of the committee. Final oral examinations will not be held over vacation periods or during summer quarter except by advance approval of the committee chair, second member, and graduate office representative. The final oral examination will not be longer than two hours.

Total required core credits: 28 credits
Total interdisciplinary component credits: 30 credits
Minimum research component: 2-6 credits
Minimum total credits for above Master's Degree: 60 credits

Communication Studies Courses

Terms Offered: If no terms are indicated, check with department or quarterly Course Announcement.

CMST 120
Speech Communication Competency (1)
FALL/WINTER/SPRING
Note: Examination course only—this is not an instructional course. Graded Pass/No Credit
A 10-hour examination of speech communication proficiencies in articulation, oral reading, listening comprehension, group discussion and presentational speaking.

CMST 200
Introduction to Speech Communication (4)
FALL/WINTER/SPRING/SUMMER
Analyzes verbal interaction, barriers to communication, effective listening, and the application of fundamental principles to one-to-one, small group, and one-to-many experiences.

CMST 201
Public Speaking (5)
FALL/WINTER/SPRING/SUMMER
This course is the study of the basic principles of public communication. This is a course in design, delivery, organization, and presentation of speeches for public groups with an emphasis on informative and persuasive speeches, message delivery, and presentation of visual aids.

CMST 209
Communication, Community, and Citizenship (5)
FALL/WINTER/SPRING/SUMMER
This course is designed to develop critical thinking skills as exhibited in reasoning and argumentation, with a further goal of examining how the power of an individual’s voice can affect society. The course begins with a study of the rhetorical tradition of reasoning and argumentation, including elements of ethics. As the course progresses students will analyze, from historical to modern times, examples of individuals using their voice and the resulting impact upon society. The course will culminate with students creating a reasoned, ethical argument as a final project.

CMST 210
Interpersonal Communication (5)
WINTER/SPRING
This course is an exploration of the human communication process. It includes the perceptual and attribution processes surrounding messages, the construction of verbal and nonverbal messages, the functions of messages in interaction, and the role of interpersonal communication processes on a variety of interpersonal relationship types.

CMST 250
Small Group Communication (5)
FALL/WINTER
This course focuses upon theories, concepts, and skills to improve small group communication with application to various task-oriented groups. This course emphasizes problem-solving communication and participant-leadership skills.

CMST 301
Political Communication (5)
How Americans use oral and televised communication to confront and change their environment. Emphasis on American speakers in American political contexts. Topics vary.

CMST 305
Message Delivery (4)
Prerequisite: Junior standing.
Analysis and application of message delivery techniques, focusing on voice and articulation, modes of delivery and style, communication apprehension, situational factors and visual support.

CMST 306
Presentation Graphics (2)
Analyzes the elements and techniques for creating visual messages. Discusses integration of visual techniques for the presentation speaker.

CMST 309
Communication and Information (5)
FALL/SPRING
An introduction to the history and development of communication theory. This is the first course in the communication major as well as the first course in communication theory. Topics include theory development, observation techniques, a survey of theories, and ethical questions.
CMST 312
Nonverbal Communication (1-5)
FALL/SPRING
This course is a variable credit course and will be offered from one to five credits. Topics that may be covered include the other-than-words side of human interaction within different cultures, genders, relationships, and situations. There will be an emphasis on the basic theories of nonverbal communication and the interaction between nonverbal and verbal communication.

CMST 326
Debate (1-5)
The in-class portion of this course teaches how to create, analyze, and critique ideas and how to build or defend a reasoned argument. The out-of-class competition portion of this course includes individual events, such as informative and persuasive speaking, and oral interpretation. This course may be repeated for a total of 6 credits applied toward the CMST major or minor.

CMST 331
Interviewing (5)
FALL/WINTER/SPRING
This course is an introduction to the principles of interviewing theory and practice. It is considered to be the first course in the B.S. in Organizational Communication major. The communication components of interviewing are examined from both the interviewer’s and the interviewee’s perspective. Topics include the process of planning, managing, and analyzing the interview. Then, a variety of topical interviews such as selection, performance review, counseling, discipline, termination, focus groups, research, information gathering, information giving, media, sales, and client intake are examined through this process in an organizational and communication context.

CMST 335
Conference Management (4)
Focuses on the analytical and critical investigation of the communication process in the conference setting as a means of enhancing communication effectiveness. Provides hands-on experience in selecting a conference theme, designing a public conference, recruiting resource people, advertising the conference, registering participants, and conducting the conference.

CMST 340
Intercultural Communication (5)
FALL/WINTER/SPRING/SUMMER
(satisfies cultural and gender diversity university graduation requirement)
Study of the basic principles of face to face interaction in intercultural and cross-ethnic situations. Topics include perception, stereotypes, prejudice, world views, ethnocentrism, racism, the attribution process, and uncertainty reduction.

CMST 351
Communicative Reasoning (5)
Logical development and support of arguments, analysis of evidence, briefing of arguments, and practice in debate. In addition, this course is designed to prepare students to use practical reasoning applied to persuasive communication situations, to give students a general background on the basic principles of argumentation, and to engage critical and analytical thinking skills in order to identify, understand, resolve, and uncertainty reduction.

CMST 383
Communication Assessment (1)
FALL/WINTER/SPRING
Graded Pass/No Credit.
This course is an introduction to the Department of Communication Studies, required of all majors, providing students with the information necessary to develop their required portfolios during their junior and senior years and to diagnose students' visual, written, oral, mathematical, and computer competence.

CMST 395
Field Work in Communication Studies (1-5)
FALL/WINTER/SPRING/SUMMER
Directed student participation in the communication processes or problems of an industry, a political campaign, or a non-profit organization.

CMST 396
Experimental Course in Communication Studies (1-15)
FALL/WINTER/SPRING/SUMMER

CMST 397
Workshop in Communication Studies (1-5)
FALL/WINTER/SPRING/SUMMER
Training programs or workshops emphasizing practical knowledge and skills. Topics vary.

CMST 399
Special Studies (1-5)
FALL/WINTER/SPRING/SUMMER
Subjects reflect recent developments in the field of human communication.

CMST 400
Message Design (5)
An investigation of message construction for large, public audiences. Stress on invention, organization, and style. Includes speech writing and written message design.

CMST 404
Women and Men in Communications (1)
This course explores issues which directly affect both male and female classroom experiences. We will study unexamined cultural patterns which can affect communication in elementary, secondary, baccalaureate or post-baccalaureate education and will examine choices in curriculum planning, textbook selection, and teacher/student interaction patterns which affect educational experiences of students in the classroom. Specific suggestions for change and classroom activities will be developed.

CMST 406
Communication Studies (1-15)
May be repeated for a total of 6 credits applied toward the CMST major.

CMST 410
Language and Social Interaction (5)
A study of language and communication from two aspects: form and strategy. The formal study entails the examination of patterns, and structures of language, conversation, and discourse. The strategy study focuses on the use of language and communication for achieving identity goals, relational goals, and instrumental goals.

CMST 411
Negotiation Skills and Strategies (5)
The basic premise of this course is that one needs strong negotiation and analytical skills for effective communication. Hence, the goal of this course is to teach students the theory of negotiation and to master its main strategies. The course will allow the student to develop negotiation skills experientially and to appreciate the nature and role of effective negotiation. The course is relevant to any student pursuing a career in a social science field since, as a working professional, the student will face many conflict problems that can be best resolved through effective negotiation.

CMST 412
Communication and Personal Relationships (5)
An advanced examination of the verbal and nonverbal communication processes in the development, maintenance, breakdown, and repair of personal relationships, including romantic, friendship, and family relationships.
CMST 440  
International Communication (5)  
[satisfies international studies university graduation requirement]

A study of culturally conditioned communication behavior as it affects intercultural relationships between people from different nations. Includes value and belief orientations, language and thought, speech styles, world views, nonverbal codes, communication breakdowns, and acculturation.

CMST 450  
Rhetorical Theory and Criticism (5)  
This course will survey contemporary theories of rhetorical communication and analyze areas of methodological controversy. We will discuss topics such as communication's role in defining humanity, power and communication, marginal groups, and public discourse, gender/sex and rhetoric, evidence and public policy argument, and the impact of emerging communication technologies on methodologies. We will operate from the assumption that language reflects, selects, and deflects reality in its construction of how we perceive the world.

CMST 451  
Argumentation and Persuasion (5)  
This course is designed to introduce students to a variety of theoretical perspectives and views of argumentation and persuasion, with a particular focus on both logical development and support of arguments and effective persuasion in today's world. Students examine current texts and images to see how to create powerful persuasive messages. Students create and critique arguments and persuasive messages necessary for effective performance as a producer and consumer of persuasive communication.

CMST 452  
Cultural Studies (5)  
This course is designed as an introduction to theoretical, historical developments, and current issues of cultural studies as an interdisciplinary subject. In this course key topics in culture and communication will be discussed, such as language, representation, subcultures, power, ideology, identity, modernity and post-modernity, and globalization.

CMST 459  
Topics in Image, Messages, and Meaning (5)  
This course allows students to learn effective visual and written communication in the creation of meaning. Students will be offered the opportunity to gain knowledge and build on this information by evaluating others' efforts at message design, and then by creating their own effective image and/or message to convey meaning.

CMST 470  
Applied Quantitative Research Methods (5)  
WINTER/SPRING

This is an applied quantitative research methods course designed for seniors. This course will allow students to understand and apply knowledge in experimental and survey design. Students will conduct research and computer data analysis.

CMST 471  
Applied Qualitative Research Methods (5)  
This is an applied qualitative research methods course designed for seniors. This course will allow students to understand and apply knowledge in two or three qualitative methodologies. (e.g., focus groups, in-depth interviews, ethnography, discourse analysis, historical critical analysis, and rhetorical analysis. Students will conduct research and data analysis.

CMST 480  
Pre-Internship Workshop (2)  
Must be taken at least one quarter before internship. May be taken as early as the first quarter of the junior year.

CMST 481  
Internship Workshop (2)  
FALL/WINTER/SPRING/SUMMER

Must be taken at the same time as the internship, CMST 495.

CMST 483  
Portfolio Assessment (1)  
This course is a senior level required course for all students enrolled in the Bachelor of Arts in Communication Studies. It is designed students to exhibit their communication skills and knowledge by presenting their portfolios to faculty members in the Department of Communication Studies, by making a presentation, and by taking a final comprehensive exam.

CMST 490  
Senior Capstone Seminar: Communications Studies (5)  
[satisfies senior capstone university graduation requirement]

Senior Capstone is a required course for all students graduating with degrees in Communication Studies. Communication topics integrated into course content will include audiences, codes, interaction, power and influence, strategy, ethics, messages, and contexts. In a seminar format and focused on contemporary issues relating to communication, the course will focus on the professional development of communication studies students. Students will also be expected to write a qualitative research report.

CMST 495  
Internship (3-15)  
FALL/WINTER/SPRING/SUMMER

Prerequisite: CMST 480. Must be taken concurrently with CMST 481.

CMST 496  
Research Design and Analysis I (3)  
Prerequisites: Completion of a statistics course (undergraduate or graduate level) and CMST 520.

This course is designed to present experimental and survey methodologies, with a special emphasis upon understanding the concept of a study, how to apply the method and how to interpret the results. Computer statistical analyses are a requirement of this course. Information on how to write qualitative research reports will also be presented and students will be expected to write a qualitative research report.

CMST 497  
Research Design and Analysis II (3)  
Prerequisites: Completion of a statistics course (undergraduate or graduate level) and CMST 520.

This course is designed to be a continuation of the research design and analyses course. The focus is on communication systems, channels, networks, and barriers. Also included is a discussion of how communication systems are used in the analysis of traditional and emerging communication contexts. (Cross-listed CEDP 501)

CMST 498  
Communication Inquiry (3)  
FALL/WINTER/SPRING/SUMMER

This course is designed to provide students with knowledge of the history and philosophy of science. This course is the first in a three part sequence on research methods. This course provides the theoretical basis of research methodology.

CMST 499  
Communication in Organizations (5)  
The focus is on communication systems, channels, networks, and barriers. Also included is the application of the research to the workplace as well as to communication research. The course will cover organizational and interpersonal communication contexts. (Cross-listed CEDP 501)

CMST 500  
Communication in Organizations II (5)  
The focus is on communication systems, channels, networks, and barriers. Also included is the application of the research to the workplace as well as to communication research. The course will cover organizational and interpersonal communication contexts. (Cross-listed CEDP 501)

CMST 501  
Advanced Communication Theory (5)  
This advanced course emphasizes the role of theory in the process of communication inquiry. The course covers a variety of communication theories, reflecting the diverse aspects of the field. In the course communication is analyzed from several theoretical standpoints: as message transfer, as practical art, as mediation by signs, as sharing of experiences, as socio-cultural order, and as arrangement of power. The course shows how advanced theory can be used in the analysis of traditional and emerging communication contexts. (Cross-listed CEDP 501)

CMST 502  
Contemporary Trends in Communication Studies (5)  
Prerequisite: CMST 501.

A survey of the progress of research in communication theory and the exploration of the directions the research will take in the 21st Century.

CMST 504  
Communication Systems (4)  
The course consolidates and extends existing knowledge of media and mass communications as institutions and sets of practices. The interlinkage of media forms, institutional constraints, ideologies, law and economics are explored as they affect the construction and interpretation of specific media messages.

CMST 520  
Communication Inquiry (3)  
FALL/WINTER/SPRING/SUMMER

This course is designed to provide students with knowledge of the history and philosophy of science. This course is the first in a three part sequence on research methods. This course provides the theoretical basis of research methodology.

CMST 521  
Research Design and Analysis I (3)  
Prerequisites: Completion of a statistics course (undergraduate or graduate level) and CMST 520.

This course is designed to be a continuation of the research design and analyses course. The focus is on communication systems, channels, networks, and barriers. Also included is the application of the research to the workplace as well as to communication research. The course will cover organizational and interpersonal communication contexts. (Cross-listed CEDP 501)

CMST 522  
Research Design and Analysis II (3)  
Prerequisites: Completion of a statistics course (undergraduate or graduate level) and CMST 520.

This course is designed to be a continuation of the research design and analyses course. The focus is on communication systems, channels, networks, and barriers. Also included is the application of the research to the workplace as well as to communication research. The course will cover organizational and interpersonal communication contexts. (Cross-listed CEDP 501)

CMST 523  
Research Design and Analysis III (3)  
Prerequisites: Completion of a statistics course (undergraduate or graduate level) and CMST 520.

This course is designed to be a continuation of the research design and analyses course. The focus is on communication systems, channels, networks, and barriers. Also included is the application of the research to the workplace as well as to communication research. The course will cover organizational and interpersonal communication contexts. (Cross-listed CEDP 501)

CMST 530  
Communication in Organizations (5)  
The focus is on communication systems, channels, networks, and barriers. Also included is the application of the research to the workplace as well as to communication research. The course will cover organizational and interpersonal communication contexts. (Cross-listed CEDP 501)

CMST 531  
Special Topics (1-5)  
FALL/WINTER/SPRING/SUMMER

This course is designed to be a continuation of the research design and analyses course. The focus is on communication systems, channels, networks, and barriers. Also included is the application of the research to the workplace as well as to communication research. The course will cover organizational and interpersonal communication contexts. (Cross-listed CEDP 501)
CMST 568
Introduction to Graduate Studies (2)
Prerequisite: Graduate standing or permission of the instructor. Must register concurrently for ENGL 568.
The course is designed to introduce new students to the expectations of our graduate program. Students will learn to write a review of the literature, meet faculty members, and learn of the various interdisciplinary concepts of study available in the program.

CMST 569
Thesis Preparation (1)
Prerequisites: 10 credits of graduate course work. This class is designed as a workshop to help MSC students develop a proposal for their master's thesis or research project. Students in other graduate programs may find it useful as well, but it is intended especially for MSC students who have been admitted to candidacy, are nearly finished with course work, and are ready to begin their thesis work.

CMST 570
Communication and Cultural Studies (5)
Prerequisite: Admittance to a graduate program or the instructor's permission.
This course examines the post-structuralist and interdisciplinary roots of cultural studies and explores the theoretical and methodological problems and issues central to cultural studies scholarship, including the construct of subcultures and the relationship of power to the cultural formations of identity and difference, institutions, ideologies, artifacts, consumption and production. Skills and methods: social change advocacy, critical analysis, writing, presentation, and the synthesis, conceptualization, and evaluation of how we theorize about, interpret, and critique cultural artifacts and practices.

CMST 578
Seminar in Consulting Processes (2)
This course is designed to present the types of professional consulting and general approaches to consulting methodology. It outlines the basic knowledge, skills, and resources that are tools for consulting; introduces the nature and role of change; and helps students to evaluate their own consulting skills and to design a program to improve them.

CMST 596
Experimental Course (1-5)
CMST 597
Workshops (1-5)
Note: Workshop credit cannot be used to fulfill graduate degree requirements.
CMST 598
Seminar (1-5)
CMST 599
Independent Study (1-5)
Individual study projects in a selected area of human communication.
CMST 600
Thesis (1-6)
Prerequisite: Admission to Master of Science in Communications. Independent research study under the direction of a graduate advisory committee.
CMST 601
Graduate Research in Communication Studies (1-6)

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B.A., B.S.
Minors
M. Ed., M.S.
Part-Time/Adjunct Faculty: T. Rigles, P. Schimpf

UNDERGRADUATE PROGRAMS
Computer Science is a rapidly evolving and exciting discipline, dealing with the theory and practice of creating, organizing, representing, manipulating, presenting, distributing and archiving information in an automatic processing environment. Computerized information systems and embedded computer systems are critical in almost every field, and continue to evolve. As computer applications have increased in number and complexity, so has the need for highly-trained specialists in computer systems hardware and software. Research in computer science continues to broaden and extend our knowledge and to provide new opportunities.

A study of computer science has strong advantages. First of all, it provides a challenging and satisfying intellectual activity which can be carried forward into graduate school and throughout one's life. Secondly, our graduates achieve a high degree of success in building careers in both public and private sectors.

Research Facilities and Equipment: The campus network provides Internet connection from residence halls, computer labs, offices and classrooms to the global research community and to remote computing resources.

More specialized computing facilities include:

Center for Network Security and Cyber Security: This highly secure “state of the art” lab contains support materials and hardware for Computer Science courses in secure client/server network programming; Web server security, network intrusion methods; and computer forensics. In addition, the lab also houses a Linux driven parallel computing cluster for those CS students pursuing studies in distributed computing.

www.ewu.edu
Multimedia Lab: Equipped with professional grade software and hardware, the multimedia lab offers CS students an excellent environment for creating and developing quality multimedia products and services.

Classroom Labs: Computer Science and Computer Literacy courses requiring hands-on instruction with operating system and application software are scheduled in one of several teaching labs.

Lower Division Computer Science Lab: A student staffed “tutor lab” for Computer Science students seeking help with the rudimentary and intermediate programming concepts, algorithms, syntax, and compilers/ integrated development environments (IDE) introduced in their lower division courses.

Upper Division Computer Science Lab: Designed to support junior and senior level Computer Science and Computer Information Systems courses, this lab is equipped with powerful Unix/Linux/Windows workstations and servers made available for course projects in software design; 3 tiered client/server application development; relational database design and administration; and signal processing.

Computer Architecture Lab: Eastern Computer Science students studying the fundamentals of hardware design and implementation including field-programmable gate array design; embedded systems; concurrent and real-time programming; and computer architecture are granted access to this highly specialized lab.

Opportunities for Students: Upper-division majors may check with the department operations manager concerning the possibility of applying for work-study and departmental positions as student teaching assistants, paper graders, tutors, or computer consultants. If hired, a student may work up to 19 hours per week.

Many of our students are able to obtain internships with both local and distant companies as well as governmental organizations where they not only put to test the theory and skills learned in the academic setting, but also gain a great deal of new knowledge and an understanding of current practices in the work place. These students find the internship experience an excellent opportunity to refine their own career aspirations and to make valuable contacts for future employment.

All students in our programs are strongly urged to join the student chapter of the Association for Computing Machinery (ACM). This group sponsors colloquia, field trips, programming contests, and social events.

Preparation: High school students who want to pursue a major in this department should complete at least three years of high school mathematics, including a course in their senior year. Students may take computer science courses that are available in their high schools, but not at the expense of mathematics courses. High school students are also urged to take laboratory science courses, four years of English, and a keyboarding course.

Community college transfer students interested in Computing Sciences should pursue the mathematics courses pertinent to the degree of choice, as well as an advanced sophomore level composition course. Students can check the transfer guides available at their community college to determine which courses are equivalent for both general education requirements and courses that may apply for the major.

All prospective department majors should contact the Computer Science Department to obtain the latest information to aid them in planning a program of study. Prerequisites are strictly enforced by the department to ensure that material in advanced courses can be taught for the maximum benefit to the students. See grading requirements section below.

Major Declaration

Freshman and transfer students entering Eastern with an interest in the computing sciences are encouraged to declare their major with us immediately. All that is required is a short advising session with the operations manager or department chair.

At the initial advising appointment the student is asked to bring copies (unofficial are fine) of all college-level work. At that advising session the student will have the opportunity to review the course requirements, ask any questions, prepare a quarterly schedule, and declare the major. Declaring a major requires agreeing to abide by the Department’s Canons of Professional Conduct, which is available on the department’s website.

Special Advanced Status Policy

Formal application for advancement in the major is required after the student has successfully completed several indicator courses. Departmental majors must have advanced in the major before taking any computer science course numbered above 411.

Advancement in the major will be provided to those who, in the judgment of the faculty, are most likely to succeed in the program. Because of the dynamic nature of Computing Sciences programs, the degree program in effect at the point of advancement shall determine graduation requirements.

Application for Advancement: The student will submit a completed application form, which addresses academic performance in general and in specific indicator courses, along with a letter requesting advancement. This letter is addressed to the Department Operations Manager and addresses the student’s career goals, the elements of his or her background that he or she feels demonstrate the aptitude to be successful in computer science, and explanatory remarks concerning his or her academic career to date.

This cover letter must include a reaffirmation that the student has read, understood and will comply with the Computer Science Department’s Canons of Professional Conduct.

Advancement Exam: Students will be required to take an examination, which will include primarily a programming exercise. Successful completion of this exam will be required prior to advancement in the major.

Advancement Prerequisite Guidelines

1. Achieve an overall university GPA of at least 2.5.
2. Achieve a computer science grade average of at least 2.7.
3. Achieve at least 2.5 in CS 225, 226, ENGR 160, either MATH 161 or 200 and either MATH 225 or 301.
4. Achieve at least a 2.7 in one course in each of these groups:
   a) ENGL 201 or 205;
   b) MATH 162 or 165 or 225 (for B.S. in CS or B.A. in CS Theory programs) or 200 or 301 or 380 (for B.S. in CIS or B.A. in CS Multimedia programs).

See grading requirements section below.

Selection Process

A faculty committee will select students for advancement in the major. Criteria will include:

- Score on advancement exam
- Overall and departmental GPA
- Work experience
- Grades in required and elective courses
- Progress toward the degree
- Communication skills
- Evidence of dedication and purpose
- Well-roundedness and involvement (as demonstrated by membership in a computer professional society (ACM, IEEE), a service club, ASEWU, or as a community volunteer)
- Affirmed commitment to the Canons of Professional Conduct

The faculty committee may a) admit the student to advanced status in the degree program applied for, b) recommend advancement in a different degree program, c) recommend transfer to a program in another department, or d) require the student to complete additional preparation before advancement.

Grade Requirements: A student must maintain a 2.7 overall university GPA and a Computer Science GPA of at least 2.7. The following courses must be
at a 2.5 to proceed to a course for which it is a prerequisite: CSCD 225, 226, 228, 229, 326, ENGR 160. Attainment of 2.5 in these courses is subject to the course repeat policy below. Prior to registering for courses numbered 412 or higher, students must advance in the major. Application for advancement is made after (or while) completing the following courses: CSCD 229, 260, 326, English 201 or 205, and MATH 162 or 165 or 225, or 200 or 301 or 380. At least one of the ENGL and one of the MATH classes must be at 2.7 or better. A 2.0, subject to the course repeat policy, is required in all other Computer Science, Mathematics, or Engineering courses used in our majors and minors.

Course Repeat Policy: Students will be allowed to repeat a course once for a grade substitution. Following any subsequent repeats, satisfactory completion will be determined by averaging the grades of all repeats of the course.

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

Bachelor of Arts (B.A.)
Multimedia Programming and Development Option (96 - 107 credits)
The B.A. in Computer Science-Multimedia Programming and Development Option focuses on the study of text, graphics, animation, video, design and object oriented programming. The students will design and create CD’s and World Wide Web applications for computer assisted training, games, computer based training, distance learning, kiosks and other forms of electronic media. The program provides a foundation in Computer Science and allows the student to acquire breadth by choosing additional courses in three areas.

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

Required Courses
Computer Science
CSCD 205 Programming Principles Lab I (1)
CSCD 225 Programming Principles I (5)
CSCD 226 Programming Principles II (5)
CSCD 326 Data Structures I (4)
CSCD 411 Multimedia Techniques (4)
CSCD 414 Object-Oriented Programming for Multimedia (4)
CSCD 419 Multimedia Design and Implementation (4)
CSCD 490 Computer Ethics Senior Capstone (4)
CSCD 491 Multimedia or Web Design Project (5)

Supporting Courses
CMST 200 Introduction to Speech Communication (4)
or CMST 201 Public Speaking (5)
ENGL 205 Introduction to Technical Writing (5)
ENGR 160 Digital Circuits (4)
MATH 200 Finite Mathematics (5)
MATH 381 Discrete Mathematics (5)
or MATH 380 Elementary Probability and Statistics (5)
TECH 368 Introduction to Web Page Design (4)

Concentration (8 credits) Select one of the following two-course sequences:
CSCD 378 Web Programming (4) and CSCD 379 Advanced Web Programming (4)
CSCD 416 3D Animation (4) and CSCD 417 Advanced 3D Animation (4)

Electives
Select 7 classes 3 areas

Group 1
Computer Science
CSCD 228 Introduction to Unix (2) and CSCD 229 C Programming Language (3)
CSCD 260 Micro-Assembly Language (5)
or ENGR 260 Microprocessors I (4)
CSCD 325 Object-Oriented Programming (3)
CSCD 327 Data Structures II (4)
CSCD 355 Network Programming (4)
CSCD 334 Advanced Techniques in Visual Basic (4)
CSCD 435 Principles of Programming Languages (3)
CSCD 479 Web Programming - Security (4)
CSCD 495 Internship (5)
CSCD 3XX, 4XX approved 300+ computer science class (3-4)

Group 2
Technology
TECH 216 Computer Graphics (4)
TECH 260 Desktop Publishing (4)
TECH 263 Visual Communication Design I (4)
TECH 366 Electronic Prepress Production (4)
TECH 369 Advanced Web Design (4)
TECH 393 Technology in World Civilization (4)

Group 3
Art
ART 303 Digital Imaging/Computer Graphics (5)
ART 306 Advertising Design (5)
ART 403 Advanced Digital Imaging/Computer Graphics (5)
Electronic Media, Theatre and Film
EMAF 110 Introduction to Electronic Media Production (5)

Group 4
Communication Studies
CMST 309 Communication and Information (5)
CMST 340 Intercultural Communication (5)
CMST 400 Message Design (5)
CMST 403 Persuasion (5)
CMST 414 Gender and Communication (5)
Creative Writing
CRWR 210 Introduction to Creative Writing (5)
CRWR 417 Creative Writing Workshop (5)

English
ENGL 305 Professional Writing (5)
ENGL 404 Software Documentation (5)
ENGL 409 General Editing Problems (5)

Group 5
Business
MKTG 310 Principles of Marketing (4)
MKTG 413 Integrated Marketing Communications (4)

Total required computer science credits 36 credits
Minimum total supporting credits 27 - 28 credits
Total concentration credits 8 credits
Minimum total elective credits 25 - 35 credits
Minimum total credits for above Major 96 - 107 credits

Theory Option (103 - 111 credits)
The Bachelor of Arts degree in Computer Science provides the student with a well developed background in mathematical techniques as well as in computer hardware and software principles. A minor in Mathematics is included in this degree. The program is intended to prepare students both for lifelong learning and for innovative and productive problem solving. The program prepares students for graduate study in the Computing Sciences and for professional careers as innovative researchers and software developers. This four-year program is designed for the computer literate freshman who is qualified to begin Calculus. To finish in four years the student must be prepared to take full loads of up to eighteen credits, though averaging fifteen credits.

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

Required Courses (86-87 credits)
Computer Science
CSCD 205 Programming Principles Lab I (1)
CSCD 225 Programming Principles I (5)
CSCD 226 Programming Principles II (5)
CSCD 228 Introduction to Unix (2)
CSCD 229 C Programming Language (3)
CSCD 260 Micro-Assembly Language (5)
CSCD 326 Data Structures I (4)
CSCD 327 Data Structures II (4)
CSCD 350 Software Design (4)
CSCD 440 Operating Systems I (4)
CSCD 490 Computer Ethics Senior Capstone (4)

Electives
 Select 7 classes 3 areas

Group 1
Computer Science
CSCD 228 Introduction to Unix (2) and CSCD 229 C Programming Language (3)
CSCD 260 Micro-Assembly Language (5)
or ENGR 260 Microprocessors I (4)
CSCD 325 Object-Oriented Programming (3)
CSCD 327 Data Structures II (4)
CSCD 355 Network Programming (4)
CSCD 334 Advanced Techniques in Visual Basic (4)
CSCD 435 Principles of Programming Languages (3)
CSCD 479 Web Programming - Security (4)
CSCD 495 Internship (5)
CSCD 3XX, 4XX approved 300+ computer science class (3-4)

Group 2
Technology
TECH 216 Computer Graphics (4)
TECH 260 Desktop Publishing (4)
TECH 263 Visual Communication Design I (4)
TECH 366 Electronic Prepress Production (4)
TECH 369 Advanced Web Design (4)
TECH 393 Technology in World Civilization (4)

Group 3
Art
ART 303 Digital Imaging/Computer Graphics (5)
ART 306 Advertising Design (5)
ART 403 Advanced Digital Imaging/Computer Graphics (5)
Electronic Media, Theatre and Film
EMAF 110 Introduction to Electronic Media Production (5)

Group 4
Communication Studies
CMST 309 Communication and Information (5)
CMST 340 Intercultural Communication (5)
CMST 400 Message Design (5)
CMST 403 Persuasion (5)
CMST 414 Gender and Communication (5)
Creative Writing
CRWR 210 Introduction to Creative Writing (5)
CRWR 417 Creative Writing Workshop (5)

English
ENGL 305 Professional Writing (5)
ENGL 404 Software Documentation (5)
ENGL 409 General Editing Problems (5)

Group 5
Business
MKTG 310 Principles of Marketing (4)
MKTG 413 Integrated Marketing Communications (4)

Total required computer science credits 36 credits
Minimum total supporting credits 27 - 28 credits
Total concentration credits 8 credits
Minimum total elective credits 25 - 35 credits
Minimum total credits for above Major 96 - 107 credits

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Computer Information Systems Major (110 - 120 credits)
Bachelor of Science (B.S.)
Minimum total credits for above Major 103 - 111 credits
Total philosophy credits 5 credits
Total mathematics credits 25 credits
Total engineering credits 4 credits
Total English credits 5 credits
Minimum total communications credits 4 -5 credits
Total required computer science credits 43 credits
Minimum total communications credits 4 -5 credits
Total English credits 5 credits
Total engineering credits 4 credits
Total mathematics credits 25 credits
Minimum total elective credits 17 - 24 credits
Minimum total credits for above Major 103 - 111 credits

Bachelor of Science (B.S.)
Computer Information Systems Major (110 - 120 credits)
The Computer Information Systems (CIS) program—a professional program concerned with the development, implementation and maintenance of information systems in the business environment—is designed to provide a solid foundation in the technical aspects of computer systems and an understanding of the role of computer information systems in organizations. The program is culminated by a two-quarter internship experience where previous computer science and business skills are applied in a work place information systems environment. The CIS degree is less theoretical and more applied degree than the CS degree. It is designed for students desiring a career in business, non-profit agency or governmental information technologies.
This four-year program is designed for the computer literate freshman who is qualified to begin the Writing Proficiency course and finite mathematics. To finish in four years, the student must be prepared to take full loads of up to eighteen credits, though averaging fifteen credits.
Required Courses
Computer Science Courses
CSCD 205 Programming Principles Lab I (1)
CSCD 225 Programming Principles Lab II (5)
CSCD 226 Programming Principles II (5)
CSCD 228 Introduction to Unix (2)
CSCD 229 C Programming Language (3)
CSCD 260 Micro-Assembly Language (3)
or ENGR 260 Microprocessors I (4)
CSCD 326 Data Structures I (4)
CSCD 327 Data Structures II (4)
CSCD 350 Software Design (4)
CSCD 425 Database Management Systems (4)
CSCD 440 Operating Systems I (4)
CSCD 450 Software Engineering I (4)
CSCD 451 Software Engineering II (4)
CSCD 490 Computer Ethics Senior Capstone (4)
Communication Studies
CMST 200 Introduction to Speech Communication (4)
or CMST 201 Public Speaking (5)
Engineering
ENGR 160 Digital Circuits (4)
English
ENGL 205 Introduction to Technical Writing (5) (Students must have both ENGL 201 and 205)
Mathematics Courses
MATH 200 Finite Mathematics (5)
MATH 301 Discrete Mathematics (5)
MATH 380 Elementary Probability and Statistics (5)
Accounting Courses
ACCT 251 Principles of Financial Accounting (5)
or ACCT 301 Financial Accounting (4)
ACCT 252 Principles of Managerial Accounting (4)
or ACCT 302 Management Accounting (4)
Economics Courses (select two courses: 200, 201 preferred, 100 allowed if taken previously)
ECON 100 General Education Economics (5)
ECON 200 Introduction to Microeconomics (5)
or ECON 300 Microeconomics (5)
ECON 201 Introduction to Macroeconomics (5)
or ECON 301 Macroeconomics (5)
Required Elective Courses
Select four courses from the following lists, with at least 2 from List A.
(Minimum 15 credits)
List A: Select at least 2
CSCD 325 Object-Oriented Programming (3)
CSCD 328 Windows Programming (3)
CSCD 333 Network Programming (4)
CSCD 379 Advanced Web Programming (4)
CSCD 411 Multimedia Techniques (4)
CSCD 414 Object Oriented Programming for Multimedia (4)
CSCD 417 Advanced 3D Animation (4)
CSCD 419 Multimedia Design and Implementation (4)
CSCD 435 Principles of Programming Languages (3)
CSCD 479 Web Programming - Security (4)
CSCD 495 Internship (1 or 2 internships, 5 or 10 credits as approved by department) (5-10)
CSCD 4XX Approved CSCD courses numbered 400 or above (3 to 5)
TECH 377 Microprocessors II (4)
List B
ACCT 356 Cost Accounting (4)
ACCT 359 Accounting Systems (4)
ECON 335 Financial Management (4)
Minimum total computer science credits 51 - 52 credits
Minimum total communication studies credits 4 - 5 credits
Total engineering credits 4 credits
Total English credits 5 credits
Total mathematics credits 15 credits
Minimum total accounting credits 8 - 9 credits
Total economics credits 10 credits
Minimum required elective credits 13 - 20 credits
Minimum total credits for above Major 110 - 120 credits

Bachelor of Science (B.S.)

Computer Science Major (139 - 150 credits)

The Bachelor of Science degree in Computer Science is accredited by the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc. (111 Market Place, Suite 1050, Baltimore, MD 21202 (410)-347-7700).

This program provides majors with a sound educational base from which they can either extend their knowledge through graduate study and research, or branch out into a variety of occupation-oriented specialty areas. The objective of the program is to ensure that graduates have a solid foundation for lifelong learning coupled with specific skills which will prepare them to deliver on the promises of computer technology. The program provides a rich blend of software, hardware, and theory courses. During the junior and senior years, the program allows the student a choice of sequence specialties such as automata and compiler design, artificial intelligence, computer architecture, computer graphics, operating systems, database systems, software engineering, or computer security. The program also includes the requirements for minors in Mathematics and Physics.

The four-year program is designed for the computer literate freshman who is qualified to begin Calculus and the Writing Proficiency course. To finish in four years the student must be prepared to take full loads averaging sixteen credits. Many students will require more than twelve quarters, necessitating part of a fifth year or summer sessions.

Required Courses

Computer Science
CSCD 205 Programming Principles Lab I (1)
CSCD 225 Programming Principles I (5)
CSCD 226 Programming Principles II (5)
CSCD 228 Introduction to Unix (2)
CSCD 229 C Programming Language (3)
CSCD 260 Micro-Assembly Language (3)
CSCD 326 Data Structures I (4)
CSCD 327 Data Structures II (4)
CSCD 350 Software Design (4)
CSCD 420 Finite State Automata (4)
CSCD 435 Principles of Programming Languages (5)
CSCD 440 Operating Systems I (4)
CSCD 460 Computer Systems Architecture and Design (4)
or CSCD 467 Concurrent and Real-Time Systems (4)
CSCD 490 Computer Ethics Senior Capstone (4)
Communication Studies
CMST 208 Introduction to Speech Communication (4)
or CMST 201 Public Speaking (5)

Engineering
ENGR 160 Digital Circuits (4)
ENGR 250 Digital Hardware (2)

English
ENGL 205 Introduction to Technical Writing (5) (Students must complete both ENGL 201 and 205)

Mathematics
MATH 161 Calculus I (5)
MATH 162 Calculus II (5)
MATH 163 Calculus III (5)
MATH 225 Foundations of Mathematics (5)
MATH 231 Linear Algebra (5)
MATH 385 Probability and An Introduction to Statistics (4)

Physics
PHYS 151 General Physics I (4)
PHYS 152 General Physics II (4)
PHYS 155 General Physics III (4)
Choose three of the following
PHYS 161 Mechanics Lab (1)
PHYS 162 Heat and Optics Lab (1)
PHYS 163 Instrumentation Lab I (1)
PHYS 164 Instrumentation Lab II (1)

Computer Science Course

Select one course
BIOL 171 Biology I (4)
and BIOL 270 Biological Investigation (3) (counts as one course)
CHEM 151 General Chemistry (5)
GEOL 120 Physical Geology - The Solid Earth (5)
GEOL 121 Physical Geology - Surficial Processes (5)
PHYS 221 General Physics IV (4)

Concentration
Select one of the following two-course sequences
CSCD 421 Automata and Languages (4) and CSCD 422 Compiler Design (4)
CSCD 425 Database Management Systems (4) and CSCD 427 Database Programming (4)
CSCD 433 Advanced Network Programming (4) and CSCD 434 Network Security (4)
CSCD 441 Operating Systems II (4) and CSCD 442 Operating Systems III (4)
CSCD 450 Software Engineering I (4) and CSCD 451 Software Engineering II (4)
CSCD 461 Digital Systems Design (4) and CSCD 467 Concurrent and Real-Time Systems (4) or CSCD 460 Computer Systems Architecture and Design (4)
CSCD 470 Computer Graphics Programming (4) and CSCD 471 Advanced Graphics Programming (4)
CSCD 481 Knowledge Based Systems (4) and CSCD 482 Machine Learning (4)

Electives
Select five courses, at least 2 in computer science
CSCD 325 Object-Oriented Programming (3)
CSCD 328 Windows Programming (3)
CSCD 333 Network Programming (4)
CSCD 3XX Computer Science Course 421-482 (4-5)
CSCD 495 Internship (5)
CSCD 498 Seminar (prior approval required to count as elective) (4-5)
CSCD 499 Directed Study (with prior approval) (4-5)
MATH 241 Calculus IV (5)
MATH 345 Numerical Analysis I (4)
MATH 347 Introductory Differential Equations (4)
MATH 360 Continuous Functions (4)
MATH 386 Applied Statistics (4)
MATH 431 Introduction to Modern Algebra I (4)
MATH 445 Numerical Analysis II (4)
MATH 447 Differential Equations (4)
TECH 377 Microprocessors II (4)

Total required computer science credits 50 credits

Minimum total communication studies credits 4 - 5 credits

Total elective credits 18 - 25 credits

Minimum total credits for above Major 139 - 150 credits

Minors

Students majoring in other fields may wish to choose a minor in our department since a basic knowledge of the theory and practice of computing is useful in a wide variety of fields.

All computer science department minors require grades of at least 2.0 in each CPLA and CSCD course. Prerequisite grade rules apply to all minors (see grade requirements above).

Computer Applications Minor (28 - 30 credits)
The Minor in Computer Applications is designed for students in many different majors who need to have knowledge of a variety of computer applications. After completion of the core computer literacy courses, the student selects additional elective courses covering computer applications. Elective courses can address a variety of topics such as educational software, web page development, art, business, mathematics, and technology applications.

Required Courses
CPLA 120 Computer Applications Literacy (5)
CPLA 121 Intermediate Computer Applications Literacy (5)
CPLA 215 Internet and WWW Basics (2)

Electives (Choose from the following courses)
ART 393 Digital Imaging/Computer Graphics (5)
ART 403 Advanced Digital Imaging/Computer Graphics (5)
CPLA 339 Presentation Software (4)
CSCD 411 Multimedia Techniques (4)
CSCD 419 Multimedia Design and Implementation (4)
CSED 311 Computers in the Classroom (4)
CSED 312 Classroom Uses of Integrated Software (2)
CSED 419 Multimedia Design and Implementation (4)
CSED 260 Desktop Publishing (4)
CSED 263 Visual Communication Design I (4)
CSED 317 Computer Aided Drafting (4)
CSED 368 Introduction to Web Page Design (4)

Total required credits: 12 credits
Minimum total elective credits: 16 - 18 credits
Minimum total credits for above Minor: 28 - 30 credits

Computer Information Systems Minor (27 credits)

An increasing demand for flexibility in application of computer expertise in many employment settings led to the creation of this minor. Included is the study of software design and engineering. Note: Students must maintain a Computer Science GPA of at least 2.50 and earn at least 2.0 in each computer science course in the minor.

Required Courses
CSCD 205 Programming Principles Lab I (1)
CSCD 225 Programming Principles I (5)
CSCD 226 Programming Principles II (5)
CSCD 326 Data Structures I (4)
CSCD 350 Software Design (4)
CSCD 425 Database Management Systems (4)
CSCD 450 Software Engineering I (4)

Total required credits: 27 credits
Total credits for above Minor: 27 credits
Note: The CIS Minor may be earned entirely in Spokane.

Computer Science Minor (29 - 32 credits)

This minor provides a solid core of computer science knowledge on support of other fields of inquiry and employment. Students minoring in Computer Science must earn a 2.50 GPA in Computer Science course work, and at least a 2.0 in each computer science course in the minor.

Required Courses
CSCD 205 Programming Principles Lab I (1)
CSCD 225 Programming Principles I (5)
CSCD 226 Programming Principles II (5)
CSCD 260 Micro-Assembly Language (3)
CSCD 326 Data Structures I (4)
ENGR 160 Digital Circuits (4)

Electives
Select two 3-5 credit courses from upper division CSCD courses (at least 7 credits). Prior permission is needed for courses 395-399, 495-499.

Total required credits: 22 credits
Minimum total elective credits: 7 - 10 credits
Minimum total credits for above Minor: 29 - 32 credits
Note: It is possible to earn the CS Minor taking only courses given in Spokane.

Multimedia and Web Design Minor (25 credits)

As the World Wide Web grows exponentially the demand for people trained in web design and creation is likewise growing. The skills of web design and web programming have clearly been divided. This minor addresses the demand for web designers and graphics designers for the web. Students must maintain a computer science GPA of at least 2.50 and earn at least 2.0 in each computer science course in the minor.

Required Course
CSCD 491 Multimedia or Web Design Project (5)

Electives
Choose 5 classes from the following list:
CSCD 378 Web Programming (4)
CSCD 379 Advanced Web Programming (4)
CSCD 411 Multimedia Techniques (4)
CSCD 416 3D Animation (4)
CSCD 419 Multimedia Design and Implementation (4)
CSCD 216 Computer Graphics (4)
TECH 368 Introduction to Web Page Design (4)
TECH 369 Advanced Web Design (4)

or other elective with prior approval by the department

Total required credits: 20 credits
Total elective credits: 5 credits
Total credits for above Minor: 25 credits

Multimedia Programming Minor (27 credits)

An increasing demand for multimedia skills in many employment settings led to the creation of this minor. Included is the study of text, graphics, animation, video, design and object oriented programming. Note: Students must maintain a Computer Science GPA of at least 2.50, and earn at least 2.0 in each computer science course in the minor.

Required Courses
CSCD 205 Programming Principles Lab I (1)
CSCD 225 Programming Principles I (5)
CSCD 226 Programming Principles II (5)
CSCD 411 Multimedia Techniques (4)
CSCD 414 Object-Oriented Programming for Multimedia (4)
CSCD 419 Multimedia Design and Implementation (4)

and choice of one of the following
CSCD 334 Advanced Techniques in Visual Basic (4)
CSCD 378 Web Programming (4)
CSCD 416 3D Animation (4)
TECH 368 Introduction to Web Page Design (4)
Or other elective with prior approval by department

Total required credits: 27 credits
Total credits for above Minor: 27 credits

GRADUATE PROGRAMS

Master of Education Degree

Computer and Technology Supported Education
Linda Kieffer, Program Advisor
316 Computing and Engineering Building
(509) 359-7093
linda.kieffer@mail.ewu.edu

In response to the growing need for technology-skilled leaders in education, Eastern’s master’s programs for teachers provide the needed technical and pedagogical expertise. Graduates are prepared to model computer use, integrate technology into the classroom, utilize networks and information sources, and prepare hypermedia and multimedia materials. In addition, he or she is prepared to evaluate and create technology-supported instruction, design and conduct staff development activities, and coordinate building-wide or district-wide technology use.

In addition to the M. Ed. programs outlined below, the Department regularly constructs individual M.S. programs in computer education and instructional technology. Each candidate’s knowledge, skill, and experiences will be evaluated against national standard guidelines (given to each applicant prior to admission). A candidate with a limited computer background may be required to take 2, 4, or 6 credits of CSED 590 (Readings in Technology-Based Education) to meet those guidelines.

Admission Requirements/Preparation
Applicant must meet all EWU requirements for admission to graduate study and have a current teaching certificate and demonstrated competence in use of computers.

Common Requirements and Credit Hours
1. EDUC 520 Methods of Educational Research (4)
2. Psychological Foundations of Education: CEDP 515, 518, or CEDP 519 (4)
3. Historical, Philosophical and Social Foundations of Education: EDUC 502, 503, 505, 506, 507 (any two) (8)

Area Specialization
CSED 591, 592, 593, 594 Computer/Technology core (16)
CSED 415 Internet and Worldwide Web in the Classroom (2)
CSED 492 Computer Networking Lab (2)
CPLA 504 Information Systems-Computers (4)
Approved Electives (8)
CSED 601 Research Report (4)

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In response to the need for skilled professionals in computer science, the Master's Program in Computer Science has been designed to provide opportunities for professional growth in this rapidly changing field. The program provides a balance between practical, up-to-date applications-oriented content, and a strong theoretical framework for continued learning. The computational systems option serves those students wishing to pursue the traditional path in computer science, and the software systems option serves those seeking a hybrid computer science/information systems degree. There is also flexibility within the options that allows individual students to emphasize areas of particular interest.

Admission Requirements/Preparation

The petitioner must (a) complete the Computer Science departmental questionnaire, (b) meet all Eastern Washington University requirements for admission to graduate study, (c) supply transcripts showing the entrance courses below or their equivalent, and (d) International students must provide a TOEFL score of 580 or greater (237 CBT).

All applications for admission must be accompanied by a statement of purpose, a self-evaluation of the potential for completion, and two letters of recommendation. At least one of the letters must be from a computer science instructor or equivalent. The letters of recommendation will be waived for students receiving a degree from this department.

Individuals not having completed the entrance requirements may petition for probationary admission.

Two options are available in the program: The traditional computational systems option will appeal to those with a traditional computer science background with its emphasis on math, hardware and theory. The software systems option will appeal to those with a traditional computer science background with its emphasis on math, hardware and theory. The software systems option serves students with a background in computer information systems engineering and the master of education in computer and technology supported education programs in cooperation with other departments. Call the department office for further information.

Entrance Courses for the Computational Systems Option:

CSCD 225 and 226 Programming Principles I and II
CSCD 228 Intro to Unix
CSCD 229 C Programming Language
CSCD 326 and 327 Data Structures I and II
CSCD 333 Network Programming
CSCD 420 Finite State Automata
CSCD 440 Operating Systems I
CSCD 460 Computer Systems Architecture and Design
MATH 161, 162, and 163 Calculus I, II, and III
MATH 231 Linear Algebra
MATH 225 Foundations of Mathematics
or MATH 301 Discrete Mathematics

Entrance Courses for the Software Systems Option:

CSCD 225 and 226 Programming Principles I and II
CSCD 228 Intro to Unix
CSCD 229 C Programming Language
CSCD 326 and 327 Data Structures I and II
CSCD 333 Network Programming
CSCD 420 Finite State Automata
CSCD 501 Design and Analysis of Algorithms (4)
CSCD 524 Software Engineering (4)
CSCD 540 Advanced Topics in Modern Operating Systems (4)
CSCD 547 Computer Networks (4)
CSCD 580 Intelligent Systems (4)

Option Requirements: 500 level courses (12)
Computational Systems Option
CSCD 575 Computer Systems Design (4)
Two courses in a focus area approved by the department in preparation for research project/thesis (8)

The focus courses may be from Computer Science, Mathematics, or approved related discipline.

Software Systems Option
CSCD 525 Advanced Database Management Systems (4)
Two courses in a focus area approved by the department in preparation for research project/thesis (8)

The focus courses may be from Computer Science, Management Information Systems or approved related discipline.

Electives

These courses must be numbered 400 or above, and must be pre-approved by student’s program advisor. These courses may be from Computer Science, Mathematics, Management Information Systems or other appropriate departments.

Research Requirement

This may be satisfied by (1) CSCD 600 Thesis or (2) CSCD 601 Research Report. Either alternative requires that the student produce clear and concise written work. This work will be presented as part of student's final oral examination.

Note: The courses CSCD 538 Topics in Computer Hardware and CSCD 539 Topics in Computer Science are each worth 3 credits.

Total required core credits 20 credits
Total option requirement credits 12 credits
Total elective credits 14 credits
Total research requirement credits 6 credits
Minimum total credits for above Master's Degree 52 credits

Interdisciplinary: In addition to the master of science in computer science and the master of education in computer science and technology supported education the department offers numerous customized interdisciplinary master's degree programs in cooperation with other departments. Call the department office for further information.

Master of Science in Computer Science

Requirements

Core Requirements

The following courses are required of all students in all options of the Master of Science in Computer Science degree program:

CSCD 501 Design and Analysis of Algorithms (4)
CSCD 524 Software Engineering (4)
CSCD 540 Advanced Topics in Modern Operating Systems (4)
CSCD 547 Computer Networks (4)
CSCD 580 Intelligent Systems (4)

Option Requirements: 500 level courses (12)
Computational Systems Option
CSCD 575 Computer Systems Design (4)
Two courses in a focus area approved by the department in preparation for research project/thesis (8)

The focus courses may be from Computer Science, Mathematics, or approved related discipline.

Software Systems Option
CSCD 525 Advanced Database Management Systems (4)
Two courses in a focus area approved by the department in preparation for research project/thesis (8)

The focus courses may be from Computer Science, Management Information Systems or approved related discipline.

Electives

These courses must be numbered 400 or above, and must be pre-approved by student’s program advisor. These courses may be from Computer Science, Mathematics, Management Information Systems or other appropriate departments.

Research Requirement

This may be satisfied by (1) CSCD 600 Thesis or (2) CSCD 601 Research Report. Either alternative requires that the student produce clear and concise written work. This work will be presented as part of student's final oral examination.

Note: The courses CSCD 538 Topics in Computer Hardware and CSCD 539 Topics in Computer Science are each worth 3 credits.

Total required core credits 20 credits
Total option requirement credits 12 credits
Total elective credits 14 credits
Total research requirement credits 6 credits
Minimum total credits for above Master's Degree 52 credits

Interdisciplinary: In addition to the master of science in computer science and the master of education in computer science and technology supported education the department offers numerous customized interdisciplinary master's degree programs in cooperation with other departments. Call the department office for further information.
Computer Literacy Courses

CPLA 100 Computer Literacy I (1)
FALL/WINTER/SUMMER
Graded Pass/No Credit. Does not count toward the 180 credit requirement.
Prerequisite: Computer Literacy I and II or the equivalent.
Course fee required. Passing the literacy exam at the end of this course gives clearance of Computer Literacy Part I.

CPLA 101 Computer Literacy II (1)
FALL/WINTER/SUMMER
Prerequisite: CPLA 100 or equivalent.
Course fee required. Passing the literacy exam at the end of this course gives clearance of Computer Literacy Part II.

CPLA 120 Computer Applications Literacy (5)
FALL/WINTER/SUMMER
Prerequisite: CPLA 100 or equivalent.
Course fee required. Passing the literacy exam at the end of this course gives clearance of Computer Literacy Part II.

CPLA 121 Intermediate Computer Applications Literacy (5)
SPRING
Prerequisite: CPLA 120 or equivalent.
A study of popular microcomputer software including, but not limited to word processing, electronic spreadsheet, database, desktop publishing, presentation graphics, internet and web tools. Course uses the Windows environment.

CPLA 131 Intermediate Word Processing (1)
SPRING
Prerequisite: CPLA 100 and 120.
Building upon the foundation knowledge established in CPLA 100 or 120, and expanding knowledge and facility in the use of a word processing program.

CPLA 132 Intermediate Spreadsheets (1)
SPRING
Prerequisite: CPLA 100 and 120.
Building upon the foundation knowledge established in CPLA 101 or 120, and expanding knowledge and facility in the use of an electronic spreadsheet program.

CPLA 133 Intermediate Presentation Software (1)
SPRING
Prerequisite: CPLA 100 and 120.
Building upon the foundation knowledge established in CPLA 100 or 120, and expanding knowledge and facility in the use of a presentation software program.

CPLA 134 Intermediate Database Software (1)
SPRING
Prerequisite: CPLA 100 and 120.
Building upon the foundation knowledge established in CPLA 101 or 120, and expanding knowledge and facility in the use of a database software program.

CPLA 199 Directed Study (1-5)

CPLA 215 Internet and WWW Basics (2)
FALL/WINTER/SUMMER
Prerequisite: Computer Literacy II clearance.
Investigation of the internet and World Wide Web (WWW). Web searching and research techniques on the Web are presented. Each student will create a home page. Use of electronic mail, mailing lists, news readers, and FTP will be explored. Issues associated with the Internet and WWW will be discussed including privacy and social impact. Projects utilizing the Internet and WWW are major parts of the course.

CPLA 339 Presentation Software (4)
WINTER
Prerequisite: Computer Literacy II clearance.
Explore several presentation software packages. Examples including education, business, and personal uses of presentation software packages will be used for context as the abilities and techniques of presentation software is presented.

CPLA 396 Experimental Course (1-5)
CPLA 398 Seminar (2-5)
CPLA 496 Experimental Course (1-5)
CPLA 499 Directed Study (1-5)

CPLA 504 Information Systems - Computers (4)
FALL/WINTER/SUMMER
Prerequisite: CPLA 120 or equivalent.
Computers as information tools from a societal-cultural perspective; impacts of information systems in an organizational environment, on society and on the individual, and the future directions in which the forces of technology and computing are tending to move us. Particular emphasis is given to applied ethical and privacy issues involving computer use. Students will practice small group communications with colleagues and with undergraduate computing sciences majors.

CPLA 601 Project Report (2-16)
A research study in lieu of a bound thesis conducted as partial fulfillment of a master’s degree under the direction of a graduate committee.

Computer Science Courses

CSCD 102 Lab for Programming in Basic (1-2)
FALL
Prerequisite: Concurrent enrollment in CSCD 132.
This course provides a hands-on experience with programming concepts used in CSCD 132. Programming in BASIC. Programming concepts covered will consist of a review of those presented in CSCD 132 including syntax, program structure, and program design. Students will compile, save, print, debug, and run programs using those concepts.

CSCD 132 Programming in Basic (3)
FALL
Prerequisite: Computer Literacy.
The standard BASIC language with emphasis on modular program development through user-defined subprograms and functions.

CSCD 196 Experimental Course (1-5)
CSCD 199 Directed Study (1-5)

CSCD 205 Programming Principles Lab II (1-2)
FALL/WINTER/SUMMER
Prerequisite: Concurrent enrollment in CSCD 225 is required.
This course provides a hands-on introduction to the programming environment and programming concepts used in CSCD 225, Programming Principles I. Programming environment topics include compiling, saving, printing and running programs, and using the debugger. Programming concepts covered will consist of a review of those presented in CSCD 225, including syntax, program structure, and program design.

CSCD 206 Programming Principles Lab II (1-2)
FALL/WINTER/SUMMER
Prerequisite: Concurrent enrollment in CSCD 226.
This course provides a hands-on experience with programming concepts used in CSCD 226, Programming Principles II. Programming concepts covered will consist of a review of those presented in CSCD 226 including syntax, program structures, and program design. Students will compile, save, print, debug, and run programs using those concepts.

CSCD 208 Unix Lab (1)
Prerequisite: Concurrent enrollment in CSCD 228.
This course provides a hands-on experience with the operating system covered in CSCD 228 UNIX. Concepts covered will consist of a review of those presented in CSCD 228 and students will develop greater proficiency in use of the operating system through hands-on experience.

CSCD 209 C Programming Lab (1-2)
FALL/WINTER/SUMMER
Prerequisite: Concurrent enrollment in CSCD 229.
This course provides a hands-on experience with programming concepts used in CSCD 229. Programming concepts covered will consist of a review of those presented in CSCD 229 including syntax, program structure, and program design. Students will compile, save, print, debug, and run programs using those concepts.
CSCD 225 Programming Principles I (5)
FALL/WINTER/SPRING
Prerequisites: CPLA 100 or 120, and MATH 104 and concurrent registration in MATH 105 or Math Proficiency. Concurrent enrollment in CSCD 205 required.

Introduction to the concepts and practices of information representation, computer algorithms, hardware organization and computer program design and implementation. Course allows student to write, run, debug, analyze and evaluate computer programs written in a current programming language, such as Java. Topics include: data types, control structures, functions, calls, parameter passing, 1D arrays - sorting and searching algorithms, and recursion.

CSCD 226 Programming Principles II (5)
FALL/WINTER/SPRING
Prerequisites: CSCD 225, MATH 105 or Math Proficiency.
An introduction to simple data structures, such as arrays, structures, and simple classes, using a current programming language. Fundamental sorting and searching algorithms are examined and evaluated. Topics include: 2D arrays, object cloning, data abstraction, polymorphism, inheritance, interfaces, inner classes, abstract classes, files, string classes, basic GUI design, exception handling, and threads.

CSCD 228 Introduction to Unix (2)
FALL/WINTER/SPRING
Prerequisites: CPLA 100 or 120 and pre- or concurrent registration in CSCD 225.
An introduction to the use of the UNIX operating system. The use of interactive shells, common text editors, utility programs, electronic mail, and graphical user interfaces are covered as well as file system structure and accessing the Internet.

CSCD 229 C Programming Language (3)
FALL/WINTER/SPRING
Prerequisites: CSCD 226, concurrent CSCD 228, Math Proficiency.
A comprehensive study of syntax and programming techniques of the C language. Students will study and write programs involving all aspects of the language from simple statements through structures, pointers, and linked lists and will learn the use of operating system calls. Topics include: procedural programming, C pointers, arrays, pointer arithmetic, functions and parameter passing, data types and structures - make and makefiles.

CSCD 230 Scientific Programming in Fortran (5)
Prerequisites: MATH 106 or equivalent.
A thorough study of the FORTRAN language and computer programming, in which programs are written based on problems from scientific and engineering disciplines.

CSCD 231 Visual Basic Programming (3)
Prerequisites: CSCD 132 or 225.
An exploration of the syntax and programming techniques of the Visual Basic environment. Students will study and write programs involving fundamental aspects of Visual Basic from properties of forms and controls to database access and operating system calls.

CSCD 255 C Programming for Engineers (5)
Prerequisite: MATH 105 or Math Proficiency.
Learning to use the “C” language in the context of beginning computer science concepts and engineering practices. This course will provide students with a familiarity with the C programming language, skills and understanding of programming concepts, experience programming in a structured, modular manner consistent with accepted programming practices, and basic programming principles in the context of engineering problems.

CSCD 260 Micro-Assembly Language (3)
FALL/WINTER/SPRING
Prerequisites: ENGR 160, CSCD 225 or 255, MATH 105 or Math Proficiency.
Fundamental microcomputer hardware and the instruction set for a single tasking, single user microprocessor. Homework assignments will include assembly language programming emphasizing I/O device access and features that support high level languages.

CSCD 298 Seminar (1-5)
FALL/WINTER/SPRING/SUMMER
Prerequisite: Prior permission of the instructor and the department chair.
Subjects studied vary according to student and faculty interest.

CSCD 305 Oop Lab (1-2)
Prerequisite: Concurrent enrollment in CSCD 325.
This course provides a hands-on experience with programming concepts used in CSCD 325, Object Oriented Programming. Programming concepts covered will consist of a review of those presented in CSCD 325 including syntax, program structure, and program design. Students will compile, save, print, debug, and run programs using those concepts.

CSCD 308 Windowing Lab (1-2)
Prerequisite: Concurrent enrollment in CSCD 328.
This course provides a hands-on experience with programming concepts used in CSCD 328, Windows Programming. Programming concepts covered will consist of a review of those presented in CSCD 328 including syntax, program structure, and program design. Students will compile, save, print, debug, and run programs using those concepts.

CSCD 310 Contest Problems (1-5)
Prerequisite: Concurrent enrollment in CSCD 326.
Students participate in solving problems with computer programming. This is preparation for periodic local and regional programming contests.

CSCD 325 Object-Oriented Programming (3)
Prerequisites: Math Proficiency, and either CSCD 229 or both CSCD 226 and 255.
More advanced programming concepts such as recursion and object-oriented concepts such as classes, inheritance, and polymorphism. Projects will be written in an object-oriented language. Focuses on differences between Java and C++.

CSCD 326 Data Structures I (4)
FALL/WINTER/SPRING
Prerequisites: CSCD 226 and Math Proficiency.
Basic abstract concepts of data structures. Topics include: Linear data structures including stacks, queues, and linked lists. Linked, multi-linked and contiguous representation. Analysis of hashing and recursion. Mathematical analysis of complexity of searching and sorting algorithms, binary search trees and heaps. Requires programming projects with formal documentation.

CSCD 327 Data Structures II (4)
FALL/WINTER/SPRING
Prerequisites: CPLA 101 or 120, CSCD 326, ENGL 201 and either MATH 225 or 301.

CSCD 328 Windows Programming (3)
Prerequisites: CSCD 326 and Math Proficiency.
Introduction to general techniques of programming in a graphical, windowed environment. System events, menus, dialog boxes, GUI controls, callback functions, clipboards and device-independent graphical programming techniques are among the selected topics. Additional topics may include object linking and embedding, and multi-threading. Requires programming projects.

CSCD 333 Network Programming (4)
FALL/SPRING
Prerequisite: (CPLA 101 or 120), and CSCD 226, and CSCD 228, and CSCD 229, and (CSCD 260 or ENGR 260).
Fundamental concepts, protocol mechanisms and programming skills for modern computer networks are highlighted. The course includes a technical overview of telecommunication media and fundamental protocols for the Internet such as ISO/OSI layers, Ethernet, wireless technologies; error detection and recovery; collision detection and channel allocation. In addition there will be a comprehensive and in-depth study of internetworking architectures and protocols such as addressing, fragmentation and reassembly, error reporting, and routing, as well as programming skills for network-centric system development such as client-server computing and API.

CSCD 334 Advanced Techniques in Visual Basic (4)
SPRING
Prerequisite: CSCD 234 (or familiarity with Visual Basic and either CSCD 226 or 229).
Advanced programming techniques in Visual Basic such as classes, ActiveX concepts, database access, interactive web pages, and API. Individual and/or group programming projects with formal documentation are required.

CSCD 350 Software Design (4)
FALL/WINTER/SPRING
Prerequisite: CSCD 326.
An in-depth exploration of software design principles, paradigms, and techniques. Topics will include classical, and object-oriented, systems design, human-computer interaction, and user interface design. Students will work individually and collaboratively to develop, document, present, and evaluate alternative design solutions. Formal documentation and written reports are required.

CSCD 378 Web Programming (4)
WINTER
Prerequisites: CSCD 226 and TECH 368.
Study web programming based on the current research. APIs such as Document Object Model will be presented. Learn how to write code for the web that is portable across platforms and browsers.

www.ewu.edu
CSCD 379
Advanced Web Programming (4)
SPRING
Prerequisites: CSCD 226, TECH 368, CSCD 378.
Advanced study of web programming based on a popular API with emphasis placed on the server and portability across platforms and browsers. Database connectivity will be an important component of the course.

CSCD 395
Internship (1-10)

CSCD 396
Experimental Course (1-5)

CSCD 397
Workshops, Short Courses, Conferences (1-5)

CSCD 398
Seminar (2-5)

CSCD 399
Directed Study (1-5)
FALL/WINTER/SPRING/SUMMER
Prerequisites: Prior permission of the instructor and the department chair.

CSCD 411
Multimedia Techniques (4)
FALL
Prerequisites: CPLA 101 or 120, Math Proficiency, and one of the following: CSCD 225, 132, 255, MISC 312. Study of computer generated media; text, still graphics, animation, and sound. The strengths of each medium will be explored and a computer presentation using each medium will be created with appropriate software. A final presentation will be multimedia. The student will develop an electronic portfolio using the different media.

CSCD 414
Object Oriented Programming for Multimedia (4)
WINTER
Prerequisites: CSCD 326, 411, Math Proficiency. Lingo is the object oriented programming language of Macromedia Director. This course will introduce the programming of Lingo objects to create and control sprites and other cast members in a multimedia presentation.

CSCD 416
3D Animation (4)
Prerequisites: CSCD 226, 411. (ACS special code)
Learning and implementing the fundamental concepts of 3D animation using 3D Studio Max. Students will learn the basics about modeling, texturing and animation using one of the most popular software packages in the industry. Evaluation and identification of strengths and weaknesses of examples of 3D animations will be included. The creation of a 3D animation project will be required.

CSCD 417
Advanced 3D Animation (4)
Prerequisite: CSCD 416. (ACS special code)
An advanced course in 3D Animation theory and application. This course will include advanced work in photorealism, nurbs, basic character development, lighting, and camera techniques. A project will be required in this course.

CSCD 419
Multimedia Design and Implementation (4)
SPRING
Prerequisite: CSCD 411 or permission of the instructor. Study of system design and the software development cycle of computer generated multimedia applications. The user interface will be studied. The design and implementation of a "real world" multimedia project will be part of the class.

CSCD 420
Finite State Automata (4)
WINTER
Prerequisite: CSCD 260 or ENGR 260, CSCD 327, and MATH 225 or 301.
A study of sequential machines—their algebraic, structural, and logical properties.

CSCD 421
Automata and Languages (4)
WINTER
Prerequisite: CSCD 228, 420.
Correspondence between automata, languages, and logic circuits. Also covered are the relationships between Turing machines, computability and transducers as algebraic systems. Theory is applied to the first phase of compiler design. Programming assignments are required. Lab.

CSCD 422
Compiler Design (4)
Prerequisite: CSCD 421.
Analysis of syntactic structures as applied to context-free and type 3 grammars. Theoretical development of parsing schema as well as practical applications in implementing such structures. Programming assignments, oral presentations and written reports are required. Lab.

CSCD 425
Database Management Systems (4)
FALL
Prerequisite: CSCD 326.
An in-depth introduction to fundamental concepts associated with the design, implementation, and use of database systems with particular emphasis on relational database management systems. Topics will include database modeling and design techniques, languages and facilities provided by database management systems, and representative implementations. Students will use a state-of-the-art DBMS to design, load, query, maintain and administer a relational database. Individual client/server programming projects, including oral presentations and written reports, are required.

CSCD 427
Database Programming (4)
WINTER
Prerequisite: CSCD 425.
An in-depth study of fundamental concepts associated with the design, implementation, and maintenance of n-tier applications with particular emphasis on web-based database applications. Topics will include scripting languages, application servers, and web services. Students will use a state-of-the-art development tool to design, implement, and deploy a 3-tier application against a relational database. Individual and/or team programming projects, including oral presentations and written reports, are required.

CSCD 433
Distributed Multiprocessing Environments (4)
Prerequisites: CSCD 440, familiarity with Unix/Linux and with the C and Java programming languages. (ACS special code)
Parallel processing concepts and history, followed by the study and comparison of several multiprocessing environments (such as Java threads, PVM, and MPI).

CSCD 450
Software Engineering I (4)
WINTER
Prerequisites: CSCD 326, 350, ENGL 205 and CSCD 425, (ACS special code)
Software engineering paradigms, principles, and techniques. Topics will include software engineering paradigms, software life cycle models, requirement specifications, classical and object-oriented analysis and design, verification and validation, reuse, tools, metrics and project management. This course is the first in the two-quarter software engineering series and topics not covered in this course may be covered in the second course. Students will develop individual and team skills by implementing a functional prototype of a client/server information system from a requirements document. Teams will be introduced to and use CASE, relational DBMS, IDE, and project management software. Programming assignments, oral presentations and written reports are required.
CSCD 451  
Software Engineering II (4)  
SPRING  
Prerequisite: CSCD 450. (ACS special code)  
Application of principles and techniques learned in CSCD 450 to team development of client-sponsored projects. Based on a requirements document provided by their client, each team will use appropriate tools and management skills to specify, design, implement, install, test, and document a software solution that meets the client's needs. Project management, software quality assurance, and software configuration management plans are required. Each team will include members from the ENGL 404 Software Documentation class. Oral reports and oral presentations are required of all teams and team members.

CSCD 460  
Computer Systems Architecture and Design (4)  
FALL  
Prerequisites: CSCD 226, ENGR 250, and either CSCD 360 or ENGR 260. (ACS special code)  
A study of computer processor design at the levels of the instruction set, the system architecture, and logical gates. Knowledge of Boolean algebra and digital circuits is combined with a viewpoint of computers at the assembly language level to build a complete understanding of how modern computer processors actually work, with some techniques and tradeoffs that go into their design. The simulation of digital circuits using a high-level procedural programming language is also included. A programming project will be required.

CSCD 467  
Advanced Graphics Programming (4)  
SPRING  
Prerequisite: CSCD 470 or equivalent. (ACS special code)  
Theory and programming techniques for advanced three-dimensional computer graphics and realistic rendering. Included topics: solid modeling of 3D objects, light and color modeling, realistic object rendering using Phong and Gouraud shading techniques, texture mapping, and other advanced rendering techniques such as the production of shadows and reflection. The use of advanced rendering techniques in 3D games will also be covered. Requires programming assignments.

CSCD 474  
Advanced Graphics Programming (4)  
FALL  
Prerequisites: CSCD 470 or equivalent. (ACS special code)  
Theory and programming techniques for advanced three-dimensional computer graphics and realistic rendering. Included topics: solid modeling of 3D objects, light and color modeling, realistic object rendering using Phong and Gouraud shading techniques, texture mapping, and other advanced rendering techniques such as the production of shadows and reflection. The use of advanced rendering techniques in 3D games will also be covered. Requires programming assignments.

CSCD 479  
Computer Ethics Senior Capstone (4)  
FALL/WINTER/SPRING  
Prerequisites: CSCD 412 and 414. (ACS special code)  
In-depth discussion of professional ethics and moral reasoning and behavior in the areas of client, computer, and society. Involves case studies and projects. Required of all students in the major.

CSCD 480  
Advanced Graphics Programming (4)  
SPRING  
Prerequisite: CSCD 470 or equivalent. (ACS special code)  
Theory and programming techniques for advanced three-dimensional computer graphics and realistic rendering. Included topics: solid modeling of 3D objects, light and color modeling, realistic object rendering using Phong and Gouraud shading techniques, texture mapping, and other advanced rendering techniques such as the production of shadows and reflection. The use of advanced rendering techniques in 3D games will also be covered. Requires programming assignments.

CSCD 481  
Knowledge Based Systems (4)  
WINTER  
Prerequisite: CSCD 480 or permission of the instructor. (ACS special code)  
This course focuses on AI programming techniques and languages, and on basic intelligent systems. This course covers knowledge and/or group programming projects.

CSCD 482  
Knowledge Based Systems (4)  
SPRING  
Prerequisite: CSCD 480 or permission of the instructor. (ACS special code)  
This course covers knowledge and/or group programming projects.

CSCD 490  
Computer Ethics Senior Capstone (4)  
FALL/WINTER/SPRING  
Prerequisites: ENGL 201 and ENGL 205 and (advanced in the major or ENGL 305) and (CMST 200 or 300). Computers as tools from a societal-cultural perspective; impacts of information systems in an organizational environment, on society and on the individual, and the future directions in which the forces of technology and computing are tending to move us.
CSCD 525
Advanced Database Management Systems (4)
Prerequisite: CSCD 425.
A variable-content course. An in-depth study of a commercial relational DBMS and selected database systems topics. Possible topics include data access patterns, data mining, distributed databases, multimedia databases, query optimization, object-oriented DBMS, knowledge-based systems, design and programming of 2 and 3 Tier Applications using web services and XML. Individual research projects are required.

CSCD 538
Topics in Computer Hardware (4)
May be taken more than once provided distinct topics are studied.
Prerequisite: Graduate standing in Computer Science or permission of the instructor.
A variable content course dealing with some aspect of computer hardware. Possible topics include network theory, VLSI design, control systems, digital systems design, switching and automata theory, computer-aided engineering.

CSCD 539
Topics in Computer Science (4)
May be taken more than once provided distinct topics are studied.
Prerequisite: Graduate standing in Computer Science or permission of the instructor.
A variable content course dealing with an area of computer science other than hardware. Possible topics include compiler design, advanced operating systems, computational complexity, computer graphics, software testing and verification, artificial intelligence, pattern recognition, computer simulation and modeling, graph algorithms.

CSCD 540
Advanced Topics in Modern Operating Systems (4)
Prerequisites: CSCD 440, 441.
The study of advanced topics from modern operating systems. Topics may include but are not limited to device drivers, embedded operating systems, real-time operating systems, modern operating system security designs and mechanism, and performance measurement and evaluation.

CSCD 543
Distributed Multiprocessing Environments (4)
Prerequisites: CSCD 440, and familiarity with Unix and with the C and Java programming languages.
Parallel processing concepts and history, followed by the study and comparison of several multiprocessing environments (such as Java threads, PVM, and MPI) problems. Individual research project required.

CSCD 547
Computer Networks (4)
Prerequisite: CSCD 326, 333.
Design and analysis of computer networks are the focus. Comprehensive study of future and advanced networking technologies such as multiplexing, ATM, NAT and IPv6; dominant network applications such as DNS, E-mail, file transfers and WWW; and advanced programming skills and architectures such as RPC, CORBA, and middleware are covered. Typically, a comprehensive project is assigned.

CSCD 570
Photo-Realistic Computer Graphics (4)
Prerequisite: CSCD 471 or equivalent.
Theory and programming techniques of global illumination for photorealistic rendering in computer graphics. Included topics: basics of ray tracing, advanced ray tracing topics including stochastic ray tracing, incorporation of other global illumination techniques including radiosity and photon tracing. Requires programming assignments.

CSCD 575
Computer Systems Design (4)
Prerequisite: CSCD 460 or equivalent.
A survey of computer system architecture including layers of machine description, instruction sets, interrupt handling, memory hierarchies, I/O subsystems, and buses.

CSCD 580
Intelligent Systems (4)
Prerequisites: Graduate standing in Computer Science and CSCD 526 or permission of the instructor.
This course introduces the student to the topic of developing intelligent machine behavior. Covered material will include state of the art topics, and may vary somewhat. Representative techniques described include artificial intelligence programming techniques, pattern recognition, rule-based systems, neural networks, fuzzy logic, and machine learning. These techniques will be applied to several application areas, such as intelligent agents and robots, intelligent user interfaces/assistants, and control systems. This course is the first in the three quarter Intelligent Systems series, and topics not covered in this course may be covered in the remaining two courses of the series. Typically, the first course focuses on AI programming techniques and languages, and on basic intelligent systems. This course requires graduate level individual and/or group programming projects.

CSCD 581
Knowledge-Based Systems (4)
Prerequisites: Graduate standing in Computer Science and CSCD 580 or permission of the instructor.
This course is a continuation of the Intelligent systems series. The focus of this second course is typically on knowledge based systems. Course covers knowledge engineering and implementation of knowledge based systems, including expert systems and natural language processing systems. This course requires individual and/or group programming projects.

CSCD 582
Machine Learning (4)
Prerequisites: Graduate standing in Computer Science and CSCD 580 or permission of the instructor.
This course is a continuation of the Intelligent Systems series. This course focuses on the tools and techniques available for implementing artificial learning systems, including neural networks, rule-based learning, and others. This course requires individual and/or group programming projects.

CSCD 595
Professional Internship (2-16)

CSCD 596
Experimental Course (2-5)

CSCD 597
Workshops (1-5)
Note: Workshop credit cannot be used to fulfill graduate degree requirements.

CSCD 598
Seminar (1-5)

CSCD 599
Independent Study (1-6)
Prerequisites: Prior permission of the instructor and the department chair.

CSCD 600
Thesis (2-16)
Graded Pass/No Credit.
A research thesis under the direction of a graduate committee.

CSCD 601
Research Report (2-16)
Graded Pass/No Credit.
A research study in lieu of a bound thesis conducted as partial fulfillment of a master's degree under the direction of a graduate committee.

CSCD 696
College Teaching Internship (1-12)
Graded Pass/No Credit.
Teaching a lower-division college course under supervision of a regular faculty member. Includes course planning, arranging bibliographical and instructional aids, conferences with students, experience in classroom instruction and student course evaluation.

Computer Science Education Courses

CSED 311
Computers in the Classroom (4)
FALL/WINTER/SPRING
Prerequisites: Computer Literacy I and Computer Literacy II clearance, and admission to the Education Department or current teaching certificate.
An introduction to educational applications of integrated productivity software, utility programs, Computer-Assisted Instruction (CAI) software, telecommunications, Internet and World Wide Web, the process of software and hardware selection for educational purposes, and methods of effectively integrating technology into the classroom. Assignments will include computer projects using productivity software, utility software, and construction of CAI software using high level authoring systems. Ethical and equity issues for educational computing will be discussed.

CSED 312
Classroom Uses of Integrated Software (2)
Prerequisite: Junior standing.
Study of major components of an integrated software system (word processing, spreadsheet, and data base programs). Classroom applications are studied. No previous computer experience assumed. Additional laboratory time required.

CSED 392
Computer Technology in the Secondary School (4)
WINTER
Prerequisite: Junior standing.
Technological and pedagogical considerations for integrating and using computer technology in secondary schools. Develop computer-based learning activities for individuals and groups. Practical uses of the computer as a tool in the secondary classroom.

CSED 396
Experimental Course in Computers and Education (1-5)
FALL/WINTER/SPRING/SUMMER
Prerequisite: Vary according to topic.
Selected topics to be arranged in response to identified needs in the field.
CSED 399  
**Directed Study (1-5)**  
FALL/WINTER/SPRING/SUMMER  
Prerequisites: Permission of the instructor and department chair.

CSED 415  
**Internet and World Wide Web in the Classroom (2)**  
FALL/WINTER/SPRING/SUMMER  
Prerequisites: Computer Literacy and either admission to the Education Department or current teaching certificate. Investigation of the Internet and World Wide Web and their use in the classroom. Issues associated with the Internet and Web use will be discussed including privacy concerns, commercialization, social impacts, and credibility. Projects involving the use of the Internet and Web in the classroom will be a major part of the course.

CSED 492  
**Computer Networking Laboratory (2)**  
FALL/SPRING/SUMMER  
Prerequisite: CSCD 333 or CPLA 592. A hands-on, practical experience in installing, maintaining, and using a computer network.

CSED 496  
**Experimental Course (1-5)**  
FALL/WINTER/SPRING/SUMMER  
Prerequisite: Vary according to topic.  
Course content varies.

CSED 497  
**Workshops, Short Courses, Conferences (1-5)**  
FALL/WINTER/SPRING/SUMMER  
Prerequisite: Vary according to topic.  
Selected topic to be arranged in consultation with the requesting organization.

CSED 498  
**Seminar (1-5)**  
FALL/WINTER/SPRING/SUMMER  
Prerequisite: Vary according to topic.  
Selected topics to be arranged in response to identified needs in the field.

CSED 499  
**Directed Study (1-5)**  
FALL/WINTER/SPRING/SUMMER  
Prerequisite: Permission of the instructor and department chair.

CSED 539  
**Topics: Computers in Education (1-5)**  
Prerequisite: Graduate standing or permission of the instructor. (Other prerequisites added according to topic.)  
A variable content course dealing with some aspect of computers in education.

CSED 590  
**Readings in Technology-Supported Education (1-2)**  
Two credits per negotiated area, multiple registrations permitted.  
Prerequisite: Computer Literacy.  
Readings courses providing up-to-date knowledge and skills required by technology specialists in education (with an emphasis on K-12). Designed to fill gaps in those knowledge and skills expected by national standards. Topic areas are negotiated individually but may include educational research; learning theory; instructional design; equipment acquisition, maintenance, and management; facilities management; methods for teaching with and about technology; and staff development methods and issues.

CSED 591  
**Technology and the Classroom (4)**  
Prerequisites: Computer literacy and a teaching certificate. Use of technology within the classroom, factors in integrating technology into the curriculum, and evaluation of software for specific classroom use. Readings from current literature that describe the past, present, and future uses of technology in education. Readings from current literature that describe connections between technology use and research results from learning theory and instructional design.

CSED 592  
**Fundamentals of Computer Hardware and Networks (4)**  
Prerequisites: Computer literacy and a teaching certificate. Study of the components of computer systems, peripheral devices, and networks. Considerations in the selection of hardware and networks for schools.

CSED 593  
**Multimedia for Education (4)**  
Prerequisite: Computer literacy. Study of high-level authoring languages/systems and techniques for use in developing computer/technology-based learning materials and strategies. Considerations, including human factors, in the design of user interfaces. Use of software engineering principles in developing multimedia software.

CSED 594  
**Development of Technology-Delivered Learning Activities (4)**  
Prerequisite: CSED 591.  
Technological and pedagogical considerations for developing technology-based learning activities for individuals and groups. Practical applications to traditional CAl, the use of productivity tools, and the use of problem-solving software.

CSED 595  
**Professional Internship (2-16)**  
Graded Pass/No Credit.  
Prerequisite: Graduate standing.

CSED 596  
**Experimental Course (2-5)**  
Prerequisite: Graduate standing or permission of the instructor. (Other prerequisites assigned according to topic of the course.)

CSED 597  
**Workshops (1-5)**  
Prerequisite: Graduate standing or permission of the instructor. (Other prerequisites assigned according to topic of the course.)  
Note: Workshop credit cannot be used to fulfill graduate degree requirements.

CSED 598  
**Seminar (1-5)**  
Prerequisite: Graduate standing or permission of the instructor. (Other prerequisites added according to topic.)

CSED 599  
**Independent Study (1-6)**  
Prerequisite: Graduate standing or permission of the instructor.

CSED 600  
**Thesis (2-16)**  
Graded Pass/No Credit.  
Prerequisite: Graduate standing.  
A research thesis under the direction of a graduate committee.

CSED 601  
**Project Report (2-16)**  
Graded Pass/No Credit.  
Prerequisite: Graduate standing or permission of the instructor. (Other prerequisites added according to topic.)  
A research study in lieu of a bound thesis conducted as partial fulfillment of a master’s degree under the direction of a graduate committee.

CSED 696  
**College Teaching Internship (1-12)**  
Graded Pass/No Credit.  
Teaching a lower-division college course under supervision of a regular faculty member. Includes course planning, arranging bibliographical and instructional aids, conferences with students, experience in classroom instruction and student course evaluation.
COUNSELING, EDUCATIONAL AND DEVELOPMENTAL PSYCHOLOGY

College of Education and Human Development
Nick Jackson, Chair
135Q Martin Hall
(509) 359-2827

B.A.E., B.S.
Minors
M.Ed., M.S.

Graduate Certificate
Faculty: A. Arndt, C. Cleanthous, K. Engebretson, R. Guillory, P. Hoang, N. Jackson, G. Jefferson, S. Leverett-Main, B. Levin-Stankiewicz, N. Marchand-Martella, R. Martella, M. Moore, M. Rebar, F. Simonsen, K. Waldron-Soler, M. Young

Special Faculty: A. Basham, R. Broaers, S. Chapman, B. Leonard, V. Meblert, A. Przychodzi-Havis, L. Warner

UNDERGRADUATE PROGRAMS

The rapid changes of society demand that all persons have a better understanding of the human condition and professionals be trained to deal with increasingly complex problems. The outstanding faculty members of the Department of Counseling, Educational and Developmental Psychology prepare students to meet the challenges of personal, family, community, and social issues.

Using the processes and principles of human development as a foundation, students learn to think critically and work skillfully in settings such as mental health agencies, day care centers, special education classrooms, support agencies for persons with developmental delays, convalescent hospitals, and many other social service settings. They will be able to use psychological and developmental principles to understand conflict, to generate alternate responses, to act on educated judgment, to modify contexts to bring about desired changes while recognizing the dignity of persons, to promote human welfare, and to maintain scholarly integrity. The department integrates a solid theoretical base with applied experiences in all programs.

The department’s special equipment and rooms enable students to improve the quality of their academic preparation. Students can video record, review, and critique their performance in rooms with interactive video capability. Computer and space resources are made available for individual and group research projects. Faculty members regularly make themselves available to students who engage in research. Study carrels are available for use by students.

The Department of Counseling, Educational and Developmental Psychology has the following undergraduate programs: Bachelor of Science in Applied Developmental Psychology, Bachelor of Arts in Education in Child Development/Elementary, and Bachelor of Arts in Education in Special Education.

General Admission Requirements for Counseling, Educational and Developmental Psychology: Students wishing to study applied developmental psychology or child development are encouraged to take general psychology and other psychology courses and complete their lower division general requirements. Transfer students should see an advisor to arrange for an evaluation of their transfer courses to receive appropriate credit for major courses and electives.

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

Bachelor of Arts in Education (B.A.E.)
Child Development/Elementary Major (45 credits)
The Bachelor of Arts in Education for Child Development/Elementary prepares teachers for preschool, kindergarten, and the elementary grades. Program focus is on developmental processes and principles applied to preschool and elementary school-aged children. This major does not meet a State of Washington endorsement.

Required Courses
CEDP 313 Child and Adolescent Development (4)
CEDP 315 Psychology of Human Relations (4)
CEDP 320 Developmental Theories and Applications (4)
CEDP 321 Introduction to Developmental Methods (4)
CEDP 322 Lab in Developmental Methods (1)
CEDP 324 Human Learning (4)
CEDP 363 Introduction to Special Education (4)
CEDP 402 Behavior Modification (4)
CEDP 431 Pediatric and Adolescent Health Psychology (4)
CEDP 460 Special Education Methods (4)
CEDP 476 Child and Family Guidance (4)
CEDP 490 Senior Capstone: Developmental Psychology Senior Seminar (4)

Total required credits 45 credits
Total credits for above Major 45 credits

Profession Education Requirements/
Elementary Education: 111-115 credits

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

Total credits for above Major and
Professional Education 157 - 161 credits

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

Dual Primary Endorsement Program in Special Education and Elementary Education (177-179 credits)
The Dual Primary Endorsement Program in Special Education and Elementary Education prepares students for teaching in the elementary grades (kindergarten to grade 8) as well as in special education classes (kindergarten to grade 12). Students in this program complete the Washington state requirements for an endorsement in special education and in elementary education. Students who complete this program select special education as their major.

Prerequisites to EDUC 200 for students in the Dual Primary Endorsement Program in Special Education and Elementary Education:

-GPA Requirement: A minimum 2.50 GPA calculated on most recent 45 quarter credits is required. A minimum of 2.0 in all courses is required.
-Computer Literacy Requirement: CPLA 100, Computer Literacy I (1) and CPLA 101, Computer Literacy II (1), or a computer literacy test clearance
-Speech Requirement: CMST 200, Intro to Speech Communication (4) or an approved equivalent
-English Requirement: ENGL 101 (5) and 201 (5) or equivalent
-Mathematics Requirement: Math 211 Structure of Elementary Mathematics I (5) or an approved equivalent for elementary education students.

Note: Effective 9/1/05 all candidates for certification must pass the Praxis II subject matter test to receive an endorsement for certification purposes.

Washington Educator Skills Test-Basic (WEST-B): Refer to www.west-nesinc.com for information on this Reading, Mathematics, and Writing basic skills test.

Disclaimer - The final authority for approval of certification endorsements resides within the State Board of Education and to the event the State Board changes certification requirements, the student must adhere to the new requirements.

Prerequisites for Dual Endorsement Program in Special Education and Elementary Education
CEDP 321 Introduction to Developmental Methods (4)
CEDP 322 Lab in Developmental Methods (1)

Major Courses in Special Education
CEDP 363 Introduction to Special Education (4)
CEDP 410 Teaching Students with Severe Disabilities (4)
CEDP 412 Introduction to Early Childhood Special Education (4)
CEDP 620 Principles of Behavior for Students with Exceptional Needs (4)
CEDP 421 Classroom Management in Special Education Settings (4)
CEDP 460 Special Education Methods (4)

www.ewu.edu
CEDP 461 Methods for Teaching Students with High Incidence Disabilities (4)
CEDP 470 Special Education Assessment (4)
CEDP 480 Inclusionary Practices and Collaboration (4)
CEDP 487 Professionalism in Special Education (4)
CEDP 488 Assistive Technology and Related Services in Special Education (4)
CEDP 488 Special Education Practicum (3-3)
CEDP 489 Special Education Student Teaching (16)
EDUC 303 Evaluation in Education (5)
Choose 1:
CEDP 462 Methods for Teaching Students with Severe Disabilities (4)
CEDP 463 Methods for Teaching Infants and Young Children with Disabilities (4)

Requirements for Elementary Education
CEDP 302 Educational Psychology (5)
EDUC 200 Admission to the Teacher Education Program (1)
EDUC 201 Introduction to Education (5)
EDUC 304 Introduction to Elementary Teaching (3)
**EDUC 310 Reading Methods in the Elementary School (3)
**EDUC 311 Learning Lab - Reading (1)
*EDUC 357 Learning Lab (1)
*EDUC 358 Introduction to Language Arts in the Elementary School (3)
*EDUC 339 Social Studies and Science in the Elementary School (4)
*EDUC 340 Classroom Experience (3)
MATH 212 Structure of Elementary Mathematics II (5)
ART 390 Art in the Elementary School (5)
MATH 390 Methods of Teaching Elementary School Mathematics (5)
MUSC 395 Music Methods for Elementary Classroom Teacher (3)
PHED 390 Health and Physical Education in the Elementary School (3)
EDUC 420 Admission to Professional Candidacy (2)
EDUC 425 Elementary Student Teaching K-8 (16)
30-hour multi-cultural education field requirement
* Must be taken concurrently.
** Must be taken concurrently.

Science Requirement: The following science courses must be taken for the elementary education endorsement and can also fulfill a General Education Core Requirement (GECR)
EDUC 105 Investigating Biology (5)
or
or
EDUC 100 Introduction to Biology (5)
or
or
an approved life science class with a lab
GED/GEOG 115 Investigating Earth Science (5)
or
or
an approved earth science class with a lab
PHYS 115 Investigating Physical Science (5)
or
or
an approved physical science class with a lab

Social Science Requirement: The following social science courses must be taken for the elementary education endorsement and can also fulfill a General Education Core Requirement (GECR)
EDUC 102 Fundamentals of Human Geography (5)
or
or
EDUC 230 World Regional Geography (5)
or
or
HIST 110 The American Experience: A Survey (5)
or
or
HIST 104 East Asia: Tradition and Transformation (5)
or
or
HIST 106 Western Heritage: 18th Century to the Present (5)

Cultural/Diversity Requirement: One of the following cultural/diversity courses must be taken for the elementary education endorsement and may also fulfill a General Education Core Requirement (GECR):
AAST/HUMAN 214 Intro to African American Culture (5)
CHST 101/ANTH 161 Intro to Chicano Culture (5)
CMST 340 International Communication (5)
EDUC 325 Inequalities and Impacts on Educational Equity (4)
HIST 313 Asian American History (5)
IDST 101 Intro to Indian Studies (4)
SOC 320 Race and Ethnic Relations: Global Perspectives (5)

Prerequisites for Special Education Major
CEDP 313 Child and Adolescent Development (4)
CEDP 321 Introduction to Developmental Methods (4)
CEDP 322 Lab in Developmental Methods (1)

Major Courses in Special Education
CEDP 363 Introduction to Special Education (4)
CEDP 410 Teaching Students with Severe Disabilities (4)
CEDP 412 Introduction to Early Childhood Special Education (4)
CEDP 420 Principles of Behavior for Students with Exceptional Needs (4)
CEDP 421 Classroom Management in Special Education Settings (4)
CEDP 460 Special Education Methods (4)
CEDP 461 Methods for Teaching Students with High Incidence Disabilities (4)
CEDP 470 Special Education Assessment (4)
CEDP 480 Inclusionary Practices and Collaboration (4)
CEDP 481 Professionalism in Special Education (4)
CEDP 487 Assistive Technology and Related Services in Special Education (4)
CEDP 488 Special Education Practicum (3-3)
CEDP 489 Special Education Student Teaching (16)
EDUC 303 Evaluation in Education (5)
Choose 1:
CEDP 462 Methods for Teaching Students with Severe Disabilities (4)
CEDP 463 Methods for Teaching Infants and Young Children with Disabilities (4)

Minimum total EDUC 200 prerequisite credits 21 - 26 credits
Total required special education prerequisite credits 9 credits
Total required special education credits 71 credits
Total required choose 1 credits 4 credits
Minimum total credits for above Major 105 - 110 credits

Special Education Major (84 credits)
The Bachelor of Arts in Education for Special Education prepares teachers for working with students with disabilities in kindergarten through twelfth grade. Program focus is on effective teaching practices used in special education for elementary and secondary school settings. Students in this major complete the Washington state requirements for an endorsement in special education. A minor is not required with this major.

Prerequisites to EDUC 200 for students in the Special Education Program:

—GPA Requirement: A minimum 2.50 GPA calculated on most recent 45 quarter credits is required. A minimum of 2.0 in all courses is required.

—Washington Educator Skills Test-Basic (WEST-B): Refer to www.west.nesinc.com for information on this Reading, Mathematics, and Writing basic skills test.

—Computer Literacy Requirement: CPLA 100, Computer Literacy I (1) and CPLA 101, Computer Literacy II (1), or a computer literacy test clearance

—Speech Requirement: CMST 200, Intro to Speech Communication (4) or an approved equivalent

—English Requirement: ENGL 101 (5) and 201 (5) or equivalent

—Mathematics Requirement: MATH 211, Structure of Elementary Mathematics I (5) and MATH 212, Structure of Elementary Mathematics II (5) or an approved equivalent for elementary education students or MATH 115

Disclaimer - The final authority for approval of certification endorsements resides within the State Board of Education and in the event the State Board changes certification requirements, the student must adhere to the new requirements.
Special Education Major with Early Childhood Special Education Option (84 credits)

The Bachelor of Arts in Education: Special Education Major with Early Childhood Special Education option prepares teachers for working with infants and young children with disabilities and their families (birth to grade 3). Program focus is on effective intervention practices used in early childhood special education for home and school settings. Students in this major complete the Washington state requirements for an endorsement in Early Childhood Special Education.

Other courses are required as part of the Teacher Education Program and must be completed before beginning this program. Please see an advisor.

Prerequisites to EDUC 200 for students in the Special Education Program:

- GPA Requirement: A minimum 2.50 GPA calculated on most recent 45 quarter credits is required. A minimum of 2.0 in all courses is required.
- Washington Educator Skills Test-Base (WEST-B): Refer to www.westnesinc.com for information on this Reading, Mathematics, and Writing basic skills test.
- Computer Literacy Requirement: CPLA 100, Computer Literacy I (1) and CPLA 101, Computer Literacy II (1), or a computer literacy test clearance.
- Speech Requirement: CMST 200, Intro to Speech Communication (4) or an approved equivalent.
- English Requirement: ENGL 101 (5) and 201 (5) or equivalent.
- Mathematics Requirement: MATH 211, Structure of Elementary Mathematics I (5) and MATH 212 Structure of Elementary Mathematics II (5) or an approved equivalent for elementary education students or MATH 115.

- Cultural/Diversity Requirement: One of the following cultural/diversity courses must be taken for the elementary education endorsement and may also fulfill a General Education Core Requirement (GECR):
  - AAST/HUMN 214 Intro to African American Culture (5)
  - CHST 101/ANTH 161 Intro to Chicano Culture (5)
  - EDUC 325 Inequalities and Impacts on Educational Equity (4)
  - HIST 313 Asian American History (5)
  - IDST 101 Intro to Indian Studies (4)
  - SOCI 320 Race and Ethnic Relations: Global Perspectives (5)

Note: Effective 9/1/05 all candidates for certification must pass the Praxis II subject matter test to receive an endorsement for certification purposes. Disclaimer - The final authority for approval of certification endorsements resides within the State Board of Education and in the event the State Board changes certification requirements, the student must adhere to the new requirements.

Prerequisites for Early Childhood Special Education Option
CEDP 313 Child and Adolescent Development (4)
CEDP 321 Introduction to Developmental Methods (4)
CEDP 322 Lab in Developmental Methods (1)

Major Courses for Special Education
CEDP 363 Introduction to Special Education (4)
CEDP 410 Teaching Students with Severe Disabilities (4)
CEDP 412 Introduction to Early Childhood Special Education (4)
CEDP 420 Principles of Behavior for Students with Exceptional Needs (4)
CEDP 421 Classroom Management in Special Education Settings (4)
CEDP 460 Special Education Methods (4)
CEDP 461 Methods for Teaching Students with High Incidence Disabilities (4)
CEDP 463 Methods for Teaching Infants and Young Children with Disabilities (4)
CEDP 472 Assessment of Infants and Young Children with Disabilities (4)
CEDP 480 Inclusionary Practices and Collaboration (4)
CEDP 481 Professionalism in Special Education (4)
CEDP 487 Assistive Technology and Related Services in Special Education (4)
CEDP 488 Special Education Practicum (3-5)
EDUC 303 Evaluation in Education (5)

Minimum total EDUC 200 prerequisite credits 21 - 26 credits
Total required special education prerequisite credits 9 credits
Total required special education credits 75 credits
Total credits for above Major 105 - 110 credits

Bachelor of Science (B.S.)
The Bachelor of Science in Applied Developmental Psychology prepares students for entry-level work and graduate study in a variety of developmental and human service careers. The program covers basic areas of human developmental psychology across the life span with a special focus on processes and principles of developmental change. Elective packages may be chosen to focus preparation toward attainment of individual student objectives such as child development interventions, pre-counseling, graduate study, and others.

Applied Developmental Psychology Major (66 - 69 credits)

Required Courses
CEDP 313 Child and Adolescent Development (4)
CEDP 314 Adult Development (4)
CEDP 315 Psychology of Human Relations (4)
CEDP 316 Psychology of Adjustment (5)
CEDP 319 Psychological and Behavioral Assessment (4)
CEDP 320 Developmental Theories and Applications (4)
CEDP 321 Introduction to Developmental Methods (4)
CEDP 322 Lab in Developmental Methods (1)
CEDP 324 Human Learning (4)
CEDP 402 Behavior Modification (4)
Take 4 credits of Field Study electives in two quarters in a row: 8 credits
CEDP 402 Field Study in Child Issues and Problems (4)
CEDP 493 Field Study in Adolescent Issues and Problems (4)
CEDP 494 Field Study in Adult Issues and Problems (4)

Senior Capstone: Choose 1:
- ITGS 400 Interdisciplinary Senior Capstone (4)
- CEDP 490 Senior Capstone: Developmental Psychology Senior Seminar (4)
- CEDP 491 Senior Thesis (4) (By faculty invitation only)

Electives: Choose 4 courses or the Pre-Counseling Track:
CEDP 420 Principles of Behavior for Students with Exceptional Needs (4)
CEDP 444 Introduction to the Counseling Profession (4)
CEDP 460 Special Education Methods (4)
CEDP 468 Tests, Measurements, and Evaluation (5)
CEDP 476 Child and Family Guidance (4)
CEDP 483 Group Dynamics (5)
PSYC 302 Abnormal Psychology (5)

Pre-Counseling Track: (4 courses)
CEDP 444 Introduction to the Counseling Profession (4)
CEDP 468 Tests, Measurements, and Evaluation (5)
CEDP 483 Group Dynamics (5)

(Plus 1 course from the list of electives)

Total required credits 50 credits
Minimum elective credits 16 - 19 credits
Minimum total credits for above Major 66 - 69 credits

Minors

Counseling, Educational and Developmental Psychology Minor
(15 credits)
Choice of 15 upper-division credits in Counseling, Educational and Developmental Psychology in consultation with an advisor. (CEDP 302 cannot be included.)

Total required upper division credits 15 credits
Total credits for above Minor 15 credits

Early Childhood Special Education Minor (16 credits)
The minor in Early Childhood Special Education is designed to assist general education teachers and other related services personnel to work more effectively with children with special needs from birth to grade 3. This minor does not meet an endorsement.

Required Courses
CEDP 363 Introduction to Special Education (4)
CEDP 412 Introduction to Early Childhood Special Education (4)
CEDP 460 Special Education Methods (4)
CEDP 463 Methods for Teaching Infants and Young Children with Disabilities (4)

Total required credits 16 credits
Total credits for above Minor 16 credits
Special Education Minor (16 credits)

The minor in special education is designed to assist general education teachers and other related services personnel to work more effectively with students with special needs. This minor does not meet an endorsement.

Required Courses
CEDP 363 Introduction to Special Education (4)
CEDP 420 Principles of Behavior for Students with Exceptional Needs (4)
CEDP 460 Special Education Methods (4)
Choose 1 of the following: 4 credits
CEDP 410 Teaching Students with Severe Disabilities (4)
CEDP 412 Introduction to Early Childhood Special Education (4)
CEDP 421 Classroom Management in Special Education Settings (4)
CEDP 461 Methods for Teaching Students with High Incidence Disabilities (4)
CEDP 470 Special Education Assessment (4)
CEDP 480 Inclusionary Practices and Collaboration (4)
CEDP 487 Assistive Technology and Related Services in Special Education (4)

Total required credits 12 credits
Total elective credits 4 credits
Total credits for above Minor 16 credits

GRADUATE PROGRAMS

The degree programs available through the Department of Counseling, Educational and Developmental Psychology are: Master of Science in Applied Psychology with emphasis in Mental Health Counseling and School Counseling, Master of Science in School Psychology, and a Master of Education in Special Education. Each degree program addresses the changing nature of society and professional requirements.

Projections for the next decade regularly point to the changing nature of our society and the need for human service occupations to help people adjust and adapt to change. Although the rate of population growth will remain fairly stable, the composition of the population will change. The number of senior citizens will increase. More preschool children nationally will be enrolled in day care programs. Universal health care including mental health care and illness prevention will be in place. Increased urbanization and a diverse work force means people will be in physical and psychological contact with a greater number of people; consequently, interpersonal and intrapersonal skills will become even more important.

A trend in human service occupations dealing with specific personal problems has already become evident. Public and private agencies must provide services to people who may need help with specific problems. Teachers and school counselors are challenged to provide services to students who vary widely in age, abilities, and adjustment. The faculty of the department are actively engaged in research, and participation on national boards and professional organizations. Faculty members consistently receive excellent evaluations from students.

Admission Requirements/Preparation

Students applying should follow the procedures for general admission to the graduate school. In addition, the following special requirements should be met:

1. A student is eligible for consideration for admission to the Department of Counseling, Educational and Developmental Psychology programs by having obtained a 3.0 GPA for the last 90 quarter or 60 semester graded credits.
2. Completion and submission of the Graduate Record Examination (GRE) must be accomplished in time for scores to reach the department by the deadline: February 1 for Mental Health Counseling, School Counseling, March 1 for School Psychology, and May 1 for Special Education. The Department accepts scores on tests taken within five years of application.
3. The Graduate Studies Office application must be submitted and can be obtained from that office or their website. However, if applying to any of the graduate programs in the Dept of CEDP, the applicant must obtain a supplemental application packet from the department. This application packet cannot be obtained online.
4. Applicants who have submitted all requested application materials, postmarked by the deadline date (see information for each program below) may be invited for a personal interview or a telephone interview once the admissions committee has reviewed the application.
5. Notes Regarding Application Deadlines:
   • When applying to a graduate program, please request that materials be sent in time for them to arrive by the deadline date.
   • Scores from any required exams, e.g., GRE, West-B, etc., must reach the University by the application deadline date.
   • Completed applications, with all application materials submitted will be given priority review after the deadline date.
   • Individuals whose application materials are not postmarked by the application deadline will be reviewed only at the discretion of the admissions committee.
6. Application Requirements/Deadlines:

   Mental Health Counseling/School Counseling: Feb 1
   • (2) Graduate Studies Office Applications
   • (2) Official Transcripts
   • (1) Department Application
   • (2) Letters of Recommendation
   • (1) Cover Letter
   • (1) Personal Statement
   • GRE Scores (within 5 yrs. of application)

   School Psychology: March 1
   • (2) Graduate Studies Office Applications
   • (2) Official Transcripts
   • (1) Department Application
   • (3) Letters of Recommendation
   • (1) Cover Letter
   • (1) Personal statement
   • (1) Resume
   • GRE Scores (within 5 yrs. of application)

   Special Education: May 1
   • (2) Graduate Studies Office Applications
   • (2) Official Transcripts
   • (1) Department Application
   • (2) Letters of Recommendation
   • (1) Cover Letter
   • (1) Personal statement
   • (1) Resume
   • GRE Scores (within 5 yrs. of application)
   • Pass West-B or currently certified in Washington state

Financial Aid

• A limited number of graduate assistantships are awarded to students of outstanding promise. Duties assigned graduate assistants involve 20 hours per week in tasks which meet the needs of the school and the student.
• Loans, work-study jobs, and scholarships are available to eligible students through the University’s Office of Financial Aid.
• Some fellowships and financial assistance may be available through the College of Education and Human Development.
• Apply for financial aid no later than February 15. Application and financial files should be completed as soon after January 1st as possible for the following year. Do not wait until admission is granted.

Inquiries and application materials should be directed to:
Financial Aid and Scholarship Office
Eastern Washington University
102 Sutton Hall
Cheney WA 99004-2447

www.ewu.edu
Degree Requirements

Master of Education in Special Education
Program Director:

Marion Moore
141D Martin Hall
(509) 359-2323
c mildly: marion.moore@mail.ewu.edu

The Master of Education in Special Education is designed for students wishing preparation as teachers or professionals in the field of special education. Classes and experiences are organized to provide a grounding in the knowledge and skills generally recognized by the special education profession and specifically meeting or exceeding the Washington state requirements for an endorsement in special education. The program is organized around a cohort field-based model that is one calendar year in length with courses offered primarily during the day or courses offered primarily in the summers and evenings. Practical application is stressed and students are provided early and continuous skill practice with personalized feedback and coaching by university faculty and other professionals in the field of special education.

Note: Students admitted to the Special Education Program will be required to have on file a completed, current FBI fingerprint check. Presently the cost is $60.00-$70.00. (Cost includes processing through the public school system.)

Prerequisites: Applicants who have not yet completed a teacher education program must receive a passing score on the Washington Educator Skills Test-Basic (WEST-B) prior to being admitted to this graduate program. Applicants who have not yet completed a teacher education program may need to complete additional certification requirements.

Course Requirements and Credit Hours

Students entering the program should have undergraduate preparation in education, psychology, or closely-related areas. These course requirements assume appropriate undergraduate preparation and will require additional course work to remedy deficiencies.

CEDP 515 Advanced Educational Psychology (4)
CEDP 520 Tactics of Psychological Research (4)
CEDP 521 Foundations of Special Education (4)
CEDP 522 Teaching Exceptional Students I (4)
CEDP 523 Assessing Exceptional Students (4)
CEDP 531 Designing Management Programs (4)
CEDP 532 Teaching Exceptional Students II (4)
CEDP 533 Collaborative Program Development For Exceptional Students (4)
CEDP 534 Teaching Exceptional Students III (4)
CEDP 538 Journal Reading in Special Education (3)
CEDP 601 Research Project (6)
CEDP 695 Practicum in Special Education (5)
CEDP 697 Internship in Special Education (12)
EDUC 505, 506, or 507 (4)

Minimum total credits for above Master’s Degree: 66 credits

Successful completion of an oral examination which reviews the research project and content areas is required.

Master’s Degree Program in Counseling

Sarah Leverett-Main, Program Director
316 Spokane Center
(509) 623-4225

The Department of Counseling, Educational and Developmental Psychology offers a nationally-recognized program of studies in counselor education. The program is made up of a theoretical, applied, and research-based core curriculum aimed at developing professional counselors who meet national, regional, and state certification standards. The program offers two emphases: Master of Science in Applied Psychology: Mental Health Counseling emphasis; and Master of Science in Applied Psychology: School Counseling emphasis. The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a nationally-recognized specialized accrediting body, has conferred accreditation on the Master of Science in Applied Psychology: Mental Health Counseling emphasis and Master of Science in Applied Psychology: School Counseling emphasis.

Note: This program is located at the Spokane Center, 1st and Wall, downtown Spokane.

Selection Criteria

In addition to general university and departmental requirements, it is desirable to have a B.A. or B.S. degree in a behavioral science or human services area. It is not necessary to have a teaching certificate to enter the School Counseling track. Course work in adjustment, counseling techniques, evaluation, group dynamics, personality theory, and abnormal psychology is recommended.

Curricular experiences and demonstrated knowledge in each of the eight common core areas are required of all students in the program. The eight common core areas are identified in the CACREP accreditation standards as follows:

1. Professional Identity
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Helping Relationships
6. Group Work
7. Assessment
8. Research and Program Evaluation

The precise course titles vary from time to time.

A FBI fingerprint check will be required of all counseling students at the beginning of their first quarter in the program. The fee for this check is presently $30-$40 for students admitted to the Mental Health Counseling track and $60-$70 for students admitted to the School Counseling track. (School Counseling students pay a higher fee because of processing through the public school system.) The results will be assessed before advancing students to candidacy. Students will be required to apply for professional affiliations with the American Counseling Association (ACA) for Mental Health Counseling and the National Education Association (NEA) for School Counseling with affiliation insurance liability coverage required within the first quarter of study in the graduate program. Membership applications for the affiliation and insurance programs will be made available in the professional classes offered fall quarter.

Prerequisites: Students should complete the equivalent of the following courses: CEDP 444 Introduction to the Counseling Profession; CEDP 468 Tests, Measurements, and Evaluation; and CEDP 483 Group Dynamics.

Master of Science in Applied Psychology: Mental Health Counseling Emphasis

Ken Engebretson, Coordinator
311 Spokane Center
(509) 623-4234

The Master of Science in Applied Psychology: Mental Health Counseling emphasis is designed for students wishing preparation as counselors or therapists in settings such as: mental health centers, hospitals, residential treatment centers, employment services, and vocational rehabilitation services. Mental health counselors are also frequently found in the juvenile correction facilities, community colleges, pastoral services, and business and industry.

Classes and experiences are organized around four objectives: 1) a thorough preparation in foundation skills and principles; 2) a functional mastery of techniques in various therapy modes; e.g., cognitive, affective, behavioral; 3) coverage of principles, issues, and trends in the psychology of counseling; and 4) self awareness as it relates to the counseling process. Practical application is stressed. Students are provided early and continuous skill practice with personalized feedback and coaching. Continuous opportunities for expanding awareness of the self of the counselor will be provided.
The program is both extensive and comprehensive. It is nationally accredited by CACREP and fulfills certification for mental health counselors. Graduates will complete the NBC exam for National Counselor Certification.

Several other programs at EWU offer preparation for state counselor certification, including offerings by the Department of Psychology.

### Mental Health Counseling

**Course Requirements and Credit Hours**

- CEDP 506 Counseling Development and Transition Across the Lifespan (4)
- CEDP 520 Tactics of Psychological Research (4)
- CEDP 535 Introduction to Mental Health Counseling (4)
- CEDP 539 Special Topics: Research Writing (3)
- CEDP 542 Career Counseling (4)
- CEDP 544 Counseling Theory and Techniques (4)
- CEDP 545 Advanced Appraisal Techniques (4)
- CEDP 546 Group Counseling (4)
- CEDP 548 Counseling Children and Adolescents (4)
- CEDP 569 Family Systems and Parent Education (4)
- CEDP 575 DSM Treatment Issues for Counselors (4)
- CEDP 576 Professional Issues in Mental Health Counseling (4)
- CEDP 581 Consulting Approaches and Applications (2)
- CEDP 590 Multi-Cultural Issues (3)
- CEDP 591 Addictive Behavior Counseling (4)
- CEDP 592 Crisis Intervention and Trauma Counseling (4)
- CEDP 598 Advanced Seminar: Comprehensive Exam Review (5)
- CEDP 601 Research Project (3)
- CEDP 695 Practicum (12)
- CEDP 697 Internship Mental Health (20)

Successful performances on both a written comprehensive examination of conceptual attainments and an oral interview of practical applications are required.

**Minimum total credits for above Master’s Degree** 98 credits

### Master of Science in Applied Psychology: School Counseling Emphasis

**Sarah Leverett-Main, Coordinator**

316 Spokane Center

(509) 623-4225

The Master of Science in Applied Psychology: School Counseling emphasis is designed for students wishing preparation as counselors in school settings, primarily public schools.

Classes and experiences are organized to provide thorough grounding in the skills and knowledge generally recognized by the counseling profession. The program is accredited by CACREP and exceeds the Washington state requirement for ESA-School Counselor Certification.

Practical application is stressed and students are provided early and continuous skill practice with personalized feedback and coaching. Continuous opportunities for expanding awareness of the self of the counselor will be provided.

**School Counseling**

**Course Requirements and Credit Hours**

- CEDP 506 Counseling Development and Transition Across the Lifespan (4)
- CEDP 508 Classroom Management for the School Counselor (4)
- CEDP 520 Tactics of Psychological Research (4)
- CEDP 539 Special Topics: Research Writing (3)
- CEDP 542 Career Counseling (4)
- CEDP 544 Counseling Theory and Techniques (4)
- CEDP 545 Advanced Appraisal Techniques (4)
- CEDP 546 Group Counseling (4)
- CEDP 548 Counseling Children and Adolescents (4)
- CEDP 569 Family Systems and Parent Education (4)
- CEDP 575 DSM Treatment Issues for Counselors (4)
- CEDP 576 Professional Issues in Mental Health Counseling (4)
- CEDP 581 Consulting Approaches and Applications (2)
- CEDP 590 Multi-Cultural Issues (3)
- CEDP 591 Addictive Behavior Counseling (4)
- CEDP 592 Crisis Intervention and Trauma Counseling (4)
- CEDP 598 Advanced Seminar: Comprehensive Exam Review (5)
- CEDP 601 Research Project (3)
- CEDP 695 Practicum (12)
- CEDP 697 Internship Mental Health (20)

Successful performances on both a written comprehensive examination of conceptual attainments and an oral interview of practical applications are required.

**Minimum total credits for above Master’s Degree** 98 credits

### Master of Science: School Psychology

*(Joint Program between the Departments of Counseling, Educational and Developmental Psychology and Psychology)*

**Gretchen Jefferson, Program Director**

135G Martin Hall

(509) 359-4665

This program prepares the student for practice as a school psychologist. Course work, practica, and internship are aligned with state and national certification and training standards. Specific areas of training include student and program evaluation (i.e., measurement principles); development of academic and social behavioral intervention plans (i.e., instructional and behavior analysis and consultation, counseling); and research (i.e., methods and statistics). Knowledge and skills are developed through integrated course work, field experiences, and internship. The program duration is three years.

**Note:** Students admitted to the School Psychology program will be required to have on file a completed, current FBI fingerprint check.

**Prerequisites**

A bachelor’s degree in psychology or an equivalent is generally required. Successful completion of undergraduate course work in child or life-span development, research measurement, and statistics is required. Faculty will evaluate each applicant on an individual basis to determine prerequisite needs.

**Course Requirements and Credit Hours**

- CEDP 503 Applied Learning Theory and Behavior Modification (4)
- CEDP 504 Theories of Human Development (4)
- CEDP 522 Teaching Exceptional Students I (4)
- CEDP 523 Assessing Exceptional Students (4)
- CEDP 546 Group Counseling (4)
- CEDP 548 Counseling Children and Adolescents (4)
- CEDP 554 Developmental Psychopathology (4)
- CEDP 556/PSYC 560 Professional School Psychology (5)
- CEDP 557 Consultation and Alternate Service Delivery (4)
- CEDP 569 Family Systems and Parent Education (4)
- CEDP 592 Crisis Intervention and Trauma Counseling (4)
- PSYC 503 Seminar: Scientific Methods (5)
- PSYC 504 Seminar: Learning and Behavior Therapy (3)
- PSYC 522 Advanced Statistics (5)
- PSYC 534 Human Neuropsychology (4)
- PSYC 554 Cognitive Assessment (4)
- PSYC 556 Personality and Behavioral Assessment (4)
- PSYC 558/PSYC 695 Practicum: School Psychology (17)
- PSYC 559 Cognitive Assessment Lab (5)
- PSYC 566/CEDP 695 Practicum: School Psychology Internship (15)
- CEDP 600/601 Thesis/Research Project (6)
- CEDP 697 or PSYC 695 School Psychology Internship (15)
- CEDP 600/601 Thesis/Research Project (6)

**Minimum total credits for above Master’s Degree** 114 credits

Successful completion of the National School Psychology Certification Examination and an oral examination that reviews the thesis/research project and contents is required.

### School Psychology Post Master's (EWU-WSU) — Certificate Only Program

This collaborative program is designed for educators and mental health professionals who currently hold a master's degree in their respective field and who aspire to obtain a State of Washington ESA Certification to become a school psychologist. EWU and WSU jointly administer and instruct the courses in the program, which is based in Spokane. This program is designed to reflect the scientist-practitioner model emphasizing comprehensive school psychological services that apply development, social, cognitive, and behavioral orientations.

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Classes are offered during the summer session and during evenings and/or weekends throughout the regular academic year. Students are admitted as a cohort at the beginning of summer session and continue through fall and spring sessions. The program of study is determined by evaluation of previous master’s-level academic course work as it compares to the course requirements for WAC training standards and NASP accreditation standards for School Psychologist training (see curriculum for the School Psychology program at EWU). Program faculty will verify successful completion of certificate requirements to the EWU Certification Officer and the EWU Graduate Studies Office.

The number of total credits for each student will vary depending upon the candidate’s previous graduate course work from an accredited university. Because the EWU-WSU Joint School Psychology Certificate-Only student has already earned a master’s degree in a related field such as counseling, psychology, or education, they will have already taken many classes similar to what the EWU school psychology student takes in the three-year School Psychology Program. Prior courses will be evaluated according to EWU, WAC, and NASP standards for the School Psychology Program. These courses should include such areas as social bases for behavior (e.g., multicultural or social psychology), foundations of education and educational intervention, statistics, research methods, child and adolescent development, assessment, counseling/psychotherapy, and human learning. If candidates have not taken these courses, they will be required to do so as part of their certificate-only program of study. Candidates who have previously taken such course work will be required to take approximately 9-12 semester credit hours from WSU or approximately 14-20 quarter credit hours from EWU. These credits represent the professional aspects of school psychology, practica, and internship, and would be distributed as follows:

- EdPsy 521: Topics/Ed Psychology: School Psychology Professional Practice (3 semester credits) or CEDP 556/PSYC 560, Professional School Psychology (4 quarter credits)
- EdPsy 600: Special Projects/Independent Study: School Psychology Practicum (3 semester credits) or CEDP 695/PSYC 558, School Psychology Practicum (4 quarter credits)
- EdPsy 597: Educational Psychology Internship: School Psychology (3-6 semester credits) or CEDP 697/PSYC 695, School Psychology Internship (6-12 quarter credits)

*Each of the universities will be responsible for offering approximately half of the required courses. The courses that will be taught by each university will be distributed as to the best utilization of resources and based on equal distribution.

Twelve hundred clock hours of internship and a comprehensive exam is required for School Psychologist Certification in the State of Washington and for NASP Certification. The internship may be reduced in length if the program faculty determine that previous internship experience(s) provided the candidate with knowledge and skills otherwise gained from the required internship (WAC 180-78A-195). The internship may not be reduced by more than 600 clock hours. Internships will occur in school settings, under the direct supervision of a certified School Psychologist.

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**Counseling, Educational and Developmental Psychology Courses**

**CEDP 302 Educational Psychology (5)**

FALL/WINTER/SPRING

Prerequisite: EDUC 201, CEDP 201 recommended. Principles of learning and development as applied to improvements in classroom instruction.

**CEDP 313 Child and Adolescent Development (4)**

FALL/WINTER/SPRING/SUMMER

Prerequisite: English proficiency required; Math proficiency recommended. Mental, physical, social, and emotional development from infancy through adolescence.

**CEDP 314 Adult Development (4)**

FALL/WINTER/SPRING/SUMMER

Prerequisite: English proficiency required; Math proficiency recommended. Covers the processes, evidence, theories, and socio-cultural influences on adults.

**CEDP 315 Psychology of Human Relations (4)**

FALL/WINTER/SPRING/SUMMER

Prerequisite: English proficiency required; Math proficiency recommended. Helps develop your understanding and skill in interpersonal relationships needed for professional consultation and/or counseling.

**CEDP 316 Psychology of Adjustment (5)**

FALL/WINTER/SPRING/SUMMER

Prerequisite: English proficiency required; Math proficiency recommended. A psychological approach to human behavior, growth, and change.

**CEDP 319 Psychological and Behavioral Assessment (4)**

FALL/WINTER/SPRING

Prerequisite: CEDP 313, CEDP 314. This course familiarizes students with basic methodologies for examining behavior change and status reports in various settings.

**CEDP 320 Developmental Theories and Applications (4)**

FALL/WINTER/SPRING

Prerequisite: CEDP 313, 315 or permission of the instructor. Covers principles and concepts of major theories of human development, evaluation of theories, appreciation of alternative views of development, and alternative strategies for enhancing development.

**CEDP 321 Introduction to Developmental Methods (4)**

FALL/WINTER/SPRING/SUMMER

Prerequisite: CEDP 313, 315, 319 or permission of the instructor. Must be taken concurrently with CEDP 322. This course provides an introduction to research methods used by developmental psychologists.

**CEDP 322 Laboratory in Developmental Methods (1)**

FALL/WINTER/SPRING/SUMMER

Prerequisite: CEDP 313, 315 or permission of the instructor. To be taken concurrently with 321. Direct and simulated experiences in methods pertinent to applied developmental research.

**CEDP 324 Human Learning (4)**

FALL

Prerequisite: CEDP 313, 315, or permission of the instructor. A study of human learning emphasizing conditions for acquisition, learning structures, learning sets, levels of learning, and measurement.
CEDP 363
Introduction to Special Education (4)
FALL/WINTER/SPRING/SUMMER
Overview of definitions, causes, characteristics, and educational approaches concerning students with disabilities and exceptional students.

CEDP 390
Psychology in the Secondary Schools (3)
Prerequisite: Permission of the instructor.
The teaching of psychology in the secondary schools. Program methods and materials.

CEDP 399
Special (Individual) Studies (1-5)
FALL/WINTER/SPRING/SUMMER
Subjects vary according to faculty and student interest.

CEDP 402
Behavior Modification (4)
FALL/WINTER/SPRING
Prerequisites: CEDP 313, 324 or permission of the instructor.
Behavior modification provides an in-depth exposure to the principles, concepts, and procedures from both behavioral and cognitive theories as applied to individuals, couples and families, organizational groups, and community settings.

CEDP 404
Psychology of the Gifted/Talented Child (3)
SPRING
Prerequisite: CEDP 302 or permission of the instructor.
Giftedness and talent from a psychological perspective. Seminar format covers issues of development, measurement, theories, prediction, and special needs.

CEDP 410
Teaching Students with Severe Disabilities (4)
FALL/WINTER/SPRING
Prerequisite: CEDP 363.
Overview of characteristics, educational, and social issues related to working with students with severe disabilities.

CEDP 412
Introduction to Early Childhood Special Education (4)
FALL/WINTER/SPRING/SUMMER
Prerequisite: CEDP 363.
Overview of trends and services related to providing intervention for young children with disabilities (ages 0-8) and their families.

CEDP 420
Principles of Behavior for Students with Exceptional Needs (4)
FALL/WINTER/SPRING/SUMMER
Prerequisite: CEDP 363.
Overview of principles of behavior change and how they apply to students with exceptional needs.

CEDP 421
Classroom Management in Special Education Settings (4)
FALL/WINTER/SPRING/SUMMER
Prerequisites: CEDP 363, 420.
Covers fundamental knowledge and experiences for assessing and developing effective management strategies in special education classrooms.

CEDP 431
Pediatric and Adolescent Health Psychology (4)
Prerequisite: CEDP 402 or permission of the instructor.
An examination of health factors affecting developmental outcomes. There will be an emphasis on the health aspects of development and how to maintain and improve health-related behaviors in children and adolescents.

CEDP 444
Introduction to the Counseling Profession (4)
FALL/WINTER/SPRING/SUMMER
Prerequisite: CEDP 315, 316, 320 or permission of the instructor.
This course provides students with an introduction to the counseling profession, its specializations, history and ethics issues. Content includes communication skills, blocks to personal effectiveness, and sequential stage model of problem solving for helpers.

CEDP 445
Psychology of Work and Leisure (4)
Prerequisite: CEDP 316 or permission of the instructor.
Personal development and individual differences, including abilities, interests, aptitudes, and personality related to the world of work and leisure.

CEDP 453
Principles of Learning in Direct Instruction (2)
Prerequisite: CEDP 363 or permission of the instructor.
Analyzes basic principles and procedures of direct instruction systems. Emphasizes skills development curriculum materials for direct instruction.

CEDP 460
Special Education Methods (4)
FALL/WINTER/SPRING/SUMMER
Prerequisite: CEDP 420 or permission of the instructor.
Overview of the primary instructional and behavior management techniques needed to work successfully with persons with special needs.

CEDP 461
Methods for Teaching Students with High Incidence Disabilities (4)
FALL/WINTER/SPRING
Prerequisites: CEDP 363, 460.
Covers how to use Direct Instruction programs with students at-risk for school failure and those with special needs.

CEDP 462
Methods for Teaching Students with Severe Disabilities (4)
WINTER/SPRING
Prerequisites: CEDP 363, 460.
Covers instructional techniques used to teach skills to students with severe disabilities.

CEDP 463
Methods for Teaching Infants and Young Children with Disabilities (4)
SPRING
Prerequisites: CEDP 363, 412, 460.
Covers intervention strategies for teaching infants and young children with disabilities in home- and center-based programs.

CEDP 468
Tests, Measurements, and Evaluation (5)
FALL/SPRING
Prerequisites: CEDP 316, 319, 320 or permission of the instructor.
This course offers a survey of psychological testing and its use in the fields of counseling and education. Course content includes a review of relevant statistics principles, validity and reliability, a survey of widely used testing instruments, and ethical issues related to testing, including confidentiality, test selection, and testing bias.

CEDP 470
Special Education Assessment (4)
FALL/WINTER
Prerequisites: CEDP 363, 460.
Covers how to evaluate, interpret, select, develop and use formal and informal assessment tools specifically for students with special needs.

CEDP 471
Assessment of Students with Severe Disabilities (4)
FALL/WINTER/SPRING/SPRING/SUMMER
Prerequisites: CEDP 363, 410, 460.
Covers how to evaluate, interpret, select, develop and use formal and informal assessment tools specifically for students with severe disabilities.

CEDP 472
Assessment of Infants and Young Children with Disabilities (4)
WINTER
Prerequisites: CEDP 363, 412, 460.
Covers how to evaluate, interpret, select, develop and use formal and informal assessment tools specifically for infants and young children with disabilities and their families.

CEDP 473
Counseling for Teachers (4)
Philosophy, principles, and techniques of the pupil personnel services.

CEDP 474
Elementary School Guidance (3)
FALL/WINTER/SPRING/SUMMER
Prerequisites: CEDP 363, 412 or permission of the instructor.
Studies various approaches to elementary school guidance including the role of the teacher and the specialist.

CEDP 476
Child and Family Guidance (4)
FALL/WINTER/SUMMER
Prerequisites: CEDP 313, 324 or permission of the instructor.
The interaction between parents and children, the development and socialization of the child within the family, and the relationship of the family to the school and community from a developmental perspective. Approaches to child rearing, management, discipline, and communication for parents, teachers and other child care personnel are presented. Also examines family social support functions and considers multicultural issues in child socialization and guidance. Appropriate for present and future parents, teachers, and child personnel.

CEDP 480
Inclusionary Practices and Collaboration (4)
FALL/WINTER/SPRING/SUMMER
Prerequisites: CEDP 363, 460.
Covers information and skills needed to collaborate effectively with students, educators, parents, and agencies to implement appropriate special education programs.

CEDP 481
Professionalism in Special Education (4)
FALL/WINTER/SPRING
Prerequisite: To be taken at the end of program.
Covers professional issues and principles required to obtain a teaching certificate and position working with students with disabilities.

CEDP 483
Group Dynamics (5)
FALL/WINTER/SPRING
Prerequisites: CEDP 315, 444 or permission of the instructor.
Introduces the principles formed through the scientific study of small-group dynamics, and considers the issues and problems arising in the study of groups. (Cross-listed PSYC 483)
CEDP 486
Sexism in Counseling (1-3)
Current issues in the counseling profession and analysis of counseling attitudes and behaviors related to sex bias or sex stereotyping.

CEDP 487
Assistive Technology and Related Services in Special Education (4)
WINTER/SPRING
Prerequisites: CEDP 363, 460.
Covers the use of technology and assistive devices used to aid students with disabilities.

CEDP 488
Special Education Practicum (3)
FALL/WINTER/SPRING
Graded Pass/No Credit.
Prerequisites: CEDP 363; 3 credits to be completed when taking CEDP 420 and 460 and 3 credits to be completed when taking CEDP 421 and 461/462/463.
Students observe and demonstrate effective teaching practices in a special education setting.

CEDP 489
Special Education Student Teaching (16)
FALL/WINTER/SPRING
Graded Pass/No Credit.
Provides the student with teaching experience in a special education setting.

CEDP 490
Senior Capstone: Developmental Psychology Senior Seminar (4)
WINTER/SPRING
Graded Pass/No Credit.
Prerequisites: CEDP 363; 3 credits to be completed when taking CEDP 420 and 460 and 3 credits to be completed when taking CEDP 421 and 461/462/463.
Students observe and demonstrate effective teaching practices in a special education setting.

CEDP 491
Senior Thesis (4)
FALL/WINTER/SPRING/Summer
Graded Pass/No Credit.
Prerequisite: Invitation of the instructor/advisor.
Directed research resulting in a formal writeup. Limited to those students for whom research experience will be helpful in obtaining entrance to graduate school. This course replaces ITGS 400 as a senior capstone experience.

CEDP 492
Field Study in Child Issues and Problems (4)
FALL/WINTER/SPRING/Summer
Prerequisites: CEDP 313, 324, some senior, major courses and faculty advisement.
This course introduces students to professional human service settings through shadowing a professional in the community. Students are expected to enroll in this course over two consecutive quarters.

CEDP 493
Field Study in Adolescent Issues and Problems (4)
FALL/WINTER/SPRING/Summer
Prerequisites: CEDP 313, 324 some senior, major courses and faculty advisement.
This course introduces students to professional human service settings through shadowing a professional in the community. Students are expected to enroll in this course over two consecutive quarters.

CEDP 494
Field Study in Adult Issues and Problems (4)
FALL/WINTER/SPRING/Summer
Prerequisites: CEDP 314, 324, some senior, major courses and faculty advisement.
This course introduces students to professional human service settings through shadowing a professional in the community. Students are expected to enroll in this course over two consecutive quarters.

CEDP 495
Experiential Learning (1-12)
FALL/WINTER/SPRING/Summer
Graded Pass/No Credit.
Prerequisite: Permission of the instructor (interview required).
Individual learning and career development course with an off-campus internship contract coordinated through the EWU Center for Extended Learning.

CEDP 496
Experimental Course (1-5)
FALL/WINTER/SPRING/Summer

CEDP 497
Workshops, Short Courses, Conferences (1-10)
FALL/WINTER/SPRING/Summer

CEDP 498
Seminar (1-5)
FALL/WINTER/SPRING/Summer

CEDP 499
Directed Study (1-10)
FALL/WINTER/SPRING/Summer
Graded Pass/No Credit.
Prerequisites: Permission of the instructor and the department chair.
Subjects vary according to faculty and student interest.

CEDP 500
Advanced Communication Theory (5)
FALL/WINTER/SPRING/Summer
This advanced course emphasizes the role of theory in the process of communication inquiry. The course covers a variety of communication theories, reflecting the diverse aspects of the field. In the course, communication is analyzed from several theoretical standpoints: as message transfer, as practical art, as mediation by signs, as sharing of experiences, as socio-cultural order, and as arrangement of power. The course shows how advanced theory can be used in the analysis of traditional and emerging communication contexts. (Cross-listed CMST 501)

CEDP 501
Field Study in Adult Issues and Problems (4)
FALL/WINTER/SUMMER
Prerequisites: CEDP 314, some senior, major courses and faculty advisement.
This course introduces students to professional human service settings through shadowing a professional in the community. Students are expected to enroll in this course over two consecutive quarters.

CEDP 502
Counseling Development and Transition Across the Lifespan (4)
FALL/WINTER/SUMMER
Major theories of human development in which developmental processes and issues emphasized by different theories are described and compared.

CEDP 503
Skinner: Humanistic Roots of Radical Behaviorism (4)
FALL/WINTER
This course is designed to provide a solid understanding of radical behaviorism, while dispelling various popular myths.

CEDP 504
Theories of Human Development (4)
FALL/WINTER/SPRING/Summer
Major theories of human development in which developmental processes and issues emphasized by different theories are described and compared.

CEDP 505
Classroom Management for the School Counselor (4)
FALL
Prerequisite: Admission to the graduate counseling program, school counseling track.
This course will provide an understanding of the role of the teacher in managing classroom behavior, how to establish positive teacher-student and peer relationships that help meet student's basic psychological needs and build a community of support within the classroom.

CEDP 506
Special Problems in Child Development (4)
FALL/WINTER/SPRING
Graded Pass/No Credit.
Prerequisite: Permission of the instructor and the department chair.
Students who are admitted to a graduate program in the Department of Counseling, Educational and Developmental Psychology may register for the following classes. For specific prerequisites see individual course descriptions.

CEDP 507
Foundations of Special Education (4)
FALL/SPRING
Prerequisite: Permission of the instructor and the department chair.
This course introduces students to professional human service settings through shadowing a professional in the community. Students are expected to enroll in this course over two consecutive quarters.

CEDP 508
Problems in Child Development (4)
FALL/WINTER/SPRING
Graded Pass/No Credit.
Prerequisites: Permission of the instructor and the department chair.
This course introduces students to professional human service settings through shadowing a professional in the community. Students are expected to enroll in this course over two consecutive quarters.

CEDP 509
Special Problems in Child Development (4)
FALL/SPRING
Graded Pass/No Credit.
Prerequisite: Invitation of the instructor/advisor.
Directed research resulting in a formal writeup. Limited to those students for whom research experience will be helpful in obtaining entrance to graduate school. This course replaces ITGS 400 as a senior capstone experience.

CEDP 510
Experiential Learning (1-12)
FALL/WINTER/SPRING/Summer
Prerequisite: Consent of the instructor.
This course is designed to provide experience in the process of communication inquiry. The course covers a variety of communication theories, reflecting the diverse aspects of the field. In the course, communication is analyzed from several theoretical standpoints: as message transfer, as practical art, as mediation by signs, as sharing of experiences, as socio-cultural order, and as arrangement of power. The course shows how advanced theory can be used in the analysis of traditional and emerging communication contexts. (Cross-listed CMST 501)
CEDP 522
Teaching Exceptional Students I (4)
FALL/ALTERNATE SUMMERS
Prerequisite: Admission to the graduate program in special education.
Instructional methods derived from the effective teaching research including management of time, instructional design, presentation of information, academic monitoring, error correction procedures, and curricular modifications.

CEDP 523
Assessing Exceptional Students (4)
FALL/ALTERNATE SUMMERS
Prerequisite: Admission to the graduate program in special education.
Overview of the prereferral to placement process and an in-depth examination of the primary standardized assessment instruments and procedures for determining eligibility for Special Education.

CEDP 530
Tactics in Psychological Research: Group Design (4)
Prerequisite: CEDP 520 or permission of the instructor.
A critical analysis of research methodologies in psychology. Emphasis is placed on developing student skills in asking and answering sound research questions with group design methods.

CEDP 531
Designing Management Programs (4)
WINTER
Prerequisite: CEDP 520 and admission to the graduate program in special education.
In-depth study of school-wide practices, classroom management techniques, and individualized interventions for promoting positive social behavior.

CEDP 532
Teaching Exceptional Students II (4)
WINTER/ALTERNATE SUMMERS
Prerequisites: CEDP 522 and admission to the graduate program in special education.
Instructional methods and strategies for teaching reading and language arts to students with exceptional needs.

CEDP 533
Collaborative Program Development for Exceptional Students (4)
WINTER/ALTERNATE SUMMERS
Prerequisites: CEDP 520 and admission to the graduate program in special education.
Designing collaborative programs with focus on participation on multidisciplinary teams, development of instructional and transitional programs, supervision of support staff, and consultation with parents and teachers.

CEDP 534
Teaching Exceptional Students III (4)
SPRING/ALTERNATE SUMMERS
Prerequisites: CEDP 522 and 532 and admission to the graduate program in special education.
Instructional methods and strategies for teaching math and content areas to students with exceptional needs as well as consultation and coaching techniques.

CEDP 535
Introduction to Mental Health Counseling (4)
FALL
Prerequisite: Program admission or prior permission of the instructor.
An introduction to the profession of Mental Health Counseling. The course will emphasize historical, philosophical, professional, ethical, and public policy perspectives. It will focus on the role of the counselor and the various clientele. Students will be introduced to the role of diagnosis in the counseling process as well as to the organization and administration of mental health practice.

CEDP 538
Journal Reading in Special Education (3)
SUMMER
Prerequisite: Admission to the graduate program in special education.
Provides students with skills in reading and analyzing research-based articles in special education journals.

CEDP 539
Special Topics (1-5)
FALL/WINTER SPRING/SUMMER
Pass/No Credit grading allowed for program requirements.

CEDP 540
Professional School Counseling (4)
FALL
Prerequisites: Program admission or prior permission of the instructor, and a completed current FBI fingerprint check.
The development of the school counseling profession; counseling functions within systems; the structure and management of counseling programs.

CEDP 541
Group Processes (4)
Prerequisites: Prior permission of the instructor and a completed current FBI fingerprint check.
The purposes of this course are to enable the student to observe and analyze group interaction and to relate resulting data to existing counseling theory and techniques, and to influence in purposeful ways the group interaction in which one participates.

CEDP 542
Career Counseling (4)
FALL
Prerequisites: Program admission to a Department of Counseling, Educational and Developmental Psychology graduate program, prior permission of the instructor, a completed current FBI fingerprint check, and successful completion of one quarter of CEDP 695 or equivalent.
Career development theory; educational and vocational information; career decision-making processes; components of school or community career programs.

CEDP 544
Counseling Theory and Techniques (4)
FALL
An introduction to principles of counseling, and a survey of contemporary theories and techniques.

CEDP 545
Advanced Appraisal Techniques (4)
WINTER
Prerequisite: CEDP 468 or equivalent.
The administration, scoring, and interpretation of standardized tests and batteries used in counseling. (Two sections are offered: one for Mental Health Counseling and one for School Counseling.)

CEDP 546
Group Counseling (4)
WINTER
Prerequisites: Prior permission of the instructor and a completed current FBI fingerprint check.
Factors that lead to group change; membership, goals, productivity, and organization. Students will participate in, and serve as leaders of groups.

CEDP 548
Counseling Children and Adolescents (4)
WINTER/SUMMER
Prerequisites: Prior permission of the instructor and a completed current FBI fingerprint check.
Counseling principles and techniques as applied to children and adolescents will be presented and analyzed.

CEDP 549
ESA Peer Review (3)
ALTERNATE SUMMERS
Prerequisite: Admission to a Department of Counseling, Educational and Developmental Psychology graduate program or prior permission of the instructor.
The major emphases of this course are on upgrading the knowledge and skills of practicing counselors and providing a forum for peer review based on contemporary standards of practice. Required peer review course for continuing ESA Certification.

CEDP 554
Developmental Psychopathology (4)
SPRING
This course focuses on psychopathological disorders of childhood and adolescence, critically attending to normal and abnormal developmental sequences. Attention is given to the diagnosis and implications of such disorders, and to clinical and educational treatment methods.

CEDP 555
Contemporary Applications and Reading in Behaviorism (4)
Prerequisites: CEDP 502, 503, and 505 or permission of the instructor.
This course will provide the student with advanced information on contemporary behaviorism. Multiple perspectives and applications will be explored, from clinical behavior analysis to stimulus equivalence.

CEDP 556
Professional School Psychology (5)
FALL
Prerequisite: Program admission.
This course focuses on the history and foundations of school psychology, legal and ethical issues, professional issues, professional issues and standards, and the roles and functions of the school psychologist.

CEDP 557
Consultation and Alternate Service Delivery (4)
SPRING
Prerequisite: Program admission.
This course focuses on the history and principles of collaborative consultation, and their application within the school setting, and alternative systems for delivering prereferral, assessment, and intervention services to students, families, and school personnel.

CEDP 558
Special Topics in Exceptionality (4)
In-depth exploration of empirically-based research and current issues related to working effectively with students with high incidence disabilities.

CEDP 569
Family Systems and Parent Education (4)
WINTER
Prerequisite: Appropriate undergraduate work in education or psychology or prior permission of the instructor.
The foundations of family systems theory. Examines the interaction between parents, development of the child, and the relationship of the family to the school and community. Approaches to child rearing, management, and discipline will be considered. Special consideration is given to parent education classes and recent literature in parent counseling.

CEDP 570
Theories of Family Counseling and Therapy (3)
An introduction to theory, perspectives, procedures, and historical development of family counseling and therapy. (Cross-listed SOWK 570)

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<th>Course Title</th>
<th>Description</th>
<th>Prerequisites</th>
<th>Grade Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEDP 571</td>
<td>Family Counseling and Therapy Intervention Techniques (3)</td>
<td>This course provides students an opportunity to transition from the role of a counselor in training to a beginning professional in the field of mental health counseling. Topics will include advocacy, post graduate credentials, supervision, managed health care systems, agency and private practice, and organizational change. An emphasis will be placed on professional identity and roles.</td>
<td>Admission to Mental Health Counseling track. Credit only.</td>
<td>Pass/No Credit</td>
</tr>
<tr>
<td>CEDP 575</td>
<td>DSM Treatment Issues for Counselors (4)</td>
<td>The examination of current issues related to the classification and diagnosis of abnormal behavior and psychological states and their relationship to therapy. Dimensional, categorical and functional approaches to classification are reviewed, with emphasis on current forms of child and adult psychopathology found in the DSM-IV-R. Diagnostic topics include historical influences, cultural variation, symptomology, etiology, developmental patterns, and treatment approaches to various diagnostic categories.</td>
<td>Admission to a Department of Counseling, Educational and Developmental Psychology graduate program or prior permission of the instructor.</td>
<td>Pass/No Credit</td>
</tr>
<tr>
<td>CEDP 576</td>
<td>Professional Issues in Mental Health Counseling (4)</td>
<td>This course provides students an opportunity to transition from the role of a counselor in training to a beginning professional in the field of mental health counseling. Topics will include advocacy, post graduate credentials, supervision, managed health care systems, agency and private practice, and organizational change. An emphasis will be placed on professional identity and roles.</td>
<td>Admission to a Department of Counseling, Educational and Developmental Psychology graduate program or prior permission of the instructor.</td>
<td>Pass/No Credit</td>
</tr>
<tr>
<td>CEDP 580</td>
<td>Professional Ethics and Law (4)</td>
<td>This course provides students an opportunity to transition from the role of a counselor in training to a beginning professional in the field of mental health counseling. Topics will include advocacy, post graduate credentials, supervision, managed health care systems, agency and private practice, and organizational change. An emphasis will be placed on professional identity and roles.</td>
<td>Admission to Mental Health Counseling track. Credit only.</td>
<td>Pass/No Credit</td>
</tr>
<tr>
<td>CEDP 581</td>
<td>Consulting Approaches and Applications (2)</td>
<td>Application of psychological skills to organizations and systems; systems analysis and intervention.</td>
<td>Admission to Mental Health Counseling track. Credit only.</td>
<td>Pass/No Credit</td>
</tr>
<tr>
<td>CEDP 582</td>
<td>The Law for School Counselors (2)</td>
<td>This course provides students with an understanding of the current issues, policies, laws, legislation, ethical and legal considerations related specifically to the practice of school counseling. Students will utilize current resources available to school counselors in order to recognize the most pertinent legal and ethical areas concerning school counselors today.</td>
<td>Admission to the graduate counseling program, school counseling track. Credit only.</td>
<td>Pass/No Credit</td>
</tr>
<tr>
<td>CEDP 590</td>
<td>Multi-Cultural Issues (3)</td>
<td>This course will introduce students to the impact of their culture on their own life space, create an increased sensitivity to other cultures, and discuss and develop appropriate multicultural counseling techniques in diverse settings.</td>
<td>Admission to a Department of Counseling, Educational and Developmental Psychology graduate program or prior permission of the instructor.</td>
<td>Pass/No Credit</td>
</tr>
<tr>
<td>CEDP 591</td>
<td>Addictive Behavior Counseling (4)</td>
<td>Introduction to and study of the professional codes of ethics pertaining to delivery of psychological/counseling services; survey of pertinent laws; study and discussion of applications and issues for delivery of psychological services in various settings.</td>
<td>Admission to Mental Health Counseling track. Credit only.</td>
<td>Pass/No Credit</td>
</tr>
<tr>
<td>CEDP 592</td>
<td>Crisis Intervention and Trauma Counseling (4)</td>
<td>This course provides students an opportunity to transition from the role of a counselor in training to a beginning professional in the field of mental health counseling. Topics will include advocacy, post graduate credentials, supervision, managed health care systems, agency and private practice, and organizational change. An emphasis will be placed on professional identity and roles.</td>
<td>Admission to Mental Health Counseling track. Credit only.</td>
<td>Pass/No Credit</td>
</tr>
<tr>
<td>CEDP 593</td>
<td>Specialized Counseling Techniques (4)</td>
<td>This course provides students an opportunity to transition from the role of a counselor in training to a beginning professional in the field of mental health counseling. Topics will include advocacy, post graduate credentials, supervision, managed health care systems, agency and private practice, and organizational change. An emphasis will be placed on professional identity and roles.</td>
<td>Admission to Mental Health Counseling track. Credit only.</td>
<td>Pass/No Credit</td>
</tr>
<tr>
<td>CEDP 594</td>
<td>Seminar (3)</td>
<td>Advanced Counseling Seminar will be graded Pass/No Credit only.</td>
<td>Admission to Mental Health Counseling track. Credit only.</td>
<td>Pass/No Credit</td>
</tr>
<tr>
<td>CEDP 595</td>
<td>Independent Study (1-5)</td>
<td>This course provides students an opportunity to transition from the role of a counselor in training to a beginning professional in the field of mental health counseling. Topics will include advocacy, post graduate credentials, supervision, managed health care systems, agency and private practice, and organizational change. An emphasis will be placed on professional identity and roles.</td>
<td>Admission to Mental Health Counseling track. Credit only.</td>
<td>Pass/No Credit</td>
</tr>
</tbody>
</table>

Note: Workshop credit cannot be used to fulfill graduate degree requirements.
CREATIVE WRITING

See ENGLISH.

CRIMINAL JUSTICE

College of Social and Behavioral Sciences
Dale Lindekugel, Chair
314 Patterson Hall
(509) 359-2335

B.A.
Minor
Faculty: P. Indahl

UNDERGRADUATE PROGRAMS

Within the Bachelor of Arts Degree, the Department of Sociology and Criminal Justice offers a program in Criminal Justice, blending career education and the liberal arts. Criminal Justice is an integrated major with required course work in the core disciplines that provide the theoretical and methodological roots of contemporary criminological inquiry as well as applied course work in Criminal Justice. The program is designed to provide an academic foundation appropriate for an educated citizen as well as particular specializations and certifications for career preparation.

The Department of Sociology and Criminal Justice believes that a University must educate broadly to enrich both career and life. Accordingly, students in the criminal justice program will complete social science foundation courses as well as core disciplinary courses. In order to assist them as they move into the criminal justice program, students must also complete course work in an approved area of specialization or an interdisciplinary certificate.

All 300 and 400 level CRIM courses have a prerequisite of sophomore standing or above.

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

Bachelor of Arts (B.A.)

Criminal Justice Major (74-75 credits minimum)

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

Required Courses:

Introduction
CRIM 300 Introduction to Criminal Justice (5)

Foundation Courses
CSBS 310 Foundations of Social and Behavioral Sciences Theory (5)
CSBS 320 Introductory Statistics for the Social Sciences (5)
CSBS 330 Integrated Social Science Methods (5)

Disciplinary Core Courses
CRIM 382 Criminal Justice Organization and Administration (5)
CRIM 490 Criminal Justice Senior Capstone (5)
GOVT 306 Basic Concepts of Criminal Law (5)
PHIL 212 Introductory Ethics (5)
PSYC 302 Abnormal Psychology (5)
SOCI 301 Crime and Society (5)
SOCI 458 Sociology of Institutional Corrections (5)

Specialty Tracks:

Law Enforcement: Choose minimum of 20 credits.

Required Courses
CRIM 468 Police Systems and Practices (5)
CRIM 495 Internship in Criminal Justice (6)
GOVT 302 Criminal Procedure (5)

Choose minimum of 4 credits from below:
CRIM 304 Forensic Inquiry (5)
CRIM 306 Forensic Photography (2)

Corrections: Choose minimum of 20 credits.

Required Courses
CRIM 495 Internship in Criminal Justice (6)
SOCI 459 Sociology of Community Corrections (5)

Choose minimum of 9 credits from below:
CRIM 302 Criminal Justice Systems and Development (4)
CRIM 416 Comparative Criminal Justice Systems (5)
CSBS 321 Computer Aided Data Analysis (4)
GEOG 328 Geographic Information Systems (5)
GOVT 305 Jurisprudence (5)
PSYC 425 Psychology and the Legal System (5)

Pre-Graduate Criminology: Choose minimum of 19 credits.

Required Courses
SOCI 363 Sociology of Deviance (5)
SOCI 455 Criminology (5)

Choose minimum of 9 credits from below:
CRIM 302 Criminal Justice Systems and Development (4)
CRIM 416 Comparative Criminal Justice Systems (5)
CSBS 321 Computer Aided Data Analysis (4)
GEOG 328 Geographic Information Systems (5)
GOVT 305 Jurisprudence (5)
PSYC 425 Psychology and the Legal System (5)

Total introduction credits: 5 credits
Total foundation credits: 15 credits
Total disciplinary core credits: 35 credits
Minimum total specialty track credits: 19 - 20 credits
Minimum total credits for above Major: 74 - 75 credits

There may be courses taught at times that could be used as a substitute for courses listed under Specialty Tracks. Please consult your advisor to determine if a course is appropriate.

CRIM 299 Individual Study (1-5)
CRIM 307 Special Topics in Criminal Justice (1-5)
CRIM 399 Individual Study (1-5)
CRIM 496 Experimental Course (1-5)
CRIM 499 Individual/Independent Study (1-5)
ANTH 496 Experimental Course (1-5)

Note: Students may incorporate one of the CSBS certificate options as one of the specialty tracks. CSBS Certificate Programs currently proposed include Children’s Studies, Conflict Management, Geographic Information Systems, and Gender Studies.

Students working with their advisor may also craft their own specialization track with approved university courses and with the approval of the Department Chair.

Minor

Criminal Justice Minor (28 credits)

Required Courses
CRIM 300 Introduction to Criminal Justice (5)
CRIM 310 Criminal Pathology I: Violence and Society (4)
CRIM 382 Criminal Justice Organization and Administration (5)
CRIM 482 Research in Criminal Justice (5)

Electives
Select courses from any other CRIM prefix courses.

Total required credits: 18 credits
Total elective credits: 10 credits
Total credits for above Minor: 28 credits

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## Criminal Justice Courses

**CRIM 299**  
**Individual Study (1-5)**  
Prerequisite: Prior permission of the instructor.  
Individual study in criminal justice. Topics are mutually agreed upon by the instructor and student.

**CRIM 300**  
**Introduction to Criminal Justice (5)**  
This course is taught from the perspective of the criminologist and emphasizes the interaction within and between the systems of law enforcement, the courts and treatment.

**CRIM 302**  
**Criminal Justice Systems and Development (4)**  
A survey and analysis of the origins and development of the contemporary criminal justice system in America.

**CRIM 304**  
**Forensic Inquiry (5)**  
For majors only.  
Scientific methods of inquiry used in forensic investigations. Includes methodologies from social science, natural science, law, and criminal justice.

**CRIM 305**  
**Controversial Criminal Justice Topics (4)**  
May be taken under two separate titles.  
A variety of controversial topics which exist in the criminal justice system. Examples may include vice, police unions, capital punishment, and prisoners' rights.

**CRIM 307**  
**Special Topics in Criminal Justice (1-5)**  
An open topics course on contemporary criminal justice practice.

**CRIM 310**  
**Criminal Pathology I: Violence and Society (4)**  
Prerequisite: Junior Standing.  
A theoretical examination of violence and society. Examines historical and contemporary theorists to determine causation and control of interpersonal violence.

**CRIM 314**  
**A History of the American Criminal Justice System (5)**  
FALL/WINTER/SPRING  
A historical survey of the origins and development of the American criminal justice institution.

**CRIM 320**  
**Instrumental Detection of Deception (4)**  

**CRIM 330**  
**University Law Enforcement and Security (5)**  
A lecture, laboratory and field course in University Law Enforcement and Security. Lecture covers general knowledge and specific protection problems, laboratory and supervised field experience teaches methods of patrol and protection. Requires evening and weekend activities.

**CRIM 382**  
**Criminal Justice Organization and Administration (5)**  
Basic organization and management of criminal justice agencies. Discusses line, personnel, and auxiliary functions.

**CRIM 383**  
**Development and Organization of the Jail (4)**  
A study of the development and organization of the jail as found in the United States.

**CRIM 386**  
**Basic Concepts of Criminal Law (5)**  
A survey of the basic concepts and content of the American substantive criminal law, including purposes, basic concepts, defenses, and selected substantive offenses.

**CRIM 398**  
**Professional Development Seminar (5)**  
Covers values, ethics and personal development.

**CRIM 399**  
**Individual Study (1-5)**  
FALL/WINTER/SPRING  
Prerequisite: Prior permission of the instructor.  
Individual study in criminal justice. Topics are mutually agreed upon by the instructor and student.

**CRIM 404**  
**Forensic Identification (4)**  
Limited to 15 students. Prerequisites: CRIM 304 and prior permission of the instructor.  
An advanced laboratory course in Forensic Facial Reconstruction, Forensic Osteology and Computer Applications to Forensic Identification.

**CRIM 416**  
**Comparative Criminal Justice Systems (5)**  
A comparative approach to understanding the different criminal justice systems found throughout the world.

**CRIM 460**  
**Penology (5)**  
Special fees. CJ majors have priority. Prerequisite: Acceptable background security check.  
A study of the contemporary practice of penology in the western world with special attention to the United States and Washington state. Lecture, laboratory and required field trips to Northwest Custodial Institutions.

**CRIM 468**  
**Police Systems and Practices (5)**  
Prerequisite: CRIM 300 or permission of the instructor.  
This course examines the profession of a police officer. Topics include criminal investigations, specialized operations, ethics, liability, and the process, organization and management of policing in the United States.

**CRIM 482**  
**Research in Criminal Justice (4)**  
Prerequisite: Computer keyboard skills, Junior standing.  
Provides practice in the use of research methods used in Criminal Justice. Individual skills are developed through the process of designing research projects using Criminal Justice database.

**CRIM 483**  
**Administration of the American Jail (3)**  
Emphasizes theory and role of administration in both city and county jails.

**CRIM 485**  
**Correctional Counseling: Group Methods (5)**  
Examines the group methods used with criminal offenders, both juvenile and adult. Includes treatment programs, evaluation and therapeutic environments.

**CRIM 490**  
**Criminal Justice Senior Capstone (5)**  
Satisfies senior capstone university graduation requirement.  
Prerequisites: Senior standing; must be taken prior to internship.

This course examines the relationship between the major subsystems of the criminal justice system, police, courts, corrections, and juvenile justice. Each of these major components addresses issues of crime in society with the same constituents, of but from a different perspective. Examination of issues that each component has in common and the manner in which they are differently addressed is the focus of this course. Criminal Justice students will gain an appreciation for the eclectic nature of the profession through in-depth analysis of current issues and designing a resolution mechanism. The characterization of a "criminal justice system" is discussed from the perspective of individual mission of each element of the “system” to identify the presence or absence of commonality - except for constituency. The distinctive division of labor between corrections, police administration and the courts are described in effort to identify the decision-making processes to further amplify their interdependence and interrelatedness. Through examination of dilemmas faced by the system students will develop an appreciation for and understanding of the system from the macro perspective. The purpose of this course is to bring together the different elements of the system through examining how each of these elements address common relevant and timely issues.

**CRIM 491**  
**Criminal Justice Education and Training (5)**  
Prerequisites: 1) 2.50 GPA, 2) permission of intern instructor, 3) CRIM 490.  
The intern earns credits through participation in a full-time work experience. The length of time is determined by the amount of credit. Normally it will be 10 weeks. Requirements include an on site visit, detailed written report and additional assignments. Internships are limited to the state of Washington and some selected Idaho and Oregon locations. Applications and approval must be obtained prior to the internship experience. Credit for unapproved internship or life experience is not granted.

**CRIM 495**  
**Internship (12)**  
SUMMER  
Prerequisites: 1) 2.50 GPA, 2) permission of intern instructor, 3) CRIM 490.

The intern earns credits through participation in a full-time work experience. The length of time is determined by the amount of credit. Normally it will be 10 weeks. Requirements include an on site visit, detailed written report and additional assignments. Internships are limited to the state of Washington and some selected Idaho and Oregon locations. Applications and approval must be obtained prior to the internship experience. Credit for unapproved internship or life experience is not granted.

**CRIM 496**  
**Experimental Course (1-5)**

**CRIM 497**  
**Workshops, Short Courses, Conferences (5)**

**CRIM 498**  
**Seminar (5)**  
For majors only. Prerequisites: 1) ENGL 205, 2) 40 major credits, and 3) prior permission of the instructor.

**CRIM 499**  
**Individual/Independent Study (1-5)**  
Not open to students with a GPA below 3.0. Prerequisite: Prior permission of the instructor.  
For individual/independent study in criminal justice. Topics are mutually agreed upon by the instructor and the student.
DENTAL HYGIENE

College of Science, Math and Technology
Rebecca Stolberg, Department Chairperson
Health Sciences Building
310 N. Riverpoint Blvd.
Box E, Spokane, WA 99202
(Program Office and Clinic)
(509) 368-6510

Advisors: K. Barber Ocheltree, L. Al-Tassan
B.S.
Faculty: P. Blitz, A. Dimarco, A. Nickerson, J. Nord, R. Stolberg

UNDERGRADUATE PROGRAM

The Department of Dental Hygiene functions within the University setting and offers a baccalaureate degree in dental hygiene which combines a strong liberal arts background with a professional education. General education courses, basic, dental and dental hygiene science courses are integrated into the practice of dental hygiene.

Students interested in majoring in dental hygiene should request current information on application procedures and seek advising early in their university program. During the first year(s) of study, students complete dental hygiene prerequisite courses and some General Education Core Requirements. During the final year of prerequisites (either Fall or Winter Quarter), students must declare Dental Hygiene as their major and formally apply for admission to the Dental Hygiene Department, which begins its session the following Fall Quarter. Applications are available from the department’s website.

General Admissions Requirements for Dental Hygiene: All students enrolling in dental hygiene courses must hold a current Health Care Provider CPR Certification. In addition to the $35.00 university admission fee, there is an additional $40.00 student Department application fee.

All students are urged to maintain contact with department advisors during their prerequisite year(s) because admission criteria are revised periodically. Since enrollment is limited and the admission process is competitive, no assurance can be given that all applicants admitted to the University and successfully completing the prerequisite course work will be admitted to the dental hygiene department.

Admissions Requirements for Transfer Students: Students transferring from either four-year institutions or community colleges must first apply for admission to the University through the EWU Admissions Office, which will evaluate transfer course work and, upon request, send a copy of the transcript evaluation to the Dental Hygiene Program.

Once admitted to EWU, transfer students should contact the Dental Hygiene Department and arrange to meet with a department advisor for curricular planning and to declare their major.

Applications to the dental hygiene department will not be processed until students have formally admitted to the University and a copy of their transcript evaluation has been sent from Admissions to the Dental Hygiene Department.

Attention High School Students: Those students interested in dental hygiene should complete one year of high school chemistry, biology, and algebra.

Placement Record for EWU Dental Hygiene Graduates: EWU dental hygiene graduates have an excellent placement record in Spokane and nationwide. The program has a 46-chair clinic located on the Riverpoint Campus in Spokane. The clinic provides dental services to the general public by students under direct faculty supervision.

Mission: The Department’s mission is to educate baccalaureate dental hygienists to assume positions of responsibility in multiple settings. The faculty of the department are committed to creating a quality educational environment that will facilitate the development of responsible professionals who can function effectively in a constantly changing society.

Department Goals for Dental Hygiene: The following goals direct the design, purpose and philosophy of the Department of Dental Hygiene at Eastern Washington University:

1. Dental hygiene students who graduate from the program will be successful in meeting the competencies outlined in the department’s Competencies for a Dental Hygienist document.
2. Graduates will be prepared to successfully pass any dental hygiene licensing examination given in the United States.
3. Faculty will establish a curriculum that will promote higher order thinking which will assist dental hygiene students in developing professional judgment, decision-making, and problem-solving skills.
4. Faculty will provide a curriculum which will encourage students to function as team members in the delivery of care and services.
5. Students will demonstrate effective communication skills through application and integration of interpersonal skills, educational strategies, presentation skills, and writing skills.
6. Consumers will be satisfied with the quality of services received.

The dental hygiene program consists of a minimum of one year of preclinical dental hygiene courses followed by a three-year professional curriculum. The professional segment of the three-year curriculum includes emphasis on dental sciences, community dental health, health research theory, and clinical practice in traditional and expanded functions. Dental clients are treated at the EWU clinic and at the Veterans’ Administration Medical Center. The program is fully accredited by the Commission on Dental Accreditation of the American Dental Association and leads to a specialized Bachelor of Science in Dental Hygiene degree. It is the only traditional baccalaureate dental hygiene program in Washington state.

Degree Completion: Expanded degree possibilities are available in Seattle, Tacoma and Vancouver, WA for dental hygienists from two-year institutions who desire a baccalaureate degree. Transcripts and inquiries should be directed to the chair of the dental hygiene program, Eastern Washington University.

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

Bachelor of Science (B.S.)

Dental Hygiene Major (149 - 152 credits)

Required Courses

- DNHY 300 Head and Neck Anatomy (3)
- DNHY 301 Dental Anatomy (3)
- DNHY 302 Histology/Embryology (3)
- DNHY 310 Radiography (3)
- DNHY 311 Radiography (2)
- DNHY 320 Pharmacology for the Dental Hygienist (3)
- DNHY 321 Pain Control (3)
- DNHY 330 Preclinical Dental Hygiene I (4)
- DNHY 331 Preclinical Dental Hygiene II (4)
- DNHY 332 Preclinical Dental Hygiene III (4)
- DNHY 341 Pathophisiology I (3)
- DNHY 342 Pathophisiology II (3)
- DNHY 350 Clinical Dental Hygiene I (4)
- DNHY 351 Clinical Dental Hygiene II (4)
- DNHY 352 Clinical Dental Hygiene III (4)
- DNHY 360 Preventive Dentistry (2)
- DNHY 380 Introduction to Restorative Dentistry I (3)
- DNHY 381 Principles of Restorative Dentistry II (3)
- DNHY 411 Periodontology I (3)
- DNHY 422 Periodontology II (2)
- DNHY 430 Oral and General Pathology (3)
- DNHY 450 Clinical Dental Hygiene IV (3)
- DNHY 451 Clinical Dental Hygiene V (5)
- DNHY 452 Clinical Dental Hygiene VI (5)
- DNHY 453 Clinical Dental Hygiene VII (5)
- DNHY 460 Community Dental Health I (2)
- DNHY 461 Community Dental Health II (2)
- DNHY 470 Research Methods (5)
- DNHY 480 Restorative Clinic I (3)
- DNHY 481 Restorative Clinic II (2)

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**Dental Hygiene Courses**

**DNHY 300**
Head and Neck Anatomy (3)
- **SPRING**
- Prerequisite: Admittance into Dental Hygiene program or waiver by instructor.
- A detailed study of head and neck anatomy, including bones, musculature, blood, lymphatic and nerve supply.

**DNHY 301**
Dental Anatomy (3)
- **FALL**
- Prerequisite: Admittance into Dental Hygiene program or waiver by instructor.
- A detailed anatomical study of human teeth, their eruption, exfoliation and occlusion.

**DNHY 302**
Histology/Embryology (3)
- **FALL**
- Prerequisite: Admittance into Dental Hygiene program or waiver by instructor.
- A detailed study of oral histology and embryology. Development of the face and oral cavity; microscopic anatomy of the oral cavity.

**DNHY 310, 311**
Radiography (3, 2)
- **FALL/SPRING**
- Prerequisite: Admittance into Dental Hygiene program or waiver by instructor.
- Clinical and physical principles of x-ray production, hazards, and safety procedures, with an orientation to oral anatomy and completion of acceptable full-mouth surveys on dental clients. Techniques for advanced skills and panoramic radiography emphasized in 311.

**DNHY 320**
Pharmacology for the Dental Hygienist (3)
- **FALL**
- Prerequisite: Admittance into Dental Hygiene program or waiver by instructor.
- Principles of pharmacological and therapeutic action of drugs used in dentistry.

**DNHY 321**
Pain Control (3)
- **WINTER**
- Prerequisite: Admittance into Dental Hygiene program or waiver by instructor.
- This course is designed to give the student an understanding of the history, theory and use of nitrous oxide sedation and dental local anesthetic agents.

**DNHY 330, 331**
Preclinical Dental Hygiene I, II (4 each)
- **FALL/SPRING**
- Prerequisite: Admittance into Dental Hygiene program or waiver by instructor.
- The first two of three courses focusing on the introduction to clinical dental hygiene treatment, emphasizing the importance and techniques of infection control procedures, the oral evaluation and physical evaluation of the client.

**DNHY 332**
Preclinical Dental Hygiene III (4)
- **SPRING**
- Prerequisite: Admittance into Dental Hygiene program or waiver by instructor.
- The third of three courses focusing on the introduction to clinical dental hygiene treatment, continuing emphasis on those topics covered in 330 and 331 and introducing the removal of deposits from the dentition.

**DNHY 341**
Pathophysiology I (3)
- **FALL**
- Prerequisite: Admittance into Dental Hygiene program or waiver by instructor.
- Medical conditions and their implications for dentistry focusing primarily on allergic reactions, cardiovascular system and recognition of child abuse and neglect.

**DNHY 342**
Pathophysiology II (3)
- **WINTER**
- Prerequisite: Admittance into Dental Hygiene program or waiver by instructor.
- Medical conditions and their implications for dentistry focusing on pulmonary, renal, muscular-skeletal, nervous, endocrine, hemopoietic and digestive systems.

**DNHY 343, 351, 352**
Clinical Dental Hygiene I, II, III (4 each)
- **FALL/SPRING/WINTER**
- Prerequisite: Admittance into Dental Hygiene program or waiver by instructor.
- Supervised experience in clinical procedures of dental hygiene, increasing in scope of opportunity as skill is attained.

**DNHY 360**
Preventive Dentistry (2)
- **SPRING**
- Prerequisite: Admittance into Dental Hygiene program or waiver by instructor.
- Course emphasis is placed upon gaining a working knowledge of all aspects of preventive dentistry, including self care, fluorides, dental caries, and soft deposits.

**DNHY 380**
Introduction to Restorative Duties I (3)
- **WINTER**
- Prerequisite: Admittance into Dental Hygiene program or waiver by instructor.
- Introducing dental materials with technique, laboratory, and clinical experience in the restorative duties that can be legally assumed by the dental hygienist.

**DNHY 381**
Principles of Restorative Duties II (3)
- **SPRING**
- Prerequisite: Admittance into Dental Hygiene program or waiver by instructor.
- This course is a comprehensive lecture/lab course which provides the dental hygiene student an opportunity to acquire didactic and lab knowledge and the skills associated with dental materials and restorative expanded functions.

**DNHY 421**
Periodontology I (3)
- **WINTER**
- Prerequisite: Admittance into Dental Hygiene program or waiver by instructor.
- A detailed study of the various periodontal diseases, with emphasis on histological and clinical recognition as well as treatment of the diseases.

**DNHY 422**
Periodontology II (2)
- **FALL**
- Prerequisite: Admittance into Dental Hygiene program or waiver by instructor.
- Continued study of the recognition and treatment of periodontal diseases, especially as they relate to dental hygiene practice.

**DNHY 423**
Advanced Periodontology (3)
- **WINTER**
- Prerequisite: Admittance into Dental Hygiene program or waiver by instructor.
- This elective course will provide a transition from “academic” periodontics to clinical periodontics in the private practice setting.

**DNHY 450**
Oral and General Pathology (3)
- **SPRING**
- Prerequisite: Admittance into Dental Hygiene program or waiver by instructor.
- A histopathological study of oral lesions, pathogenic conditions of particular significance to dentistry, and principles of general pathology.
DNHY 450
Clinical Dental Hygiene IV (3)
SUMMER
Prerequisite: Admittance into the Dental Hygiene program or waiver by instructor.
The fourth of seven quarters of supervised experiences in clinical procedures of dental hygiene, increasing in scope of opportunity as skill is attained.

DNHY 451
Clinical Dental Hygiene V (5)
FALL
Prerequisite: Admittance into the Dental Hygiene program or waiver by instructor.
The fifth of seven quarters of supervised experiences in clinical procedures of dental hygiene, increasing in scope of opportunity as skill is attained.

DNHY 452
Clinical Dental Hygiene VI (5)
WINTER
Prerequisite: Admittance into the Dental Hygiene program or waiver by instructor.
The sixth of seven quarters of supervised experiences in clinical procedures of dental hygiene, increasing in scope of opportunity as skill is attained.

DNHY 453
Clinical Dental Hygiene VII (5)
SPRING
Prerequisite: Admittance into the Dental Hygiene program or waiver by instructor.
The last of seven quarters of supervised experiences in clinical procedures of dental hygiene, increasing in scope of opportunity as skill is attained.

DNHY 460
Community Dental Health I (2)
FALL
Prerequisite: Admittance into the Dental Hygiene program or waiver by instructor.
A survey of various community dental health programs, with field experience in dental health instruction in schools, nursing homes, community centers and hospitals. Emphasis is placed on research methodology.

DNHY 461
Community Dental Health II (2)
WINTER
Prerequisite: Admittance into the Dental Hygiene program or waiver by instructor.
A survey of various community dental health programs, with field experience in dental health instruction in schools, nursing homes, community centers, and hospitals.

DNHY 462
Advanced Community Dental Health (2)
FALL
Prerequisite: Admittance into the Dental Hygiene program or waiver by instructor.
This elective course will provide application of community dental health in the public sector.

DNHY 470
Research Methods (3)
SPRING
Prerequisite: Admittance into the Dental Hygiene program or waiver by instructor.
Basic principles of research and the facilitation of the development of analytical skills for evaluation of professional research.

DNHY 480
Restorative Clinic I (3)
FALL
Prerequisite: Admittance into the Dental Hygiene program or waiver by instructor.
The first of three quarters of clinical practice in restorative duties. For selected dental clients, insertion of silver amalgam and tooth-colored restorations in teeth prepared by dentist supervisors.

DNHY 481, 482
Restorative Clinic II, III (2 each)
WINTER/SPRING
Prerequisite: Admittance into the Dental Hygiene program or waiver by instructor.
The second and third of three quarters of clinical practice in restorative duties. For selected dental clients, insertion of silver amalgam and tooth-colored restorations in teeth prepared by dentist supervisors.

DNHY 483
Specialties of Restorative Treatment (2)
SPRING
Prerequisite: Admittance into the Dental Hygiene program or waiver by instructor.
This elective course provides facilitation of knowledge of various restorative specialties and procedures designed to give the student information on advanced restorative procedures.

DNHY 485
Oral Health Care Research Design Practicum (5)
FALL
Prerequisite: Enrolled in or graduate of an accredited dental hygiene program.
This course is first in a series of three courses providing the student with background and practicum experience in the assessment, planning, implementation, and evaluation of a dental health program. The assessment and planning phases are emphasized in this course.

DNHY 486
Oral Health Care Project Implementation Practicum (5)
WINTER
Prerequisite: DNHY 485 or permission of the instructor.
This course is the second in a series and is directed toward implementation of a community dental health project in a practicum setting. The student will also learn to interpret and critically evaluate scientific reporting and continue to develop communication skills.

DNHY 487
Oral Health Care Project Evaluation and Report Writing Practicum (5)
SPRING
Prerequisite: DNHY 486 or permission of the instructor.
This course is the last in a series of three courses and is directed toward implementation, evaluation and report writing of a community dental health project in a practicum setting.

DNHY 490
Dental Hygiene Capstone (4)
SPRING
Prerequisite: Admittance into the Dental Hygiene program or waiver by instructor.
An integrative, theme-based capstone course which focuses on the ethical and legal issues facing the dental hygienist of the future.

DNHY 491
Field Practicum in Educational Theory and Application (5)
FALL
Prerequisite: Enrolled in or graduate of an accredited dental hygiene program.
This course is the first in a series of three and provides learning experiences that integrate educational theory and application. Students will be assigned actual teaching opportunities under the direction of the course instructor and with the assistance of teacher educators or others acting as resource persons.

DNHY 492
Field Practicum in Clinical and Laboratory Instruction (5)
WINTER
Prerequisite: DNHY 491 or permission of the instructor.
This course is the second in a series and provides learning experiences integrating educational theory and application with a special emphasis on clinical and laboratory instruction.

DNHY 493
Field Practicum in Teaching Methods and Assessment (4)
SPRING
Prerequisite: DNHY 492 or permission of instructor.
This course provides learning experiences utilizing a variety of teaching and assessment methods. The course design and materials provide considerable flexibility for planning and conducting performance-based training programs for student teachers, group/client educators, or business and industry trainers. Students will be assigned actual teaching opportunities under the direction of the course instructor and with the assistance of teacher educators or others acting as resource persons.
EASTERN WASHINGTON UNIVERSITY 2005-06

EARTH SCIENCE

College of Science, Math and Technology
Linda B. McCollum, Program Advisor
Department of Geology
130 Hall of Sciences
(509) 359-2286
geol@mail.ewu.edu
website: http://www.ewu.edu/geology

Minimum total required credits 60 - 61 credits
Minimum total elective credits 4 - 5 credits
Minimum total credits for above Major 64 - 66 credits

Professional Education Requirements/
Secondary Education: 50-52 credits
See the Department of Education section of this catalog. Prerequisites may also apply.

Total credits for above Major and
Professional Education 114 - 118 credits
Note: The above is an interdisciplinary major. See an advisor to determine if courses required by this major may be taken in partial fulfillment of the GECR. A minor is not required, but highly recommended.

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

B.A.E.
Minor

General Science Endorsement
Faculty: Varies

UNDERGRADUATE PROGRAMS

The B.A.E. in Earth Science is for prospective secondary school science teachers.

The Earth Science major and minor are interdisciplinary, with required courses from geography, geology, physics, chemistry, and biology.

General Admissions Requirements for Earth Science:

High school students who plan to enter this program are encouraged to take three or four years of both science and mathematics in high school. University students should generally complete their GECR requirements, particularly in the Natural Sciences, prior to entering the program. Students are encouraged to contact the Earth Science advisor to aid them in selecting these GECR courses.

General Degree Completion Requirements for Earth Science:

Grade requirement for B.A.E.:
2.5 cumulative average
2.0 in each course

Generally Earth Science is taught in the junior high school or middle school. Also, it is occasionally taught as a high school elective or in the upper elementary grades.

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

Bachelor of Arts in Education (B.A.E.)

Earth Science/Secondary Major (64 - 66 credits)

Required Courses
CHEM 151 General Chemistry (5)
GEOG 309 Introduction to Oceanography (5)
GEOG 310 Geography of Landforms (4)
or GEOG 410 Geomorphology (5)
GEOG 314 Weather and Climate (5)
GEOL 120 Physical Geology - The Solid Earth (5)
GEOL 121 Physical Geology - Surficial Processes (5)
GEOL 122 Historical Geology (5)
GEOL 220 Environmental Geology (4)
or GEOL 360 Geologic Hazards (4)
GEOL 307 Rocks and Minerals (5)
GEOL/GEOG 390 Earth Science Teaching Methods (1)
MATH 106 Precalculus Mathematics II (5)
PHYS 121 Descriptive Astronomy (5)
PHYS 131 Introductory Physics I (4)
PHYS 132 Introductory Physics II (4)
PHYS 161 Mechanics Laboratory (1)
SCED 390 Secondary Science Teaching Methods (1)

Electives
Students must take 4-5 credits of field-oriented course work. Select from the list below or from special field courses in Geography or Geology approved by the Earth Science advisor.

GEOG 309 Field Methods (5)
GEOG/BIOL 312 Fundamentals of Soil Science (4)
GEOG 315 Surface Hydrology (4)
GEOG 325 Wetland Science I (4)
GEOG 455 Colorado Plateau Geology (2)
GEOL 496 Geology field trip (3-5)

Total required credits 65 credits
Total credits for above Add-on Endorsement 65 credits

Courses

See Course Descriptions listed under the participating programs and departments: Biology, Chemistry and Biochemistry, Geography, Geology, Mathematics, and Physics.
ECONOMICS

College of Social and Behavioral Sciences
Tom Trulove, Chair
304 Patterson Hall
(509) 359-2281

B.A.

Minors

UNDERGRADUATE PROGRAMS

Economics is the study of choice and how choices made by individuals and society affect our standard of living. Its subject matter is society, how people choose to lead their lives and how they interact. Economics brings methods of science to the fundamental questions and problems faced by society. By doing so, Economics helps us understand and explain a variety of topics such as employment, inflation, business cycles, economic growth, markets, production, distribution, wages, profits, interest rates, money, taxes, competition, monopoly, international trade, economic history, public policy, and many others. Courses range from the very practical and applied to the more abstract and theoretical.

A major in Economics prepares students for careers in a wide variety of private and public sector occupations as well as for graduate study in economics, law, public policy and business. Past graduates have worked as stockbrokers, bankers, union officials, market analysts, managers, researchers, and salespersons. Export/import firms, public utilities, consulting firms, railroads, airlines, banks and a variety of local, state and federal government agencies, have employed them. Others have successfully completed graduate studies in economics at schools such as Yale, Purdue, UCLA, Rice, Oregon, WSU and Washington or received law and M.B.A. degrees at numerous other universities.

The Economics Major provides students with a strong foundation in economics and the opportunity to select from a broad range of upper-division courses. It allows the flexibility to craft a program related to individual student interests and goals. For example, students preparing for graduate school in economics or interested in a career in technical economic analysis would be advised to take a program similar to the Economics Major with Mathematics Option. Those considering careers in the private sector are advised to add a strong Business minor.

Business majors seeking a strong economics background or a dual major in Economics should take the Economics Major, if they want a B.A. in Economics, or the Economics Major offered through Business Administration, if they want a B.A.B. with emphasis in Economics.

All prospective Economics Majors or Business students thinking of a second major are urged to consult with an Economics Department advisor to tailor a program best suited to their goals.

There is a 20 credit minor available to those students who want to demonstrate expertise in Economics to complement their major.

General Admissions Requirements for Economics: Upper-division courses in Economics assume students have satisfied the University requirement for competency in basic mathematics and English. All programs in the major require some university level mathematics, statistics and computer use. Students are strongly urged to consult with a department advisor early in their academic careers to plan an interesting and efficient program in Economics.

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

Bachelor of Arts (B.A.)

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

Economics Major (minimum 67 - 68 credits)

Economics Required Core

ECON 200 Introduction to Microeconomics (5)
ECON 201 Introduction to Macroeconomics (5)
ECON 404 Intermediate Microeconomic Theory (5)
ECON 405 Intermediate Macroeconomic Theory (5)
ECON 437 Econometrics (5)
ECON 490 Capstone (5)

ACCT 251 Principles of Financial Accounting (4)
DSCI 245 Data Analysis for Business (4)
or MATH 380 Elementary Probability and Statistics (5)
FINC 335 Financial Management (4)

Electives

Select upper-division economics courses.

Minimum total required credits 42 - 43 credits
Total elective credits 25 credits
Minimum total credits for above major 67 - 68 credits

Note: ECON 200 and ECON 201 may be waived by completing ECON 437 and MATH 161 Calculus I (5) each with 3.0 or better.

Economics Major with Mathematics Option (73 - 74 credits)

Required Courses

ECON 200 Introduction to Microeconomics (5)
ECON 201 Introduction to Macroeconomics (5)
ECON 404 Intermediate Microeconomic Theory (5)
ECON 405 Intermediate Macroeconomic Theory (5)
ECON 430 Mathematical Economics (5)
ECON 437 Econometrics (5)
ECON 490 Capstone (5)
MATH 161 Calculus I (5)
MATH 162 Calculus II (5)
MATH 163 Calculus III (5)
MATH 386 Applied Statistics (4)

Economics Electives

From upper-division economics

Mathematics Electives

MATH 231 Linear Algebra (5)
MATH 347 Introductory Differential Equations (4)
MATH 385 Probability and An Introduction to Statistics (4)

Total required credits 54 credits
Total elective credits 15 credits
Minimum total mathematics credits 4 - 5 credits
Minimum total credits for above Major 73 - 74 credits

Minor

Economics Minor (20 credits)

Required Courses

ECON 200 Introduction to Microeconomics (5)
ECON 201 Introduction to Macroeconomics (5)

Electives

Select upper-division courses in Economics.

Total required credits 10 credits
Total elective credits 10 credits
Total credits for above Minor 20 credits

General Education Economics Minor (20 credits)

Required Courses

ECON 100 General Education Economics (5)

Electives

Select three courses from the following list:

ECON 412 Economic History of the United States (5)
ECON 415 History of Economic Thought (5)
ECON 417 Political Economy (5)
ECON 420 Labor History (5)
ECON 424 Economics of Poverty and Discrimination (5)
ECON 427 The Economics of Women and Work (5)

Total required credits 5 credits
Total elective credits 15 credits
Total credits for above Minor 20 credits

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ECON 404 Intermediate Microeconomic Theory (5)
FALL/WINTER
Prerequisites: ECON 200 and 201 or instructor permission.
Theoretical basis of exchange, production, private markets and their forms, income distribution, the public sector, resource allocation, welfare economics and application of economic theory to public and private decision making.

ECON 405 Intermediate Macroeconomic Theory (5)
FALL
Prerequisites: ECON 200 and 201 or instructor permission.
With references to recent experiences, a theoretical framework is developed to explain the determination of output, employment, price level, interest rate and economic growth of an aggregate economy. Using case studies, policy implications and alternatives are explored.

ECON 412 Economic History of the United States (5)
SPRING
Prerequisite: Junior standing.
Economic development of the United States from the early colonial period to the present; explorations, westward movement, labor, rise of great industries, world trade, and post-war economic problems. (Cross-listed HIST 487)

ECON 415 History of Economic Thought (5)
WINTER
Prerequisite: Junior standing.
Economic thought to the early 20th century; special attention to selected writers including Aristotle, the Mercantilists, the Physiocrats, Hume, Smith, Malthus, Ricardo, Marx, the Marginallists and Marshall.

ECON 417 Political Economy (5)
Prerequisite: Junior standing.
How public decisions can be made more rational, more productive of welfare, or more in the general interest. Selected literature from economics, political science, and related disciplines provides an analytical framework for the discussion of a number of social problems.

ECON 420 Labor History (5)
Prerequisite: Junior standing.
A chronological examination of labor movements in the United States. Focuses on trade union activity and the impact unions have had on their members and society. Draws occasional examples from European and Latin American labor history for purpose of comparison, and examines various labor history theories. (Cross-listed HIST 489)

ECON 421 Labor Economics (5)
FALL
Prerequisite: ECON 200 or instructor permission. Supply and demand for labor and important institutions in the labor market, especially the upgrading of labor via education and vocational training, the mobility of labor, the influence of trade unions on wages, the effects of race and sex discrimination on wages, and labor’s inflation unemployment problems.

ECON 424 Economics of Poverty and Discrimination (5)
SPRING
(Satisfies cultural and gender diversity university graduation requirement.)
Prerequisite: Junior standing.
Causes of poverty and evaluation of anti-poverty programs. Examines economic the theories of discrimination from different perspectives with a particular focus on issues of gender and race. (Cross-listed AAST 424, WMST 426)

ECON 427 The Economics of Women and Work (5)
(Satisfies cultural and gender diversity university graduation requirement.)
Prerequisite: Junior standing.
Economic impact of the increasing participation of women in the paid labor force of the United States. Economic theories of labor force participation, discrimination and occupational segregation. Current issues such as comparable worth, affirmative action, nontraditional careers, corporate policies, sexual harassment, child care and social welfare programs. (Cross-listed WMST 427)

ECON 429 Women and Men in the U.S. Economy (1)
The course we examine the economic activity and labor force participation of women and men in the United States. Employment issues, such as labor market discrimination, affirmative action, and comparable worth will be discussed. Other topics include income distribution, poverty, welfare programs, and the tax system. (Cross-listed WMST 402)

ECON 430 Mathematical Economics (5)
Prerequisites: ECON 200 or instructor permission. Mathematical methods and techniques applied to economic problems.

ECON 435 Managerial Economics (5)
Prerequisites: ECON 200 and DSCI 245 or instructor permission.
Economic principles applied to various areas of business administration, with emphasis on management decisions making by formulating problems in a quantitative manner capable of numerical solution.
ECON 437 Econometrics (5)
WINTER
Prerequisites: ECON 200 and 201, and DSCI 245 or MATH 380 or MATH 385 or instructor permission. Using appropriate statistical software packages for data analysis, examines applications of linear regression and hypothesis testing to provide information for economic and business decision-making.

ECON 444 Money and Banking (5)
FALL/WINTER/SPRING/SUMMER
Prerequisite: ECON 200 and 201 or instructor permission. Reviews contemporary US banking practices and regulations; surveys theories of interest rates and bank behavior; surveys monetary policies and determinants and effects of Federal Reserve policies.

ECON 445 Insurance and Risk (5)
WINTER
Prerequisite: ECON 200 or instructor permission. This course examines the principles of insurance and ways of managing risk. It includes discussion of the development and forms of private and social insurance programs. (Cross-listed FINC 432)

ECON 450 Public Finance and Public Policy (5)
FALL
Prerequisite: ECON 200 or instructor permission. Examines the causes and consequences of government in the US economy and impact of government expenditure and revenue-raising activities.

ECON 452 Health Economics (5)
FALL
Prerequisite: ECON 200 or instructor permission. Examines economic aspects of health care, including factors influencing the demand and supply of health services and the roles of insurance and government in healthcare markets. (Cross-listed ISAD 415)

ECON 457 Natural Resource Economics (5)
SPRING
Prerequisite: ECON 200 or instructor permission. Uses microeconomic reasoning and models to examine the allocation and management of non-renewable and renewable resources such as land, water, fossil fuels and mineral resources, fisheries and forests.

ECON 458 Regional Economics (5)

ECON 470 International Economics (5)
WINTER
(satisfies international studies university graduation requirement)
Prerequisite: ECON 200 and 201 or instructor permission. Interaction of national economics and the problems arising therefrom, particularly trade and payments problems and the development of regional and international economic institutions.

ECON 474 International Finance (5)
Prerequisites: ECON 200 and 201, FINC 335 or instructor permission. Develops a general framework to analyze international financial markets, exchange rates, exchange rate derivatives and open macroeconomic economies. (Cross-listed FINC 474, IBUS 474)

ECON 475 Economic Development (5)
Prerequisite: ECON 200 and 201 or instructor permission. Development prospects of present-day underdeveloped countries. Historical development of industrial countries by analogy. Attention given to both economic and non-economic factors in the development process and to population problems and human resource development.

ECON 490 Senior Capstone: The Job Market (5)
WINTER
(satisfies senior capstone university graduation requirement)
Prerequisites: 10 credits 400 level ECON courses or instructor permission. Course has four components: (1) reviews modern theories of employment, job search and wage determination (2) empirical review of the regional job market (3) portfolio preparation (4) program assessment.

ECON 495 Internship (3-5)
FALL/WINTER/SPRING/SUMMER

ECON 497 Workshops, Short Courses, Conferences (1-5)
FALL/WINTER/SPRING/SUMMER

ECON 498 Seminar (3-5)
FALL/WINTER/SPRING/SUMMER

ECON 499 Directed Study (1-5)
FALL/WINTER/SPRING/SUMMER
Prerequisites: Prior permission of the instructor and department chair and ECON 200 and 201 and at least 5 credits of prior 400 level ECON courses. Independent study projects in selected fields of economics. Limited to senior and graduate students.

ECON 500 Economic Analysis (4)
SPRING
Prerequisites: Seniors with 3.2 GPA and above, or M.B.A. foundation students; but not open to those who have completed ECON 200 and ECON 201. An accelerated course in micro- and macroeconomic principles, including the topics of: functioning of a price system, supply and demand, forms of markets, theory of factor income, market interventions by government, macroeconomic measurements, determinants of national income and output, effects of monetary and fiscal policy, and long-term growth.

ECON 515 Economics for Managers (4)
Prerequisites: ECON 300, 301, and BADM 503 or MATH 380. A study of economic theory and its specific applications to the manager’s decision making; major emphasis on microeconomic topics.

ECON 598 Graduate Seminar (1-4)
Variable topics according to student interests.

ECON 599 Independent Study (1-4)
Prerequisite: Prior permission of the instructor.

ECON 696 College Teaching Internship (1-4)
Teaching a lower-division college course under supervision of a regular faculty member. Includes course planning, arranging bibliographical and other instructional aids, conferences with students, experience in classroom instruction, and student course evaluation.

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EDUCATION

College of Education and Human Development
Elizabeth Clewett, Chair
302 Williamson Hall
(509) 359-6186

B.A.Ed.
Minors
Early Childhood Endorsement, Elementary Endorsement
M.Ed.

Residency and Professional Teaching Certificates

UNDERGRADUATE PROGRAMS

Teaching is among the most challenging and personally rewarding of professions. The essential role of the professional educator is to bring together his/her knowledge of subject matter, instructional strategies, and interpersonal skills to provide learning experiences for students. In addition, the contemporary teacher must be able to individualize instruction and must be sensitive to developmental and socio-cultural issues involving the learner.

The EWU Department of Education offers a comprehensive Teacher Certification program, culminating with a baccalaureate degree and a Residency Teaching Certificate, to students who wish to teach in either elementary or secondary school settings.

To obtain a Bachelor of Arts in Education degree, a student must satisfy the General Education Core Requirements (GECRs), Professional Education Program requirements, and Major/Minor fields of study requirements of Eastern Washington University. Upon satisfying requirements for the baccalaureate degree, the student may be eligible to receive a Residency Teaching Certificate from the state of Washington, providing he/she meets academic certification and personal fitness standards.

Undergraduate Program goals of the Department of Education are:

- To prepare teachers who can provide leadership and cope with the complex problems of rural and urban society. In compliance with the National Council for Accreditation of Teacher Education (NCATE) standards, the Department of Education in the University provides a professional program which prepares students for teaching at the elementary and secondary level.
- To promote research designed to investigate best practices for the instruction of and learning by P/K-12 students.
- To ensure continuous involvement in programs designed to reform and improve the quality of instructional techniques and theory.
- To provide for university students solid, contemporary, and challenging instructional programs that are theoretically sound and experientially based.

Statement of Assurance: EWU’s Department of Education assures that each candidate is able to apply the teaching strategies, the classroom management/ school discipline methods, and the measurement and evaluation process necessary for success as a first-year certificated teacher.

This assurance guarantees that the candidate has successfully completed EWU’s (Department of Education) Teacher Education Program, as approved by the Washington State Office of Public Instruction and NCATE. The assurance is contingent upon appropriate placement of the candidate within certification endorsement areas.

In the event the candidate displays a lack of competency in any of these pedagogical practices during the first year of teaching experience, EWU’s Department of Education will cooperate with the school district to assist the candidate in improving his/her performance. EWU services will be provided at no cost to the school district nor to the student.

This assistance will be offered by faculty members from the Department of Education and by appropriate faculty members from the Departments of Art, Biology, Business Education, Chemistry, Child Development, English, French, Health, History, Mathematics, Music, Physical Education, Social Studies, Education and Special Education.

Certification Information for Education: The state of Washington issues two basic teaching certificates: The Residency Teaching Certificate and the Professional Teaching Certificate. Each certificate issued requires payment of a state fee plus an EWU processing fee. In addition, the student must give evidence of good character and fitness, including a Washington State Patrol and FBI clearance.

The Residency Teaching Certificate: This certificate is awarded upon completion of a baccalaureate degree and the Professional Education Requirements. This teaching certificate allows the holder to teach in the state of Washington within the endorsement areas approved by the University. An endorsement is an authorization to teach a specific subject (or to perform a specific type of service) at a particular grade level(s), and an indication of such will appear on the Residency and Professional Certificates.

The Residency Teaching Certificate is valid for five years and may be renewed for two more years if employed as a contracted teacher in the state of Washington and if making progress in an approved program. If not employed in the state of Washington, candidates can renew for five more years by completing 15 credits from the date Residency Certificate was issued.

The State of Washington requires teacher education candidates admitted to teacher preparation programs beginning September 1, 2002 to pass the Washington Education Skills test - Basic (WEST-B) in order to receive a residency certificate. In addition, beginning September 1, 2005, candidates must pass a Praxis II WEST-E subject matter test to receive an endorsement for certification purposes.

The Professional Teaching Certificate: This second-level certificate is granted for those teachers who have completed provisional status with a school district, which is usually two years of successful, contracted teaching experience in-state, in one school district. An approved Professional Teaching Certificate program must also be completed. The Department of Education Certification Office will provide advisement for this certificate.

Admission Requirements/Preparation for Teacher Education Program: 1. Prerequisites to EDUC 200 for Elementary and Secondary Education Students (18-21 credits):

- English Requirement: ENGL 101 and 201, or equivalent
- Computer Literacy Requirement: CPLA 100, Computer Literacy 1 (1) and CPLA 101, Computer Literacy II (1), or a computer literacy test clearance
- Mathematics Requirement: MATH 115, Mathematical Reasoning (5) or an approved equivalent for secondary education students or MATH 211, Structure of Elementary Mathematics I (5) or an approved equivalent for elementary education students
- GPA Requirement: A minimum 2.5 GPA calculated on most recent 45 quarter credits

2. Admission to the Program - EDUC 200, Admission to Teacher Education Program (1)

The prerequisite criteria will be verified in this class.

- Certification Eligibility: A student will be asked to give evidence of good character and fitness including Washington State Patrol clearance and begin the fingerprint background check.

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Formal admittance to the Teacher Education program is contingent upon passing EDUC 200. (This includes field placement and registration in specific education courses.)

—GPA Requirement: A minimum 2.5 GPA calculated on most recent 45 quarter credits

In this class, students will request a K-12 public school placement and be assigned to a school where they will be expected to participate in a minimum of three hours a week throughout the rest of the education program.

3. Admission to Professional Candidacy, EDUC 420 - The student seeking advancement to candidacy must have satisfied the Application/Admission steps and must have completed the following:
   - Two thirds of the total credit hours in his/her major and minor.
   - Methods courses in major/minor must be completed.
   - Candidates must have a minimum GPA of 2.50 in each of the following: major, minor, and Professional Education Program.
   - No individual course below a grade of 2.0 in any of the following: major, minor, or Professional Education Program.
   - Completion of Evidentiary Portfolio

Elementary: Must have completed Elementary Methods course in major, CEDP 363, EDUC 201, 303, 304; 310/311; 337; 338; 339; 340; 418.

Secondary: Must have completed Secondary Methods course in Major/Minor; CEDP 363, EDUC 201, 303; 340; 411; 413; 419.

The elementary/secondary teaching candidate must complete the Professional Candidacy interview. As part of EDUC 420, the department will schedule for each student an interview with the Professional Candidacy Committee. The purpose of the interview will be to consider the student for recommendation to Professional Candidacy.

4. Student Teaching - The purpose of Student Teaching is to provide the teacher candidate with direct teaching/learning experience in K-12 public schools. The student has the opportunity during this time to observe teachers, to plan and teach under the supervision of master teachers, and to participate in the total school program.

Application for Student Teaching is not a substitute for university course registration. The student first must apply to the Director of Undergraduate Programs and Field Experiences. Next, he/she must register for the student teaching course. The student teacher candidate who does not meet stated deadlines will be considered for assignment only if openings are available.

To qualify for a Residency Teaching Certificate, the teacher candidate is required to earn 16 credits as a student teacher. These credits are to be earned in one quarter or in an approved alternative program. Typically, the candidate is assigned full time to a K-12 public school. The student teaching assignment is considered a full student load and no additional credits may be earned during the quarter except by written consent of the Director of Undergraduate Programs and Field Experiences. Student Teaching may be done in selected public school districts throughout the state of Washington. The student will be notified of his/her student teaching assignment by letter from Field Programs and Field Experiences. Prior to beginning their teaching assignment, candidates will participate in a minimum of eight days of training.

The purpose of the interview will be to consider the student for recommendation to Professional Candidacy. The interview will include the following:

- A minimum 2.50 GPA calculated on most recent 45 quarter credits

5. Exit Evaluation - An exit evaluation will be done by the Certification Officer to verify that all state certification requirements have been met, including the Bachelor of Arts in Education degree.

Effective 9/1/05 all candidates for certification must pass a Praxis II (West-E) subject matter test to receive an endorsement for certification purposes.

General Degree Completion Requirements for Education:

Grade Requirement:

- 2.0 in each course (major, minor, and professional education core)
- 2.50 cumulative average (major, minor, and professional education core)

Elementary

Elementary teaching candidates must declare a major and a minor. Contact the academic major and minor department for advice and signature of agreement for completion of requirements.


*These majors meet an endorsement.

Minors: **Art, Chicano Education, Early Childhood, Early Childhood Special Education, English, **English as a Second Language, **French, **German, Gifted and Talented, **Library Media, Mathematics, **Music: Choral, Instrumental, or Broad Area, Psychology, Reading, **Spanish, Special Education, and Theatre.

**These minors meet an endorsement

Secondary

Secondary teaching candidates must declare a major and a minor with the exception of majors that require 60 credits or more unless otherwise noted. Contact the academic major and minor departments for advice and signature of agreement for completion of requirements. Since small schools prefer teachers who can instruct in more than one area, candidates are encouraged to consider additional minors.


*These majors do not require a minor.


Please Note: It is important to work with an advisor early in your program to help you plan your schedule. A number of the following requirements may also be counted as General Education Core Requirements (GECRs).

Prerequisites to EDUC 200 for Elementary and Secondary Education Students (21 credits)

A minimum GPA of 2.0 in all prerequisite courses is required.

—Washington Educator Skills Test - Basic (WEST-B)
—Computer Literacy Requirement: CPLA 100 Computer Literacy I (1) and CPLA 101 Computer Literacy II (1), or a computer literacy test clearance as a GECR
—GPA Requirement: A minimum 2.50 GPA calculated on most recent 45 quarter credits
—Speech Requirement: CMST 200 Intro to Speech Communication (4), or an approved equivalent.
—English Requirement: ENGL 101 and 201, or equivalent
—Mathematics Requirement: MATH 115 Mathematical Reasoning (5) or an approved equivalent for secondary education students or MATH 211 Structure of Elementary Mathematics I (5) or an approved equivalent for elementary education students
—After the above prerequisite courses have been met, students will be allowed to take: EDUC 200 Admission to the Teacher Education Program (1)

After completion of EDUC 200, the student then has the choice of two education programs in which to concentrate: Elementary or Secondary.

Elementary Education Required Courses (111-115 credits)

—Science Requirement: These courses can also be used as a General Education Core Requirement (GECR)
—BIOL 115 Investigating Biology (5) or BIOL 100 Intro to Biology (5) or an approved life science class with a lab
—GEOG/GEOG 115 Investigating Earth Science (5) or an approved earth science class with a lab
—PHYS 115 Investigating Physical Science (5) or an approved physical science class with a lab
—Social Science Requirement: This course can also be used as a General Education Core Requirement (GECR)

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Bachelor of Arts in Education (B.A.E.)

Reading/Elementary or Secondary Major (45 credits)

This major satisfies the endorsement for Preschool to Grade 12.

Required Courses

EDUC 304 Introduction to Elementary Reading (3)
EDUC 305 Storytelling in Children's Literature (5)
EDUC 310 Reading Methods in the Elementary School (3)
EDUC 311 Learning Lab - Reading (1)
EDUC 317 Learning Lab (1)
EDUC 318 Introduction to Language Arts in the Elementary School (3)
EDUC 320 Introduction to Language Arts in the Elementary School (4)
EDUC 322 Social Studies and Science in the Elementary School (4)
EDUC 326 Classroom Experience (3)
EDUC 328 Classroom Management - Elementary (3)
EDUC 420 Admission to Professional Candidacy (2)
EDUC 423 Elementary Student Teaching K-8 (16)
ART 390 Art in the Elementary School (3)
CEDP 302 Educational Psychology (5)
CIFR 363 Introduction to Special Education (4)
MATH 212 Structure of Elementary Mathematics II (5)
MATH 390 Methods of Teaching Elementary School Mathematics (5)
MUSC 390 Music Methods for Elementary Classroom Teacher (3)
PHED 390 Health and Physical Education in the Elementary Schools (3)
8-hour multicultural education field requirement

One course from the following: 3-5 credits

CEDP 460 Special Education Methods (4)
CSED 311 Computers in the Classroom (4)
EDUC 462 Instructional Media and Technology (3)
ENGL 391 The Teaching of English in the Elementary School (5)
GNML 390 Foreign Language Methods (4)
HLED 365 Teaching Methods in Health (4)
TECH 475 Technology for Elementary Teachers (5)

One course from the following: 3-5 credits

AAST/HUMN 214 Introduction to African American Culture (5)
CHST 101/ANTH 161 Introduction to Chicano Culture (5)
CMST 340 Intercultural Communication (5)
EDUC 325 Inequalities and Impacts on Educational Equity (4)
HIST 313 Asian American History (5)
IDST 101 Introduction to Indian Studies (4)
SOCI 320 Race and Ethnic Relations: Global Perspectives (5)
SOCI 321 Sex and Gender (5)

*Must be taken concurrently
**Must be taken concurrently

Secondary Education Required Courses (50-52 credits)

EDUC 201 Introduction to Education (3)
EDUC 303 Evaluation in Education (5)
*EDUC 304 Classroom Experience (3)
*EDUC 341 Secondary Strategies (3)
EDUC 419 Classroom Management - Secondary (3)
EDUC 420 Admission to Professional Candidacy (2)
EDUC 426 Secondary Student Teaching 7-12 (16)
CEDP 502 Educational Psychology (5)
CEDP 563 Introduction to Special Education (4)

30-hour multicultural education field requirement

One course from the following: 3-5 credits

AAST/HUMN 214 Introduction to African American Culture (5)
CHST 101/ANTH 161 Introduction to Chicano Culture (5)
CMST 340 Intercultural Communication (5)
EDUC 325 Inequalities and Impacts on Educational Equity (4)
HIST 313 Asian American History (5)
IDST 101 Introduction to Indian Studies (4)
SOCI 320 Race and Ethnic Relations: Global Perspectives (5)
SOCI 321 Sex and Gender (5)

*Must be taken concurrently
**Must be taken concurrently

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

Minors

Early Childhood Education/Elementary Minor (17 credits)

This minor does not meet a state of Washington endorsement.

Required Courses

EDUC 455 Perspectives of Early Childhood Education (3)
EDUC 456 Integrated Early Childhood Practices (3)
EDUC 457 Collaborative Reflective Teaching in ECE (3)
EDUC 479 Early Literacy (3)
EDUC 480 Educating Young Children with Diverse Backgrounds (3)

Total required credits

17 credits

Total credits for above Minor

17 credits

Gifted/Talented Education/Elementary Minor (26 credits)

This minor does not meet a state of Washington endorsement.

Required Courses

EDUC 362 Development of Higher-Level Thinking Strategies (3)
EDUC 363 Inquiry Strategies (3)
EDUC 370 Creativity in the Classroom (3)
EDUC 409 Teaching the Gifted and Talented Child (3)
EDUC 435 Field Experience in Gifted/Talented Education (3)
CEDP 404 Psychology of the Gifted/Talented Child (3)
CPLA 339 Presentation Software (4)
CSED 311 Computers in the Classroom (4)

Total required credits

26 credits

Total credits for above Minor

26 credits

Disclaimer - The final authority for approval of certification endorsements resides within the State Board of Education and in the event the State Board changes certification requirements, the student must adhere to the new requirements.

Those admitted to the Teacher Education Program under a previous catalog who are not able to complete their program before 9/1/05, will be held to the current state requirements as listed in this catalog.

Total required credits

17 credits

Total credits for above Minor

17 credits
Library Media/Elementary or Secondary Minor (31 credits)

This minor satisfies the endorsement for Preschool to grade 12.

Required Courses
- LBSC 305 Storytelling in Children's Literature (5)
- LBSC 401 Reading Instruction and Literature for Young Adults (5)
- LBSC 450 Selection of Library Media Center Materials (3)
- LBSC 460 Reference and Information Literacy (3)
- LBSC 480 Organization of Learning Resources (4)
- LBSC 490 Administration of the School Library Media Center (3)
- LBSC 495 Practicum in the Library/Media Center (3)
- EDUC 463 Production of Instructional Materials (5)

Total required credits: 31 credits
Total credits for above Minor: 31 credits

Note: This minor is in addition to classroom teacher preparation. Washington State Patrol clearance required for all Library Media courses.

Reading/Elementary or Secondary Minor (28 credits)

This minor does not meet a State of Washington endorsement.

Required Courses
- EDUC 304 Introduction to Elementary Reading (3)
- EDUC 305 Storytelling in Children's Literature (5)
- EDUC 310 Reading Methods in the Elementary School (3)
- EDUC 311 Learning Lab - Reading (1)
- EDUC 401 Reading Instruction and Literature for Young Adults (5)
- EDUC 410 Student-Centered Reading Programs (4)
- EDUC 415 Content Area Reading (5)
- EDUC 415 Introduction to Reading Assessment and Remediation (4)

Total required credits: 28 credits
Total credits for above Minor: 28 credits

*Must be taken concurrently.

Course Requirements for Teacher Certification/Add-on Endorsements

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

Elementary Education/Add-on Endorsement (77 - 78 credits)

This add-on satisfies the endorsement for Kindergarten to grade 8.

Required Courses
*EDUC 300 Introduction to Classroom Experience (2-3)
EDUC 304 Intro to Elementary Reading (3)
EDUC 310 Reading Methods in the Elementary School (3)
EDUC 311 Language Arts in the Elementary School (3)
EDUC 359 Social Studies and Science in the Elementary School (4)
EDUC 415 Content Area Reading (5)
ART 340 Art in the Elementary School (3)
BIOL 115 Investigating Biology (5) or BIOL 100 Intro to Biology (5)
or an approved life science class with a lab
CSEP 302 Educational Psychology (5)
GEOG 101 Fundamentals of Human Geography (5)
or GEOG 230 World Regional Geography (5)
GEOG/GEOL 115 Investigating Earth Science (5)
or an approved research science class with a lab
HIST 104 East Asia: Tradition and Transformation (5)
or HIST 106 Western Heritage: 18th Century to the Present (5)
HIST 110 The American Experience: A Survey (5)
MATH 211 Structures of Elementary Mathematics I (5)
MATH 212 Structures of Elementary Mathematics II (5)
MATH 390 Methods of Teaching Elementary School Mathematics (5)
MUSC 390 Music Methods for Elementary Classroom Teacher (3)
PHED 390 Health and Physical Education in the Elementary School (3)
PHYS 115 Investigating Physical Science (5)
or an approved physical science class with a lab

Total required credits: 77 - 78 credits
Total credits for above Add-on Endorsement: 77 - 78 credits
*EDUC 300 must be taken concurrently with EDUC 338 and 339. See Williamson Hall 310 before registering for these courses.

GRADUATE PROGRAMS

Master of Education

Program Office
314 Williamson Hall
(509) 359-6492

The programs available through the Department of Education are designed to provide opportunities for graduate students who desire advanced training in education. The following M.Ed. programs are offered.

*These programs do not require prior teacher certification.

Adult Education: This program is developed to provide advanced opportunities for those persons seeking to work with adults in a variety of settings.

Curriculum and Instruction: Designed for certified teachers who wish to exercise leadership in school curriculum planning and development. Areas of emphasis include curriculum and instructional development, early childhood education, and elementary teaching. Candidates can plan with an advisor to emphasize science education, social science education, or school library media. Candidates could also choose to emphasize working with “at risk” learners, middle school education, or gifted education. A copy of state teaching certificate must accompany application.

Educational Leadership: This degree program meets the requirements of the State Department of Public Instruction for a school principal’s certificate.

*Foundations of Education: Designed for teachers who want a broad understanding of the history, philosophy and organization of education.

*Instructional Media and Technology: Designed to provide specialists in instructional design and development for the production of all types of instructional resources in a variety of settings.

Literacy Specialist: Designed for classroom and reading teachers as they work toward an understanding of the role that literacy plays across the curriculum.

*Secondary Teaching: A program designed for those candidates who desire an M.Ed. degree and a residency teaching certificate for the middle school, junior high, and high school.

*Teaching K-8: A program designed for those candidates who desire an M.Ed. degree and a residency teaching certificate for teaching in the elementary grades.

All programs for preparing teachers and other educational personnel at Eastern are accredited by The National Council for the Accreditation for Teacher Education (NCATE) and, in compliance with their standards.

General Admission Requirements for the Master of Education Degree:
1. A Bachelor’s degree.
2. Recommendations from three persons, one of whom has known the student in a supervisory capacity.
3. Acceptance into the graduate program (see Admission Policies and Procedures as stated elsewhere in this catalog).

Special requirements for Advancement to Candidacy:
1. Completion of university requirements as listed in advancement to candidacy section as stated elsewhere in this catalog.
2. Selection of oral committee members as stated elsewhere in this catalog. See Approved Third Member Policy.

Exit Requirements:
1. Successful completion of all course and research project work.
2. Successful completion of the final examination.
3. At least one-year successful professional experience must be completed prior to the granting of the degree.

Adult Education

This program is developed to provide an advanced educational opportunity for those persons seeking to work with adults in educational settings. These settings include but are not limited to vocational programs, adult basic skills programs, in-service coordination for business and industry, and military training. It is anticipated that students will come from a variety of backgrounds, most having a bachelor’s degree with some additional work
and some having master's degrees in other areas. Recommended prerequisite: CEDP 314 Adult Development.

Common Requirements and Credit Hours
EDUC 520 Methods of Educational Research or alternate as designated (4)
Psychological Foundations of Education: CEDP 515 Advanced Educational Psychology (6)
Historical, Philosophical and Social Foundations of Education: EDUC 505 or 507 (4)
COIN 571 Survey of Post-Secondary Education (4)

Area Specialization and Credit Hours
EDUC 502 History of American Education (4)
EDUC 588 Readings in the Curriculum (4)
EDUC 598 Seminar in Education (4)
EDUC 564 School Law (4)
EDUC 570 Elementary School Science Programs (4)
EDUC 574 Social Studies in the Elementary School (3)
EDUC 576 Advanced Literacy Methods (4)
EDUC 594 Psychology of Literacy (4)
MATH 590 Math Methods for Elementary Teachers (5)

Curriculum and Instruction
This program of study is designed for certified teachers who wish to exercise leadership in school curriculum planning and development. Areas of emphasis include curriculum and instructional development, early childhood education, and elementary teaching. Candidates can plan with an advisor to emphasize science education, social science education, or school library media. Candidates could also choose to emphasize working with “at risk” learners, middle school education, or gifted education.

A copy of state teaching certificate must accompany graduate application.

Common Requirements and Credit Hours
EDUC 520 Methods of Educational Research or alternate as designated (4)
EDUC 521 Field Based Inquiry (4)
EDUC 502 History of American Education (4)
EDUC 588 Readings in the Curriculum (4)
EDUC 598 Seminar in Education (4)
EDUC 564 School Law (4)
EDUC 570 Elementary School Science Programs (4)
EDUC 574 Social Studies in the Elementary School (3)
EDUC 576 Advanced Literacy Methods (4)
EDUC 594 Psychology of Literacy (4)
MATH 590 Math Methods for Elementary Teachers (5)

Area Specializations
Curriculum Development Emphasis
EDUC 531 Elementary School Curriculum (4)
EDUC 532 Secondary School Curriculum (4)
EDUC 551 Supervision of Instruction (4)
EDUC 588 Readings in the Curriculum (4)
EDUC 598 Seminar in Education (4)
EDUC 564 School Law (4)
EDUC 570 Elementary School Science Programs (4)
EDUC 574 Social Studies in the Elementary School (3)
EDUC 576 Advanced Literacy Methods (4)
EDUC 594 Psychology of Literacy (4)
500/600 Level Courses e.g., content field, computers (Var)
EDUC 599 Independent Study (Var)

Total required credit in specialization 18 credits
Minimum total credits for above Master's Degree 52 credits

Early Childhood Education Emphasis
EDUC 580 Curriculum Design in ECE (4)
CEDP 502 Theories of Learning (4)
CEDP 503 Applied Learning Theory and Behavior Modification (4)
EDUC 598 Seminar in Education (4)

Total required common requirements 25 credits
Total required credits in area specialization 20 credits
Minimum total required credits in support area 3 credits
Minimum total credits for above Master's Degree 48 credits

Specialization Requirements and Credit Hours:
EDUC 531 Elementary School Curriculum (4)
EDUC 551 Supervision of Instruction (4)
EDUC 564 School Law (4)
EDUC 565 Leadership for Today's Schools (4)
EDUC 566 Leadership for School-Community Relations (4)
EDUC 598 Seminar in Education (4)

Total required common requirements 25 credits
Total required credits in area specialization 20 credits
Minimum total required credits in support area 3 credits
Minimum total credits for above Master's Degree 48 credits

Elementary Teaching Emphasis
Area Specialization
EDUC 531 Elementary School Curriculum (4)
EDUC 570 Elementary School Science Programs (4)
EDUC 574 Social Studies in the Elementary School (3)
EDUC 576 Advanced Literacy Methods (4)
EDUC 594 Psychology of Literacy (4)
MATH 590 Math Methods for Elementary Teachers (5)

Support courses
Selective approved by advisor

Total required common requirements 25 credits
Total required credits in area specialization 24 credits
Minimum total credits for above Master's Degree 48 credits

Interdisciplinary Emphasis
Area Specialization, Support courses
Chosen with advisor approval

Total required common requirements 25 credits
Total required credits in area specialization and support area 23 credits
Minimum total credits for above Master's Degree 48 credits

Educational Leadership
The Educational Leadership program is built upon the six Interstate School Leaders Licensure Consortium (ISLLC) Standards and the concept that effective schools are led by leaders well grounded in the principles of best practices in leadership and management. This degree program meets the requirements of the State Department of Public Instruction for a school principal's certificate. Completion of the Master of Education Program and demonstrated competence in specific standards as listed by the State Board of Education will qualify the candidate for the appropriate certificate. In addition, a teaching certificate or an Educational Staff Associate certificate and demonstrated significant instructional experience are required for certification by the state of Washington. A successful school year internship of a minimum of 720 hours is required to meet the degree program and certification. Enrollment in this internship requires review and approval by the Administrative PEAB.

Note: Permission to enroll in this internship requires review and approval by the Administrative PEAB.

A copy of state teaching certificate must accompany the graduate application.

Required steps prior to M.Ed. course work:
1. Apply to Graduate School
2. Apply to Educational Leadership Program through the Program Coordinator

Requirements and Credit Hours
EDUC 502 History of American Education (4)
EDUC 506 Educational Sociology (4)
EDUC 507 Philosophy and Organization of the American School (4)
EDUC 591 Instructional Foundations and Interventions for Literacy Difficulties (4)

Total required common requirements 25 credits
Total required specialization credits 32 credits
Total credits for above Master of Education Degree and Initial Principal's Certificate 48 credits


**Foundations of Education**

This program is designed for individual wanting a broad understanding of the history, philosophy, and organization of education.

A teaching certificate is not required.

**Common Requirements and Credit Hours**

EDUC 520 Methods of Educational Research
or alternate as designated (4)

Psychological Foundations of Education:
CEDP 515, 518, or 519 (4)

Historical, Philosophical and Social Foundations of Education:
EDUC 502, 503, 505, 506, or 507 (any two) (8)

**Area Specialization:**

Select two or three beyond common requirements:

EDUC 502 History of American Education (4)
EDUC 503 Contemporary Education in Other Societies (4)
EDUC 506 Educational Sociology (4)
EDUC 507 Philosophy and Organization of the American School (4)
CEDP 515 Advanced Educational Psychology (4)
CEDP 518 Problems in Child Development (4)
CEDP 519 Problems of Adolescence (4)

Select support courses approved by the advisor including courses from related disciplines: history, government, sociology, psychology.

**Research:**

EDUC 600 or 601 for students who elect a thesis or research report; adjustments will be made in the hours required in the above categories.

**Total common requirements**

16 credits

**Minimum credits in specialization**

8-12 credits

**Minimum credits in support area**

20-24 credits

**Minimum total credits for above Master’s Degree**

48 credits

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**Instructional Media and Technology**

Nancy Todd, Program Advisor
318B Williamson Hall
(509) 359-6094
Nancy.Todd@mail.ewu.edu

This program provides people with experience to become specialists in instructional design and development for the production of all types of instructional resources in a variety of settings. The content includes communication, media and technology, instructional methods, learning research and administration of teaching and learning programs. A teaching certificate is not required.

**Common Requirements and Credit Hours**

EDUC 520 Methods of Educational Research
or alternate as designated (4)

Psychological Foundations of Education:
CEDP 515, 518, or 519 (4)

Historical, Philosophical and Social Foundations of Education:
EDUC 502, 503, 505, 506, or 507 (any two) (8)

**Area Specialization**

EDUC 530 Foundations of Educational Communication and Information Technology (4)
EDUC 553 Instructional Systems Development (4)
EDUC 600 Thesis or 601 Research Report (3-5)
EDUC 639 Internship (3-5)

**Support Course**

Support courses can be selected from the following list or may be selected from other courses approved by the advisor:

EDUC 537 Information Sources Technology in Education (4)
EDUC 538 Media Literacy for Teachers (4)
EDUC 539 Special Topics (1-12)
EDUC 569 Administration of Technology Programs (4)

**Total common requirements**

16 credits

**Minimum credits in specialization**

14-18 credits

**Minimum credits in support area**

14-18 credits

**Minimum total credits for above Master’s Degree**

48 credits

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**Literacy Specialist**

Program Advisors:

Ben Brucker
314D Williamson Hall
(509) 359-2243
bbrucker@mail.ewu.edu

Marilyn Carpenter
316B Williamson Hall
(509) 359-6198
Marilyn.Carpenter@mail.ewu.edu

Patty Luse
315C Williamson Hall
(509) 359-7029
Patty.Luse@mail.ewu.edu

Candy Schulhauser
314A Williamson Hall
(509) 359-6092

Jim Uhlenkott
315A Williamson Hall
(509) 359-7021

Rob Whitman
311C Williamson Hall
(509) 359-6091
Robert.Whitman@mail.ewu.edu

This emphasis is designed for both classroom and reading teachers as they work toward an understanding of the role that literacy plays across the curriculum and over time. The program explores philosophies and processes for teaching literacy and ways to use writing to support the reading process in the K-12 educational setting.

A copy of state teaching certificate must accompany the graduate application.

**Common Requirements and Credit Hours**

EDUC 520 Methods of Educational Research (4)
EDUC 601 Research Report (5)

Historical, Philosophical and Social Foundations of Education:
EDUC 502 or 507 (4)
EDUC 505 or 506 (4)
EDUC 539 Special Topics: Seminar in Reading Education (4)

Psychological Foundations of Education: CEDP 504 Theories of Human Development (4)

**Area Specialization**

EDUC 542 Literature Study in the Elementary and Middle School (4)
EDUC 544 Advanced Reading Methods Across the Curriculum (4)
EDUC 576 Advanced Literacy Methods (4)
EDUC 590 Critical and Social Literacies (4)
EDUC 591 Instructional Foundations and Interventions for Literacy Difficulties (4)

**Total common requirements**

25 credits

**Total area specialization credits**

24 credits

**Minimum total credits for Master’s Degree**

49 credits

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**Professional Teaching Certificate**

This certificate is the “second-level” certificate for those who have a valid residency teaching certificate. The goal of this program is to help teachers demonstrate the positive impact they have on student learning. Prior approval is required before admission into a Professional Teaching Certificate Program.

The Professional teaching certificates is valid on a continuing basis upon completion of 150 continuing clock hours (15 quarter hours) every five years.

Please direct all inquiries and correspondence for certification to:

Certification Office
Eastern Washington University
312 Williamson Hall
Cheney, WA 99004-2451
Secondary Teaching
Program Advisor:
Nancy Todd
318B Williamson Hall
(509) 359-6094
Nancy.Todd@mail.ewu.edu

This program is available to candidates who hold a bachelor's degree in an area other than education and are interested in receiving both an M.Ed. degree and a residency teaching certificate for teaching in the middle school, junior high, and high school. Candidates for this program must have an endorsable teaching major that has been approved by an Eastern Washington University academic department. Effective 9/1/05 all candidates for certification must pass a Praxis II WESTE subject matter test to receive an endorsement for certification purposes.

Prerequisites for this program are:
1. Computer Literacy Requirement: CPLA 100, Computer Literacy I, and CPLA 101, Computer Literacy II, or complete a computer literacy test clearance.
2. Introductory speech course (CMST 200, or an approved elective).
3. At least 90% of the endorsable teaching major must be completed.
5. World History (recommend HIST 104 or 106).
6. Human Geography (recommend GEOG 101 or 230).

Secondary Teaching candidates go through a pre-approval interview process and complete a year-long internship in a middle or secondary school.

Additional courses listed below must be completed for certification:
EDUC 419 Classroom Management - Secondary (3)
XXXX XXX Secondary Methods Class from Major Department (3-5)
EDUC 413 Content Area Reading (3)
EDUC 341 Secondary Strategies (3)
Minimum total credits for Certification 12-14 credits

Teaching K-8
This program is available to candidates who hold a bachelor's degree in an area other than education interested in receiving both a M.Ed. degree and a residency teaching certificate for teaching in the elementary grades.

Prerequisites for this program are:
1. Computer Literacy Requirement: CPLA 100, Computer Literacy I, and CPLA 101, Computer Literacy II, or complete a computer literacy test clearance.
2. Introductory speech course (CMST 200, or an approved elective).
3. Life Science class with a lab (recommend BIOL 115)
4. Physical science class with a lab (recommend GEOL or PHYS 115)


Elementary Teaching with Certification candidates go through a pre-approval interview process and complete a year-long internship in an elementary school. Effective 9/1/05 all candidates for certification must pass an elementary education Praxis II test to receive an endorsement for certification purposes.

Additional courses listed below must be completed for certification:
ART 390 Art in the Elementary School (3)
MUSC 390 Music Methods for Elementary Classroom Teachers (3)
PHED 390 Health and Physical Education in the Elementary Schools (3)
EDUC 304 Introduction to Elementary Reading (3)
EDUC 310 Reading Methods in the Elementary School (3)
EDUC 418 Classroom Management - Elementary (3)
One course from the following:
CSED 311 Computers in the Classroom (4)
CEDP 460 Special Education Methods (4)
ENGL 391 The Teaching of English in the Elementary School (5)
GNML 390 Foreign Language Methods (4)
HLED 472 Health Fundamentals and Procedures (5)
TECH 475 Technology for Elementary Teachers (3)

Total credits for certification 21-23 credits

Common Requirements and Credit Hours
EDUC 520 Methods of Educational Research (4)
Psychological Foundations of Education:
CEDP 515 Advanced Educational Psychology (4)
Historical, Philosophical and Social Foundations of Education:
EDUC 506, 507 (8)

Area Specialization
EDUC 532 Secondary School Curriculum (4)
EDUC 533 Instructional Systems Development (4)
EDUC 551 Supervision of Instruction (4)
EDUC 588 Readings in the Curriculum (4)
EDUC 598 Seminar in Elementary/Secondary Education (2)
EDUC 695 Internship (20)
Total common requirements 16 credits
Total credits in area specialization 38 credits
Minimum total credits for above Certification 54 credits

Minimum credits in specialization 50 credits
Minimum total credits above Certification 66 credits
Education Courses

**EDUC 101**
Society and Education (4)
FALL/WINTER/SPRING/SUMMER
Surveys the problems and controversies surrounding education with an analysis of these problems through a sociological-historical approach. Emphasizes the close relationship between society and education. Designed as a general education course.

**EDUC 146**
College Reading and Study Techniques (5)
FALL/WINTER/SPRING/SUMMER
Individual evaluation, prescription, and practice for improvement of study reading, note-taking, spelling, and study techniques.

**EDUC 200**
Introduction to the Teacher Education Program (1)
FALL/WINTER/SPRING/SUMMER
Graded Pass/No Credit.
Prerequisites: CPLA 100, 101, 120 or Computer Literacy Test Clearance, and ENGL 101 and 201 and MATH 211 (Elementary) or MATH 115 (Secondary), and CMST 200 or proof of equivalence and passing the Washington Education Skill Test-Basic (WEST-B), and a minimum 2.5 GPA in the last 45 credits completed. EDUC 200 can be taken concurrently with the WEST-B but students will not be given credit for completion of the course until the WEST-B is passed.

**EDUC 200** is a required prerequisite to most education courses and admission to the teacher preparation program. The course includes orientation to: EWU Teacher Education Program; completion of Washington State Patrol FBI Clearance; moral character and personal fitness supplement; introduction to Washington Administrative Code (WAC) knowledge and skills, Washington State Learning Goals (WASL) and Essential Academic Learning Requirements (EALRs); Office of the Superintendent of Public Instruction (OSPI) and National and State Learning Goals/Standards and assessment of the total school program including National and State Learning Goals/Standards and Washington State Essential Academic Learning Requirements.

**EDUC 305**
Introduction to Elementary Reading (3)
FALL/WINTER/SPRING/SUMMER
Prerequisites: EDUC 200; EDUC 201 or concurrent enrollment. Washington State Patrol form submitted. A course investigating reading processes, emergent literacy, word identification, vocabulary, and comprehension in elementary reading programs.

**EDUC 305** Storytelling in Children's Literature (5)
FALL/WINTER/SPRING/SUMMER
Prerequisites: EDUC 200; Washington State Patrol clearance.
EDUC 305 includes selected readings and discussions of a variety of children’s books. The course allows students to become acquainted with quality children’s literature and suggests media center and K-8 classroom uses for quality literature. (Cross-listed LSET 305)

**EDUC 306**
Introduction to Children’s Studies (1)
FALL/WINTER/SPRING/SUMMER
Students will have an opportunity to learn about the content and process of the children’s studies major, how to develop a plan of study and to construct and assess their knowledge through the development of portfolios.

**EDUC 310**
Reading Methods in the Elementary School (3)
FALL/WINTER/SPRING/SUMMER
Prerequisites: EDUC 200, 304, concurrent enrollment in EDUC 311. Washington State Patrol clearance. Extends the understanding of the reading process and approaches to teaching reading related to the total elementary school curriculum (K-8).

**EDUC 311**
Learning Lab - Reading (1)
FALL/WINTER/SPRING/SUMMER
Graded Pass/No Credit.
Prerequisites: EDUC 200, 304, concurrent enrollment in EDUC 310. Washington State Patrol clearance.
EDUC 311 requires students to complete exercises of review, evaluation, and utilization of reading curriculum materials and textbook series currently being used in elementary school classrooms.

**EDUC 325**
Inequalities and Impacts on Educational Equity (4)
FALL/WINTER/SPRING/SUMMER
Graded Pass/No Credit. Prerequisite: Junior standing or prior permission of instructor.
An exploration of concepts, principles, and theories of educational equity and their function within a society. This course includes issues of ethnicity and race, socioeconomic status, and gender inequalities within the U.S. and the impact of those inequalities on educational equity.

**EDUC 337**
Learning Lab (1)
FALL/WINTER/SPRING
Graded Pass/No Credit.
Prerequisites: Junior standing, and completion of EDUC 200, 303 and EDUC 310/311; concurrent enrollment in EDUC 338, 339, and 340. Washington State Patrol clearance.
Students are provided with knowledge of current textbook series, curriculum sequences, materials, and equipment; and complete selected experiments and exercises currently being used in elementary school science and social studies classrooms.

**EDUC 338**
Introduction to Language Arts in the Elementary School (3)
FALL/WINTER/SPRING
EDUC 338 examines the environment needed to teach the skills of listening, speaking, and writing skills in the elementary program.

**EDUC 339**
Social Studies and Science in the Elementary School (4)
FALL/WINTER/SPRING
EDUC 339 includes formulation of goals for Social Studies and Science, selection of content to be taught at each grade level, development of daily lesson plans and unit plans utilizing recommended teaching strategies, and participation in teaching lessons in an elementary classroom.

**EDUC 340**
Classroom Experience (3)
FALL/WINTER/SPRING
Graded Pass/No Credit.
Prerequisites: Elementary; Junior standing. EDUC 200, 201, 203, 310/311, and 418 (prior or concurrent enrollment). Methods in major completed or concurrent enrollment. Concurrent enrollment in EDUC 337, 338, 339. Secondary: Junior standing. EDUC 200, 201, 303, and 419 (prior or concurrent enrollment). Methods in major completed or concurrent enrollment. Concurrent enrollment in EDUC 341. EDUC 340 requires 9 hours per week of field experience in a public school classroom. The field experience activities may include observing, performing aide duties, teaching of lesson plans and units, and using a variety of methods and strategies. This course requires teaching a minimum of eight lessons.

**EDUC 341**
Secondary Strategies (3)
FALL/WINTER/SPRING
Prerequisites: Junior standing and completion of EDUC 200, 201, 203, 310/311; concurrent enrollment in EDUC 340. Washington State Patrol clearance.
EDUC 341 deals with teaching/learning procedures appropriate for courses in the junior and senior high school. The course demonstrates a variety of teaching strategies and students develop skills in basic instructional techniques. The course is designed to supplement methods course work taken in major departments.

**www.ewu.edu**
EDUC 370
Creativity in the Classroom (3)
SUMMER
Prerequisite: Washington State Patrol form submitted. Explores the psychological ramifications of the creative thinking processes through the study of such experts as Guilford, Torrance, Brown, Barron, and Maslow. Analyzes school conditions impeding creativity and studies teaching and organizational strategies which can nourish its creativity.

EDUC 399
Directed Study (1-18)
FALL/WINTER/SPRING/SUMMER
Prerequisites: Prior permission of the instructor and the department chair.

EDUC 401
Reading Instruction and Literature for Young Adults (5)
FALL/WINTER/SPRING
Prerequisites: EDUC 305, 310, 311 or permission of the instructor. Washington State Patrol clearance. EDUC 401 is designed to provide teachers with the skills and information to develop and implement a classroom literacy program for middle and secondary students. The course emphasizes instructional strategies to accommodate student diversity using a selection of literature genres as the curriculum foundation. (Cross-listed LBSC 401)

EDUC 409
Teaching the Gifted and Talented (3)
SUMMER
Prerequisite: Washington State Patrol form submitted. Analyzes the characteristics of educational programs for the gifted and talented. Helps you develop teaching strategies and curriculum materials designed to provide appropriate educational programs for the gifted and talented.

EDUC 410
Student-Centered Reading Programs (4)
FALL/WINTER/SPRING/SUMMER
Prerequisites: EDUC 304, 305, 310 and 311. Washington State Patrol form submitted. Provides a theoretical background, teaching techniques, management techniques and evaluation procedures for student-centered reading programs (e.g., individualized, literature-based approaches; language experience approaches).

EDUC 411
Reading for Language-Diverse Students (3)
FALL/WINTER/SPRING/SUMMER

EDUC 413
Content Area Reading (3)
FALL/WINTER/SPRING/SUMMER
Prerequisites: EDUC 200, 303; at least 15 credits in major. Washington State Patrol form submitted. Suggests a wide variety of strategies for improving K-12 public schools students' comprehension of content area materials and techniques for analyzing the appropriateness of written materials. Three hours field experience weekly spent in K-12 public school.

EDUC 415
Introduction to Reading Assessment and Remediation (4)
FALL/WINTER/SPRING/SUMMER

EDUC 418
Classroom Management - Elementary (3)
FALL/WINTER/SPRING/SUMMER
Prerequisites: EDUC 200, Washington State Patrol clearance. Students are required to spend 3 hours weekly in K-12 public schools. Should be taken prior to or concurrent with EDUC 340. EDUC 418 teaches strategies for handling the classroom environment including management, discipline and individualizing skills. The course teaches that instructional needs can be met by modifying the organizational patterns and modes, and the conditions of learning with reference to expectations at the elementary level.

EDUC 419
Classroom Management - Secondary (3)
FALL/WINTER/SPRING/SUMMER
Prerequisites: EDUC 200; Washington State Patrol clearance. Students are required to spend 3 hours weekly in K-12 public schools. Should be taken prior to or concurrent with EDUC 340. EDUC 419 addresses organizational patterns, management skills, discipline practices, individual actions, and classroom environmental conditions needed to provide an optimum learning environment at the secondary level.

EDUC 420
Admission to Professional Candidacy (2)
FALL/WINTER/SUMMER
Graded Pass/No Credit.

EDUC 421
Reading for Language-Diverse Students (3)
SUMMER
Prerequisites: Elementaty: CEDP 563; EDUC 303, 304, 310/311, 337, 338, 339, 340, 418; two-thirds of total credit hours in major and minor completed. Secondary: CEDP 563, EDUC 303, 340, 341, 412, two-thirds of total credit hours in major and minor completed. All students must have a minimum GPA of 2.5 in each of the following: major, minor, and Professional Education Program. No individual course below a grade of 2.0 in each of the following: major, minor or Professional Education Program. Methods course in major completed. Washington State Patrol clearance.

The successful completion of EDUC 420 leads to student teaching candidacy. The candidate is asked to demonstrate characteristics desirable teacher-pupil relations. An Evidentiary Portfolio will be presented by each candidate documenting Department of Education performance based outcomes, Washington state learning goals, and NCACTE standards. Evidence is presented to a Professional Admissions Interview Committee, usually made up of one faculty member from the Department of Education, one faculty member from the major department, and one teacher from K-12 public schools. The committee either admits the candidate to professional candidacy, recommends remedial assignment before admittance, or does not recommend the candidate.

EDUC 422
Elementary Student Teaching K-8 (16)
FALL/WINTER/SPRING
Graded Pass/No Credit.

EDUC 423
Internship Elementary Level (1-18)
FALL/WINTER/SPRING
Graded Pass/No Credit.

EDUC 424
Internship Secondary Level (1-18)
FALL/WINTER/SPRING
Graded Pass/No Credit.

EDUC 425
Internship Secondary Level (1-18)
FALL/WINTER/SPRING
Graded Pass/No Credit.

EDUC 426
Secondary Student Teaching 7-12 (16)
FALL/WINTER/SPRING
Graded Pass/No Credit.

EDUC 427
General Student Teaching K-12 (1-16)
FALL/WINTER/SPRING
Graded Pass/No Credit.

EDUC 455
Perspectives of Early Childhood Education (3)
FALL/WINTER
Students are introduced to the foundations and current perspectives of early childhood education. Opportunities are provided to learn about issues, trends, appropriate programs, and expectations for working with young children and their families.

EDUC 456
Integrated Early Childhood Practices (5)
FALL/WINTER/SPRING
Prerequisites: EDUC 455. The design, implementation, and assessment of appropriate early childhood practices (birth to 8 years) are addressed in this course. The early childhood preschool teacher is guided in a collaborative, reflective, and field-based process that views a learner-centered environment for young children as an organic process of constructivism.

EDUC 457
Collaborative Reflective Teaching in ECE (3)
WINTER/SPRING
Prerequisites: EDUC 455, 456. Early Childhood students are encouraged to focus on their developing practices for working with young children by using a reflective practice model that emphasizes collaboration, constructivism, and caring.

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EDUC 458
The Learning Paradigm in Children's Studies (5)
WINTER
Prerequisite: EDUC 306.
Students will learn about early childhood teacher education through an integrated, holistic, and collaborative inquiry approach focusing on appropriate practices for young children.

EDUC 462
Instructional Media and Technology (3)
FALL/WINTER/SPRING/SUMMER
Fee assessed. Prerequisites: Junior level standing, Washington State Patrol form submitted or permission of the instructor. Exploration and examination of new technologies and media for education as well as understanding and analyzing emerging technology trends. Orientation and utilization of media equipment including video-camcorder, CD-ROM, computer, VCR, traditional projection equipment, laser-disc, and satellite technology.

EDUC 463
Production of Instructional Materials (5)
FALL
Fee assessed. This course will use the latest computer technology for teachers in all areas, librarians and media specialists. Producing presentations, creating graphs and charting, producing classroom newsletter publications, scanning documents and pictures, importing clip art, making color transparencies, video production and, evaluation of web page design are covered in this class.

EDUC 478
Science in the Elementary School (4)
FALL/WINTER/SPRING/SUMMER
Prerequisite: Washington State Patrol form submitted. Develops instructional competencies in elementary school science through extensive laboratory experiences.

EDUC 479
Early Literacy (3)
WINTER/SPRING
Prerequisites: EDUC 455.
Students are expected to learn that emergent literacy begins with a child's birth and encompasses those experiences that introduce, involve, and motivate the learning of early language and literacy constructs.

EDUC 480
Educating Young Children with Diverse Backgrounds (3)
FALL/SPRING
Prerequisites: EDUC 455.
The early childhood education student will learn to integrate the learning of children with diverse backgrounds into developmentally and culturally appropriate programs.

EDUC 487
Seminar in Issues in Early Childhood Education (4)
FALL
A presentation and discussion of current issues related to Early Childhood Education including types of daycare, preschool and kindergarten programs, factors influencing these programs and the advantages and disadvantages of various types of programs.

EDUC 490
Department Senior Capstone (4)
Politics of Literacy or Elementary Science [satisfy senior capstone university graduation requirement] Prerequisite: Senior standing. See your major department advisor for the appropriate section number.

EDUC 494
Practicum Seminar for Reading Majors (2)
FALL/WINTER/SPRING/SUMMER
Prerequisites: EDUC 410, 340. Washington State Patrol Clearance/FBI Fingerprinting receipt submitted. Must be taken concurrently with EDUC 495. Students analyze practicum experiences, management strategies for a reading program, and develop a personal philosophical foundation for reading instruction.

EDUC 495
Practicum for Reading Majors (5)
FALL/WINTER/SPRING/SUMMER
Prerequisites: EDUC 340, 410, Washington State Patrol Clearance. Must be taken concurrently with EDUC 494. The student is supervised while teaching literacy in a classroom setting. It is required that this course be taken before student teaching. Nine (9) hours per week of field experience in a public school classroom are required. (See EDUC 430)

EDUC 497
Workshops, Short Courses, Conferences (1-18)
FALL/WINTER/SPRING/SUMMER
Electives. Major in Reading (Elementary); must be a reading workshop.

EDUC 498
Seminar (1-18)
FALL/WINTER/SPRING/SUMMER

EDUC 499
Directed Study (1-18)
FALL/WINTER/SPRING/SUMMER
Prerequisites: Junior standing, prior permission of the instructor and the department chair. An opportunity for students with adequate background and experience to make intensive and independent study of some special problems in education.

EDUC 502
History of American Education (4)
The economic, social, cultural and philosophical development of America and the resulting impact on schools.

EDUC 503
Contemporary Education in Other Societies (4)
Study of systems of education outside the United States.

EDUC 505
Current Issues in Education (4)
Issues such as federal aid, teachers' tenure, teachers' salaries, the political control of education, indoctrination versus education, religious and public education, school-district reorganization, the community-centered school and academic freedom.

EDUC 506
Educational Sociology (4)
An analysis of American democratic ideology in relation to major social problems such as race, social stratification, leisure, population movements, family life, and the involvement of the public schools.

EDUC 507
Philosophy and Organization of the American School (4)
Four philosophies in education will be studied. The implications of each for school organization and classroom instruction will be examined. Participants will be invited to analyze their beliefs and how these beliefs form into a coherent philosophy of education.

EDUC 520
Methods of Educational Research (4)
Required of all graduate students pursuing the master of education degree program unless an alternative research course is scheduled. It provides the background of research methods and techniques necessary for meeting the requirements of Education 600 or 601. The methods, tools, and strategies used in educational research, both quantitative and qualitative will be explored. Continued level teacher certification research requirements may be met through this course.

EDUC 521
Field Based Inquiry (4)
Prerequisite: EDUC 520
Participants will study field-based methodology and models, learn strategies for collecting and analyzing field-based data, and apply concepts and strategies by conducting a field based inquiry project and presenting results. (May be assigned a “Y” grade.)

EDUC 530
Foundations of Educational Communication and Information Technology (4)
Survey of current issues, philosophical foundations, research, and history in the field of educational communication and information technology applicable to K-12 and adult learners.

EDUC 531
Elementary School Curriculum (4)
Curriculum practice and instructional materials most likely to improve instruction in the elementary school.

EDUC 532
Secondary School Curriculum (4)
Curriculum practice and instructional materials most likely to improve instruction in the secondary school.

EDUC 533
Instructional Systems Development (4)
Advanced techniques and methods of developing and utilizing instructional systems. A multimedia correlated system will be designed, produced, organized, field tested and presented.

EDUC 537
Information Sources and Technology in Education (4)
Media access, selection, and utilization for K-12 and adult learners; distance learning and telecommunications; networking and electronic data bases; applications of technologies in urban and rural education.

EDUC 538
Media Literacy for Teachers (4)
Focuses on curricular and instructional development of resource-based skills. From examining model K-12 programs for skills in such areas as information, critical television viewing, media production, visual literacy, teachers will apply elements of instructional design and development to resource-based skills programs.

EDUC 539
Special Topics (1-5)
May be graded Pass/No Credit.
EDUC 542  
**Literature Study in the Elementary and Middle School (4)**  
Prerequisites: EDUC 305 and 401 or equivalent.  
Advanced study of literature based teaching. Explores ways of building a literate classroom by connecting children and books with special ways on supporting students in becoming fluent readers.

EDUC 544  
**Advanced Reading Methods Across the Curriculum (4)**  
Prerequisites: EDUC 304, 310.  
A course designed to provide classroom teachers an opportunity to revisit current reading instruction methodology, examine new research including brain research impacting instruction, and explore meaningful ways in which reading instruction may be infused and integrated within content areas of the curriculum. Teacher assessment and student self-assessment as means to inform teaching and learning will be an additional focus of the course.

EDUC 551  
**Supervision of Instruction (4)**  
Prerequisite: One-year teaching experience beyond student teaching or permission of the instructor.  
The work of the teacher or supervisor in improving instruction.

EDUC 552  
**Supervision of Student Teaching (4)**  
Prerequisite: One-year teaching experience beyond student teaching.  
Preparation for positions as supervisors in laboratory schools and for public school teachers who supervise students in off-campus student teaching assignments.

EDUC 564  
**School Law (4)**  
Prerequisite: One-year teaching experience beyond student teaching.  
Court decisions and statutory law relating to the duties and powers of school officials and employees, compulsory school attendance, school census, child labor, control, and organization.

EDUC 565  
**Leadership for Today's Schools (4)**  
Prerequisites: Two-years teaching experience beyond student teaching and admission to the Educational Leadership Program by the Program Coordinator.  
Focus on school leadership, developing with vision the knowledge and skills for strategically leading the planning, decision-making, communication, management, and change processes needed in 21st century schools and communities.

EDUC 566  
**Leadership in School-Community Relations (4)**  
Prerequisites: Two-years teaching experience beyond student teaching and admission to the Educational Leadership Program by Program Coordinator or permission of the instructor.  
A problem-based exposure to the multidimensional role of school-community relations and communication in school districts. The course addresses the Public Relations domain of the NPBEA and WAC standards for the principalship.

EDUC 569  
**Administration of Technology Programs (4)**  
Operational functions concerned with the administration of learning centers, instructional communications or media. Includes selection, utilization, production, budget, services, facilities, equipment, materials and personnel.

EDUC 570  
**Elementary School Science Programs (4)**  
Prerequisites: Teaching experience beyond student teaching, EDUC 478 or prior permission of the instructor.  
The development of elementary school science programs and materials including the coordination of science instruction with other curricular areas.

EDUC 574  
**Social Studies in the Elementary School (3)**  
Place of social studies in the school program, the development of principles involved in the teaching of social studies.

EDUC 575  
**Environmental Studies for Teachers (2-5)**  
Selected study techniques related to environmental education; designed for both pre-service and in-service teachers.

EDUC 576  
**Advanced Literacy Methods (4)**  
Advanced course with emphasis on models for reading and language arts integration. Cover total program: management, methods, materials and techniques.

EDUC 580  
**Curriculum Design in Early Childhood Education (4)**  
Prerequisite: EDUC 455 or prior permission of the instructor.  
An in-depth study of the components of early childhood education curriculum models and research regarding early childhood education programs.

EDUC 588  
**Readings in the Curriculum (1-4)**  
An advanced course for students wanting to study the current literature on school curriculum development and offerings. Students will develop an annotated bibliography from a specific area of school curriculum.

EDUC 589  
**Readings in School Supervision (1-4)**  
Prerequisite: EDUC 551 or 552.  
An advanced course for students wanting to study the current literature on school supervision. Students will develop an annotated bibliography from a specific area of supervision.

EDUC 590  
**Critical and Social Literacies (4)**  
Prerequisite: EDUC 310 or consent of the instructor.  
An advanced course for students wanting to study current literature on literacy as practiced in a variety of social contexts, as evaluated through a number of critical perspectives. Instructional implications will be highlighted so that students will develop reflective and sound classroom practice.

EDUC 591  
**Instructional Foundations and Interventions for Literacy Difficulties (4)**  
Prerequisite: EDUC 415 or permission of the instructor.  
This course is designed to examine the causes and correlates of individual differences in reading ability. A number of specialized, intensive approaches for the improvement of the literacy skills will also be examined.

EDUC 594  
**Psychology of Literacy (4)**  
Prerequisite: EDUC 310 or permission of the instructor.  
Application of the findings of psychology to understanding the reading, writing, and communication processes and the teaching of literacy.

EDUC 595  
**Seminar in Literacy (4)**  
Prerequisite: EDUC 520.  
Course will help develop critical understanding of the reading process through a scholarly exploration of research related to literacy education. The instructional implications of research will be highlighted to help students develop theoretically sound classroom practice.

EDUC 596  
**Experimental Course (1-6)**

EDUC 597  
**Workshops (1-6)**  
Note: Workshop credit cannot be used to fulfill graduate degree requirements.

EDUC 598  
**Seminar in Education (1-12)**

EDUC 599  
**Independent Study in Education (1-6)**  
Prerequisites: Prior permission of the instructor and the department chair.  
Students with adequate background and experience make intensive and independent study of some special problems in education. Students should make arrangements through their graduate advisor.

EDUC 600  
**Thesis (1-8)**  
May be graded Pass/No Credit.  
Prerequisites: EDUC 520.  
Independent research study under the direction of a graduate advisory committee.

EDUC 601  
**Research Report (1-6)**  
Graded Pass/No Credit.  
Prerequisite: EDUC 520 or prior permission of the instructor.  
Research projects to be discussed and criticized by other graduates. Enrollees should have identified a specific problem prior to entering.

EDUC 695  
**Internship (1-18)**  
Graded Pass/No Credit.  
Practical, on-the-job experience for specialized school personnel planned cooperatively by a school district and the University. Students are selected for this experience by the University and the district in which the student is working. To register, students must make application to the program advisor during May of the previous year.

EDUC 696  
**College Teaching Internship (1-5)**  
Graded Pass/No Credit.  
Teaching a lower-division college course under supervision of a regular faculty member. Includes course planning, arranging bibliographical and instructional aids, conferences with students, experience in classroom instruction and student course evaluation.
Library Science Courses

Terms Offered: If no terms are indicated, check with department or quarterly Course Announcement.

**LBSC 305**
**Storytelling in Children’s Literature (5)**
FALL/WINTER/SPRING
Prerequisites: EDUC 200; Washington State Patrol clearance.
LBSC 305 includes selected readings and discussions of a variety of children’s books. The course allows students to become acquainted with quality children’s literature and suggests media center and K-8 classroom uses for quality literature. (Cross-listed EDUC 305)

**LBSC 401**
**Reading Instruction and Literature for Young Adults (5)**
FALL/WINTER/SPRING/SUMMER
Prerequisites: EDUC 305, 310, 311 or permission of the instructor. Washington State Patrol clearance.
LBSC 401 is designed to provide teachers with the skills and information to develop and implement a classroom literacy program for middle and secondary students. The course emphasizes instructional strategies to accommodate student diversity using a selection of literature genres as the curriculum foundation. (Cross-listed EDUC 401)

**LBSC 440**
**Reading Guidance for Children and Young People (3)**
FALL/WINTER/SPRING/SUMMER
Prerequisite: Washington State Patrol form submitted.
Meeting the reading, listening, and viewing needs of children and young people with the materials in the library media center.

**LBSC 450**
**Selection of Library Media Materials (3)**
WINTER
Prerequisite: Washington State Patrol form submitted.
Selection policies, procedures, and sources of information for evaluation and acquisition of print and nonprint materials.

**LBSC 460**
**Reference and Information Literacy (3)**
FALL
Prerequisite: Washington State Patrol form submitted.
Methods and materials used in building reference collections and teaching information literacy skills.

**LBSC 480**
**Organization of Learning Resources (4)**
WINTER
Prerequisite: Washington State Patrol form submitted.
Applications of the Dewey classification system and Sears subject headings to materials. Uses of electronic circulation systems and generation of MARC records.

**LBSC 490**
**Administration of the School Library Media Center (3)**
SPRING
Prerequisite: Washington State Patrol form submitted.
Planning and implementing an effective program of services in the public school.

**LBSC 495**
**Practicum in the Library Media Center (1-18)**
FALL/WINTER/SPRING
Prerequisites: LBSC 490 or concurrent enrollment and 12 quarter credits of Learning Resource course work completed. Washington State Patrol form submitted.
Participation in a school library media center program in administration, cataloging, teaching library skills, and other services. A learning contract is required.

**LBSC 497**
**Workshops, Short Courses, Conferences (3)**
FALL/WINTER/SPRING/SUMMER

**LBSC 498**
**Seminar in School Library Problems (3)**
FALL/WINTER/SPRING/SUMMER

**LBSC 499**
**Directed Study (1-3)**
Prerequisite: Prior permission of the instructor.

**LBSC 599**
**Independent Study (1-3)**
Prerequisite: Prior permission of the instructor.
Students applying for this course should have at least one year of experience in school library media work and/or at least ten credits in other library media courses.
EASTERN WASHINGTON UNIVERSITY 2005-06

ELECTRONIC MEDIA, THEATRE AND FILM

College of Arts and Letters
Marvin Smith, Chair
107 RTV Building
(509) 359-6390

B.A.
Faculty: D. Bennett, T. Mullin, P. Porter, M. Smith

UNDERGRADUATE PROGRAM

The Electronic Media and Film program prepares students for creative roles in the motion picture and television industry. The 81-credit program provides intensive experience in production and writing as well as media theory and criticism. Graduates are required to write a classically structured, feature length screenplay and complete a major production or theory/criticism project. A faculty-student panel review both the script and the project.

Admission to the program is restricted to Fall Quarter. Failure to complete courses as they are offered will result in a significant delay in progress toward graduation. Transfer students, including students with A.A. degrees, must complete EMAF 214 not later than the first fall quarter in the program.

The Department of Electronic Media, Theatre and Film provides students a variety of electronic media facilities, including radio and television studios, electronic field production units, and audio and video editing suites. Students are encouraged to apply their academic training on department-operated cable television channels in Spokane and Cheney and KEWU, a 10,000-watt FM broadcast station.

The location of the campus in proximity to Spokane, a center of trade and communications, allows students to participate in internship program in a wide range of communication settings. In addition, the internship program extends throughout the United States.

Transfer Requirements for Electronic Media and Film: Students must enter the program in the fall quarter. Students should make application for major status one quarter prior to the fall quarter they intend to begin their major in Electronic Media and Filmic Arts.

All students will be admitted to full major standing only after completion of all lower-division required courses and acceptance by the department.

Foreign Language Requirements for EMAF: Two years of a single foreign language in high school or one year of a single foreign language at the college level is required for graduation with a B.A. major in EMAF.

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

Bachelor of Arts (B.A.)

Electronic Media and Filmic Arts Major (81 credits)

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

Required Courses

EMAF 110 Introduction to Electronic Media Production (5)
EMAF 214 Filmic Arts and the Humanities (5)
EMAF 221 Narrative Writing for the Filmic Arts (5)
EMAF 311 Filmic Arts Production (5)
EMAF 312 Filmic Arts Directing and Producing (5)
EMAF 321 Writing for the Filmic Arts I (5)
EMAF 322 Writing for the Filmic Arts II (5)
EMAF 410 Advanced Filmic Arts Production (5)
EMAF 417 Advanced Writing for the Filmic Arts (4)
EMAF 451 Law and Ethics for Producers (4)
EMAF 465 Filmic Arts History I (5)
EMAF 466 Filmic Arts History II (5)
EMAF 467 Filmic Arts Theory and Criticism (5)
EMAF 490 Electronic Media and Filmic Arts Senior Capstone (4)
EMAF 498 Seminar in Filmic Arts Writing (4)
EMAF 498 Seminar in Filmic Arts Criticism (Winter) (4)
EMAF 498 Seminar in Filmic Arts Criticism (Spring) (4)
EMAF 499 Senior Project: Screen writing (1)
EMAF 499 Senior Project: Criticism or Production (1)

Optional Courses

EMAF 480 Field Production I (4)
EMAF 481 Field Production II (4)
EMAF 495 Field Experience in Radio Television (1-12)

Total required credits 81 credits
Total credits for above Major 81 credits

GRADUATE PROGRAM

The Department of Electronic Media, Theatre and Film does not offer a graduate degree but does cooperate in the Master of Science in Communications, and in individualized interdisciplinary programs. The M.S. in Communications program is also described elsewhere in this catalog. Proposed interdisciplinary programs must be developed in consultation with an Electronic Media, Theatre and Film advisor, and submitted in compliance with requirements listed under Interdisciplinary Graduate Programs.
Electronic Media and Film Courses

Note: Any student enrolling in upper-division courses must be an EMAF major or have prior permission of the instructor.

Terms Offered: If no terms are indicated, check with department or quarterly Course Announcement.

EMAF 110
Introduction to Electronic Media Production (5)
Prerequisite: Completion of University Proficiencies in Writing.
Survey of basic television production techniques, hands-on laboratory experience with electronic media equipment.

EMAF 214
Filmic Arts and the Humanities (5)
Satisfies the GECR for humanities and fine arts, list 2, fine arts.
Prerequisite: Completion of University Proficiency in Writing.
Explores the varieties of human experience as they are expressed through the vocabulary of the filmic arts. Critical viewing, thinking, and writing are emphasized. Three lectures, two screenings per week.

EMAF 221
Narrative Writing for the Filmic Arts (5)
Prerequisite: Completion of University Proficiency in Writing.
The study and creation of narrative structures in film and video. Topics addressed include fiction and nonfiction, story world and screen world, selectivity and objectivity, and devices used to represent tense and relationship. Students write critical papers as well as original scripts and view films and videos. All work submitted must be typed. (4 lectures, 1 film screening per week)

EMAF 300
Filmic Arts Performance Techniques (3)
Prerequisite: EMAF 214 or concurrent enrollment in 214.
Examination of presentational and representational techniques, scripting, vocal and physical control, and the demands of cameras and microphones are emphasized. Labs explore narrative, interviewing, hosting and acting.

EMAF 301
Filmic Arts Performance Workshop (1)
May be repeated for credit.
Prerequisite: EMAF 300.
Further development of performance skills developed in EMAF 300 through workshop exercises.

EMAF 311
Filmic Arts Production (5)
Prerequisites: EMAF 110, 214, 221.
Aesthetic considerations of the video and audio aspects of television production. Various techniques and media are considered. Laboratory exercises encourage audio and video exploration of new forms and techniques. Four lectures and one lab per week.

EMAF 312
Filmic Arts Directing and Producing (5)
Prerequisites: EMAF 110, 311.
Experience in directing and producing television shows, development of programs, set design and construction, lighting, special effects, and camera positioning.

EMAF 321
Writing for the Filmic Arts I (5)
Offered once a year.
Prerequisite: EMAF 110, 214, 221.
Experience writing the short film. Developing story through character, dialogue and action. Criticism and revision are emphasized. 5 lectures per week.

EMAF 322
Writing for the Filmic Arts II (5)
Offered once a year.
Prerequisite: EMAF 321.
Adapting pre-existing materials, ideas and out-of-copyright literary work into producible short screenplays. Narrative problem solving, structure, criticism and revision are emphasized.

EMAF 399
Special Studies in Radio Television (1-5)
Prerequisites: Prior permission of the instructor and the department chair.
Subjects studied vary according to faculty and student interest.

EMAF 410
Advanced Filmic Arts Production (5)
Prerequisites: EMAF 110, 311, 312.
Planning, designing, budgeting and proposing television programs. Time, talent, union requirements, and resource budgeting. Selection of locations, logistical planning, aesthetic considerations, criteria for director selection and channels of distribution. Participants in this course will prepare fully budgeted original program proposals and present them to clients in classroom roleplay situations. (3 lectures, 1 practicum per week)

EMAF 417
Advanced Writing for the Filmic Arts (4)
Prerequisite: EMAF 322.
Workshop in various forms of scriptwriting, e.g., documentary, narrative fiction, narrative nonfictional, comedy, adaptation. This course may be repeated for credit when topics vary. Different topics will be indicated in the quarterly Course Announcement and on the student's permanent record. (4 lectures per week)

EMAF 451
Law and Ethics for Producers (4)
Prerequisites: Senior standing or permission of the instructor.
Analysis of the legal and ethical considerations faced by producers of filmic arts programs. Items include first amendment issues, defamation, privacy, intellectual property, contracts, violence and obscenity, and performer/location releases. Reading of cases, written analysis, problem solving and classroom discussion. (4 lectures per week)

EMAF 465
Filmic Arts History I (5)
Prerequisites: EMAF 214, 221, and 110.
History and development of the filmic arts from inception through the 1950s. Emphasis on analysis, critical thinking and writing. 3 lectures/discussions, 4 hours of screenings per week.

EMAF 466
Filmic Arts History II (5)
Prerequisite: EMAF 465.
History and development of the filmic arts from the 1950s to the present. Emphasis on analysis, critical thinking and writing. 3 lecture/discussion and 4 hours of screenings per week.

EMAF 467
Filmic Arts Theory and Criticism (5)
Prerequisites: EMAF 466.
Explores the major film theories of the past century. Critical thinking, writing and analytic skills are emphasized. 3 lectures, 4 hours of screenings per week.

EMAF 480
Field Production I (4)
Offered once a year.
Prerequisite: EMAF 410.
Preproduction, production and post-production of 30 minute scripts. Emphasis on both schedule adherence and aesthetic realization.

EMAF 481
Field Production II (4)
Offered once a year.
Prerequisites: EMAF 410, 480.
Preproduction, production and post-production of 30-minute scripts. Emphasis on both schedule adherence and aesthetic realization.

EMAF 490
Electronic Media and Filmic Arts Senior Capstone (4)
Offered once a year.
Satisfies senior capstone university graduation requirement.
Prerequisite: Final quarter senior status.
Creation and defense of a full length screenplay or teleplay.

EMAF 495
Field Experience in Radio-Television (5-12)
Prerequisites: Prior permission of the intern coordinator and the department chair.
On-the-job experience in commercial radio and television stations, advertising agencies, public relations, and communications-oriented industries.

EMAF 496
Experimental Course (1-5)

EMAF 497
Workshops, Short Courses, Conferences (1-5)
May be repeated.

EMAF 498
Seminar (1-5)
May be repeated when topics vary.

EMAF 499
Directed Study (1-5)

EMAF 598
Seminar in Radio-Television (1-5)
May be repeated when topics vary.

EMAF 599
Independent Study (1-5)

EMAF 601
Research Report in Radio-Television (1-6)
Independent research resulting in a scholarly paper under the direction of the student's graduate committee.

EMAF 696
College Teaching Internship (5-15)

www.ewu.edu
ENGINEERING AND DESIGN

College of Science, Math and Technology

Donald C. Richter, Chair
101 Cheney Hall
(509) 359-2880

B.A., B.S.

Minor

Faculty: J. Braukmann, M. Breen, M. Brzoska, T. Couraud, J. Donnerberg, J. Durfee, M. S. Kob, W. Loendorf, D. Richter, E. Rodriguez-Marek

UNDERGRADUATE PROGRAMS

Students studying in the Department of Engineering and Design (TECH/ENGR) may select from a broad number of disciplines that include Electrical Engineering, Computer and Mechanical Engineering Technology, Graphic Design/Communication, Construction, Design, Electronics, and Manufacturing. The primary goal of the Department of Engineering and Design is to provide students with the technical background required for careers in business and industry. Course work within each program offers experiences in many areas of technology that enhance the preparation of students in their fields. Theory and practice are covered in a variety of contexts, including process and product, form and content, type and image, and interactivity. Current technology and future trends are addressed in the context of industry practices. This major is combined with a related minor in another academic area to specialize in specific career preparation.

Note: In order to receive the Visual Communication Design degree, students must earn at least a 3.0 grade in the following courses: TECH 263 Visual Communication Design I, and TECH 363 Visual Communication Design II. This is in addition to the department requirement of 2.5 GPA in all TECH course work.

Required Courses

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECH 100 Engineering Drafting I</td>
<td>4</td>
</tr>
<tr>
<td>TECH 216 Computer Graphics</td>
<td>4</td>
</tr>
<tr>
<td>TECH 263 Visual Communication Design I</td>
<td>4</td>
</tr>
<tr>
<td>TECH 343 Typography</td>
<td>4</td>
</tr>
<tr>
<td>TECH 363 Visual Communication Design II</td>
<td>4</td>
</tr>
<tr>
<td>TECH 366 Electronic Prepress Production</td>
<td>4</td>
</tr>
<tr>
<td>TECH 368 Introduction to Web Page Design</td>
<td>4</td>
</tr>
<tr>
<td>TECH 369 Advanced Web Design</td>
<td>4</td>
</tr>
<tr>
<td>TECH 395 Technology in World Civilization</td>
<td>4</td>
</tr>
<tr>
<td>TECH 463 Visual Communication Design III</td>
<td>4</td>
</tr>
<tr>
<td>TECH 493 Portfolio Review</td>
<td>2</td>
</tr>
</tbody>
</table>

Supporting Courses

ART 107 Basic Design (5)
CMST 201 Public Speaking (5)
or CMST 250 Small Group Communication (5)
CMST 400 Message Design (5)
or CMST 451 Argumentation and Persuasion (5)
ENGL 205 Introduction to Technical Writing (5)

Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 190 Visual Communication Design I</td>
<td>4</td>
</tr>
<tr>
<td>or CMST 216 Digital Video Production</td>
<td>4</td>
</tr>
<tr>
<td>or CMST 250 Small Group Communication</td>
<td>5</td>
</tr>
<tr>
<td>or CMST 300 Digital Multimedia</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 205 Introduction to Technical Writing</td>
<td>5</td>
</tr>
</tbody>
</table>

Minimum total credits: 42 credits
Minimum total supporting credits: 20 credits
Total elective credits: 12 credits
Minimum total credits for above Major: 74 credits

Note: The above major does require the completion of an approved minor. This adds a minimum of 19–20 credits (in the case of Art and Communication). The list of courses making up the minor must also be approved by your Visual Communications Design advisor. In certain cases, a prescribed list of courses will be used and is available from your advisor.

Note: Including University requirements, the above program requires a minimum of 180 credits, or an average of 15 credits per quarter for a 12 quarter, four-year program. The 180 credits are based on the following assumptions:

a. Students have had one year of high school drafting. If this assumption is not true, then the student will have to take TECH 100, Engineering Drafting I, 4 credits.

b. Students have had two years of one foreign language in high school or one year of foreign language in college. If this assumption is not true, the student will have to take one year of foreign language at EWU (15 credits).

c. Students will have satisfied University Competencies. If this assumption is not true, then the student will have to complete up to six more credits of classes. (See University Competencies in this catalog.)

Note: MATH 115 is recommended for the above major.

Bachelor of Science (B.S.)

Computer Engineering Technology (144 - 146 credits)

This degree combines studies in selected areas of technology, computer science, physics, and mathematics to offer two options: software engineering technology and hardware engineering technology. The computer engineering technology major is accredited by the Technology Accreditation Commission of the Board for Engineering and Technology (ABET, 111 Market Place, suite 1050, Baltimore, MD 21202-4102- telephone (410) 347-7700.)

The primary objective of the computer engineering technology program is to prepare students to enter and progress in technical positions in business and industry. Graduates are generally expected to work with engineers and scientists in the research and development of ideas, products, and processes by applying engineering principles to the solution of practical problems in the computer and electronic fields.
Courses Required for Computer Engineering Technology Degree

### Required Core Courses
- ENGR 160 Digital Circuits (4)
- ENGR 250 Digital Hardware (2)
- ENGR 260 Microprocessors I (4)
- TECH 208 Survey of Electricity (4)
- TECH 377 Microprocessors II (4)
- TECH 393 Technology in World Civilization (4)
- TECH 416 Data Communications (4)
- or CSCD 355 Networking Programming (4)
- TECH 425 Computer Architecture and Design (4)
- TECH 491 Senior Project (4)
- or TECH 495 Internship (4)
- TECH/CSCD Approved Elective (12)
- CMST 200 Introduction to Speech Communication (4)
- CSCD 205 Programming Principles Lab I (1)
- CSCD 225 Programming Principles I (5)
- CSCD 226 Programming Principles II (5)
- CSCD 326 Data Structures I (4)
- CSCD 327 Data Structures II (4)
- ENGL 205 Introduction to Technical Writing (5)
- MATH 161 Calculus I (5)
- MATH 162 Calculus II (5)
- MATH 225 Foundations of Mathematics (5)
- or MATH 301 Discrete Mathematics (5)
- PHYS 131 Introductory Physics I (4)
- or PHYS 151 General Physics I (4)
- PHYS 132 Introductory Physics II (4)
- or PHYS 152 General Physics II (4)
- PHYS 133 Introductory Physics III (4)
- or PHYS 153 General Physics III (4)
- PHYS 161 Mechanics Lab (1)
- PHYS 162 Heat and Optics Lab (1)
- PHYS 163 Instrumentation Lab I (1)
- CHEM Elective (must have a lab) (5)
- Mathematics Elective (typically MATH 106 or 163)

### Hardware Engineering Technology Option
- ENGR 110 Engineering Graphics (5)
- TECH 308 Circuit Analysis (4)
- TECH 355 Computer-Aided Design for Electronics (4)
- TECH 385 Robotics and Automated Systems (4)
- TECH 408 Electronics (4)
- TECH 409 Radio and Communication Electronics (4)
- TECH 490 Senior Capstone: Production Laboratory (4)
- CSCD 325 Object-Oriented Programming (3)

<table>
<thead>
<tr>
<th>Total required core credits</th>
<th>114 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total option credits</td>
<td>32 credits</td>
</tr>
<tr>
<td>Total credits for above Option</td>
<td>146 credits</td>
</tr>
</tbody>
</table>

### Software Engineering Technology Option
- ENGR 421 Fundamentals of Network Security (4)
- TECH 490 Senior Capstone: Production Laboratory (4)
- or CSCD 490 Computer Ethics Senior Capstone (4)
- CSCD 228 Introduction to UNIX (2)
- CSCD 229 C Programming Language (5)
- CSCD 350 Software Design (5)
- CSCD 425 Database Management Systems (4)
- CSCD 450 Software Engineering I (4)
- CSCD 451 Software Engineering II (4)

<table>
<thead>
<tr>
<th>Total required core credits</th>
<th>114 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total option credits</td>
<td>30 credits</td>
</tr>
<tr>
<td>Total credits for above Option</td>
<td>144 credits</td>
</tr>
</tbody>
</table>

### Free Electives
- 0-5 credits of free electives as required to meet 186 total credits for hardware engineering technology option
- 0-7 credits of free electives as required to meet 186 total credits for software engineering technology option

Note: Including University requirements, the above program requires a minimum of 186 credits or an average of 15.5 credits for a 12 quarter, four-year program. The 186 credits are based upon the following assumptions:

### a. Hardware engineering technology option students have had one year of high school drafting. If this assumption is not true, then the student will have to take TECH 100, Engineering Drafting I, 4 credits.

### b. Students will enter EWU prepared to take calculus. If this assumption is not true, then the student will have to complete MATH 105, Precalculus Mathematics I, 5 credits and MATH 106, Precalculus Mathematics II, 5 credits.

c. Students will have satisfied University competencies. If this assumption is not true, then the student will have to complete up to six more credits of classes. (See University Competencies in this catalog.)

### Electrical Engineering (145 - 146 credits)

This degree combines studies in selected areas of physics, mathematics, electronics, electricity, and science to prepare students to solve real-world problems in electrical engineering. The first two years of the curriculum allow students to establish a solid foundation in mathematics and sciences. The third year curriculum introduces students to a broad spectrum of electrical engineering course work with specialization and capstone introduced into the fourth year. The Senior Year Capstone course allows the students to consolidate their education experience with the solution of practical engineering problems provided by industry.

The primary objective of the electrical engineering program is to prepare students to enter and progress in electrical engineering positions in business, industry, and government. Graduates are generally expected to work in the research and development of ideas, products, and processes by applying engineering principles to the solution of practical problems in the electrical engineering field.

### Required Courses
- ENGR 160 Digital Circuits (4)
- ENGR 209 Circuits Theory (4)
- ENGR 210 Circuits II (5)
- ENGR 250 Digital Hardware (2)
- ENGR 260 Microprocessors I (4)
- ENGR 320 Signals and Systems I (5)
- ENGR 321 Signals and Systems II (5)
- ENGR 330 Electronics I (5)
- ENGR 351 Electronics II (5)
- ENGR 350 Energy Systems (5)
- ENGR 490 Senior Capstone (4)
- TECH 393 Technology in World Civilization (4)
- CHEM 151 General Chemistry (5)
- CSCD 205 Programming Principles Lab I (1)
- CSCD 225 Programming Principles I (5)
- CSCD 226 Programming Principles II (5)
- ENGL 209 Introduction to Technical Writing (5)
- MATH 161 Calculus I (5)
- MATH 162 Calculus II (5)
- MATH 163 Calculus III (5)
- MATH 231 Linear Algebra (5)
- MATH 241 Calculus IV (5)
- MATH 347 Introductory Differential Equations (4)
- MATH 380 Elementary Probability and Statistics (5)
- or MATH 385 Probability and An Introduction to Statistics (4)
- PHYS 151 General Physics I (4)
- PHYS 152 General Physics II (4)
- PHYS 153 General Physics III (4)
- PHYS 161 Mechanics Lab (1)
- PHYS 162 Heat and Optics Lab (1)
- PHYS 164 Instructional Lab I (1)
- PHYS 221 Physics IV (4)
- PHYS 401 Electromagnetism I (4)
- Electrical Engineering electives (10)
- EE/MATH elective (typically MATH 225 (5))

### Minimum total required credits
- 145 - 146 credits

### Minimum total credits for above Degree
- 145 - 146 credits

Note: Including University requirements, the above program requires a minimum of 180 credits, or an average of 15 credits per quarter for a 12 quarter, four-year program. The 180 credits are based upon the following assumptions:

### a. Students will enter EWU prepared to take calculus. If this assumption is not true then the student will have to complete MATH 105, Precalculus Mathematics I, 5 credits and MATH 106, Precalculus Mathematics II, 5 credits.

### b. Students will have satisfied University Competencies. If this assumption is not true, then the student will have to complete up to six more credits of classes. (See University Competencies in this catalog.)

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### Mechanical Engineering Technology (134 - 141 credits)

This degree combines studies of Mathematics, Computer Science, Physics, and Engineering Technology. The Mechanical Engineering Technology curriculum (accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology) includes courses fundamental to Mechanical Engineering technology with an emphasis on applications. Before graduation, each student will participate in a design project or an internship in industry to gain industrial experience during his or her academic career before employment. The emphasis of this program is the application of engineering principles to the solution of practical problems. MET graduates are in great demand and are employed in a variety of interesting, high-tech careers throughout the state and region. Employment opportunities are available in mechanical design, industrial engineering technology, industrial management, manufacturing, CADD, applied research, and sales and service.

#### Required Courses
- ENGR 110 Engineering Graphics (5)
- TECH 208 Survey of Electricity (4)
- TECH 301 Metallic Processes (5)
- TECH 317 Computer-Aided Drafting (4)
- TECH 340 Statics (4)
- TECH 341 Strength of Materials (4)
- TECH 342 Dynamics (4)
- TECH 353 Industrial Materials (5)
- TECH 380 Thermodynamics (4)
- TECH 382 Fluid Mechanics (4)
- TECH 385 Robotics and Automated Systems (4)
- TECH 395 Technology in World Civilization (4)
- TECH 403 Computer-Aided Design and Project Management (4)
- TECH 405 Design of Machine Elements (4)
- TECH 490 Senior Capstone: Production Laboratory (4)
- TECH 491 Senior Project (4)

#### Supporting Courses
- ECON 100 General Economics (5)
- or ECON 200 Introduction to Microeconomics (5)
- and ECON 201 Introduction to Macroeconomics (5)
- CMST 200 Introduction to Speech Communication (4)
- CSCD 230 Scientific Programming in FORTRAN (5)
- or CSCD 225 Programming Principles I (5)
- ENGL 205 Introduction to Technical Writing (5)
- MATH 161 Calculus I (5)
- MATH 162 Calculus II (5)
- PHYS 131 Introductory Physics I (4)
- or PHYS 151 General Physics I (4)
- PHYS 152 Introductory Physics II (4)
- or PHYS 152 General Physics II (4)
- PHYS 153 Introductory Physics III (4)
- or PHYS 153 General Physics III (4)
- PHYS 161 Mechanics Lab (1)
- PHYS 162 Heat and Optics Lab (1)
- PHYS 163 Instrumentation Lab I (1)
- Science Elective (Chemistry) with a lab (5)

#### Electives (from the following areas)
- Math electives (typically MATH 105 and 106) (8-10)
- Technology electives (8)

Select electives from mathematics and technology departments in consultation with departmental advisor.

<table>
<thead>
<tr>
<th>Total required credits</th>
<th>69 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum total supporting credits</td>
<td>49 - 54 credits</td>
</tr>
<tr>
<td>Minimum total mathematics elective credits</td>
<td>8 - 10 credits</td>
</tr>
<tr>
<td>Total technology elective credits</td>
<td>8 credits</td>
</tr>
<tr>
<td>Minimum total credits for above Degree</td>
<td>134 - 141 credits</td>
</tr>
</tbody>
</table>

Note: Including University requirements for the degree the above program requires a minimum of 186 credits or an average load of 15.5 credits per quarter for a 12-quarter, four-year program. The 186 credits are based on the following assumptions:

a. Students have had one year of high school drafting. If this assumption is not true, then the student will have to take TECH 100, Engineering Drafting I, 4 credits.

### Technology with Applied Technology Option (110 - 111 credits)

This program is designed for students who have graduated with an associate degree in applied arts and sciences (AAAS), associate degree in applied science (AAS), associate degree in technical arts (ATA) in computer technology, electronics technology, mechanical engineering technology, civil engineering technology, drafting/design technology, and similarly named programs at community colleges. This degree allows these students to continue their education by taking liberal arts courses, additional advanced technology courses, and supporting courses to complete a Bachelor of Science degree.

#### EWU Course work
- TECH 330 Technology Problem Analysis and Design I (3)
- TECH 331 Technology Problem Analysis and Design II (3)
- TECH 260 Desktop Publishing (4)
- TECH 393 Technology in World Civilization (4)
- TECH 403 Computer-Aided Design and Project Management (4)
- TECH 462 Industrial Safety Engineering (4)
- TECH 490 Senior Capstone: Production Laboratory (4)
- or ITGS 400 Interdisciplinary Senior Capstone (4)
- TECH 491 Senior Project (4)
- TECH 495 Internship (10)
- TECH 498 Seminar: Engineering Economic Analysis (2)
- TECH 498 Seminar: Engineering Ethics, Contracts, Patents (2)
- TECH 498 Seminar: Environmental Engineering (2)

#### College Course work
- CHEM 121 Chemistry and Its Role in Society (5)
- ACCT 251 Principles of Financial Accounting (5)
- ENGL 101 College Composition: Exposition and Argumentation (5)
- ENGL 201 College Composition: Analysis, Research, and Documentation (5)
- MATH 105 Pre-calculus Mathematics I (5)
- MATH 106 Pre-calculus Mathematics II (5)
- PHYS 131 Introductory Physics I (4)
- PHYS 132 Introductory Physics II (4)
- PHYS 161 Mechanics Laboratory (1)
- PHYS 162 Heat and Optics Laboratory (1)
- Humanities and Fine Arts and Social Sciences (25)

Upper division substitutions may be made for 15 credits—See departmental list

#### Minimum total EWU course work credits
- 50 - 51 credits

#### Total college course work credits
- 60 credits

#### Minimum credits for above Option
- 110 - 111 credits

#### Technology with Construction Option (121 credits)

The construction option focuses on selected areas of technology, physics, business management, and math, emphasizing courses such as engineering graphics and architecture. This concentration prepares graduates to enter and progress in supervisory or management positions in the construction industry. Initial employment may be as an estimator, laboratory technician in materials testing, construction inspector, or field engineer.

#### Required Courses
- ENGR 110 Engineering Graphics (5)
- TECH 208 Survey of Electricity (4)
- TECH 301 Metallic Processes (5)
- TECH 317 Computer-Aided Drafting (4)
- TECH 320 Non-Metallic Processes (5)
- TECH 355 Architecture (4)
- TECH 340 Statics (4)
- TECH 341 Strength of Materials (4)
- TECH 353 Industrial Materials (5)
- TECH 393 Technology in World Civilization (4)
- TECH 403 Computer-Aided Design and Project Management (4)
- TECH 406 Welding Technology (4)
- TECH 462 Industrial Safety Engineering (4)
- TECH 490 Senior Capstone: Production Laboratory (4)
- TECH 495 Internship (in field of construction estimating) (3)
- TECH 495 Internship (in field of construction techniques) (3)
- TECH Elective (4)

#### Supporting Courses
- ACCT 251 Principles of Financial Accounting (5)
- CHEM 121 Chemistry and Its Role in Society (5)
- or CHEM 151 General Chemistry (5)
- CMST 200 Introduction to Speech Communication (4)
ENGL 205 Introduction to Technical Writing (5)
MGMT 120 The World of Business (5)
MATH 105 Precalculus Mathematics I (5)
MATH 106 Precalculus Mathematics II (5)
PHYS 131 Introductory Physics I (4)
PHYS 161 Mechanics Lab (1)

Choose 12 credits from the following:
ACCT 261 Business Law (4)
HUMR 328 Personnel Management (4)
MGMT 326 Organization Theory and Behavior (4)
MKTG 310 Principles of Marketing (4)
OPSM 330 Operations Management (4)

Total required credits 121 credits
Total required supporting credits 71 credits
Total credits for above Option 192 credits

Note: The Business and Management credits listed here will apply to a minor in Business Administration.

Note: Including University requirements, the above program requires a minimum of 180 credits or an average of 15 credits per quarter for a 12 quarter, four-year program. The 180 credits are based upon the following assumptions:

a. Students have had one year of high school drafting. If this assumption is not true, then the student will have to take TECH 100, Engineering Drafting I, 4 credits.

b. Students will have satisfied University Competencies. If this assumption is not true, then the student will have to complete up to six more credits of classes. (See University Competencies in this catalog.)

Technology with Design Option (112 credits)
The design option prepares the graduate for placement in the world of manufacturing. A student graduating with this option should have mastered the basic skills appropriate for the design, development, manufacturing, and sale of consumer products. Students should enter the labor force at the middle-management level. The breadth of preparation in the design option provides a broad foundation from which to build and progress.

Required Courses
ENGR 110 Engineering Graphics (5)
TECH 208 Survey of Electricity (4)
TECH 301 Metallurgical Processes (5)
TECH 317 Computer-Aided Drafting (4)
TECH 320 Non-Metallurgical Processes (5)
TECH 340 Statics (4)
TECH 341 Strength of Materials (4)
TECH 353 Industrial Materials (5)
TECH 341 Strength of Materials (4)
TECH 353 Industrial Materials (5)
TECH 355 Computer-Aided Design For Electronics (4)
TECH 377 Microprocessors II (4)
TECH 385 Robotics and Automated Systems (4)
TECH 395 Technology in World Civilization (4)
TECH 408 Electronics (4)
TECH 409 Radio and Communication Electronics (4)
TECH 425 Computer Architecture and Design (4)
TECH 458 Quality Assurance (4)
TECH 490 Senior Capstone: Production Laboratory (4)
TECH Approved Electives (12)

Supporting Courses Requirement
CHEM 121 Chemistry I (4)
CHEM 122 Chemistry II (4)
CHEM 151 General Chemistry (5)
CMST 200 Introduction to Speech Communication (4)
CMST 202 Introduction to Technical Writing (4)
CMST 220 Introduction to Computer Literacy (4)
CMST 333 Networking Programming (4)
ENGR 110 Engineering Graphics (5)
ENGR 111 Engineering Drawing (5)
ENGR 112 Engineering Graphics (5)
ENGR 120 Engineering Design (5)
ENGR 130 Engineering Design II (5)
ENGR 140 Engineering Design III (5)
ENGR 150 Engineering Design IV (5)
ENGR 160 Digital Circuits (4)
ENGR 208 Survey of Electricity (4)
ENGR 210 Circuit Analysis (4)
ENGR 250 Digital Hardware (2)
ENGR 252 Digital Hardware (2)
ENGR 260 Microprocessors I (4)
ENGR 277 Microprocessors II (4)
ENGR 308 Computer-Aided Design For Electronics (4)
ENGR 377 Microprocessors II (4)
ENGR 385 Robotics and Automated Systems (4)
ENGR 395 Technology in World Civilization (4)
ENGR 408 Electronics (4)
ENGR 409 Radio and Communication Electronics (4)
ENGR 425 Computer Architecture and Design (4)
ENGR 458 Quality Assurance (4)
ENGR 490 Senior Capstone: Production Laboratory (4)
ENGR Approved Electives (12)

Total required credits 71 credits
Total required supporting credits 66 credits
Total credits for above Option 137 credits

Note: Including University requirements, the above program requires a minimum of 180 credits, or an average of 15 credits per quarter for a 12 quarter, four-year program. The 180 credits are based upon the following assumptions:

a. Students have had one year of high school drafting. If this assumption is not true, then the student will have to take TECH 100, Engineering Drafting I, 4 credits.

b. Students will have satisfied University Competencies. If this assumption is not true, then the student will have to complete up to six more credits of classes. (See University Competencies in this catalog.)

Technology with Manufacturing Option (115 credits)
The manufacturing option focuses on selected areas of technology, science and business. Robotics, computer aided drafting, and business management are among the courses emphasized. This option prepares the student to enter and progress in industry in a variety of areas including, quality assurance, inventory control, production line supervision, or process management.

Required Courses
ENGR 110 Engineering Graphics (5)
TECH 208 Survey of Electricity (4)
TECH 301 Metallographic Processes (5)
TECH 317 Computer-Aided Drafting (4)
TECH 320 Non-Metallographic Processes (5)
TECH 353 Industrial Materials (5)
TECH 385 Robotics and Automated Systems (4)
TECH 395 Technology in World Civilization (4)
TECH 408 Digital Circuits (4)
TECH 409 Radio and Communication Electronics (4)
TECH 425 Computer Architecture and Design (4)
TECH 458 Quality Assurance (4)
TECH 490 Senior Capstone: Production Laboratory (4)
TECH Approved Electives (12)

Total required credits 71 credits
Total required supporting credits 66 credits
Total credits for above Option 137 credits

Note: Including University requirements, the above program requires a minimum of 180 credits, or an average of 15 credits per quarter for a 12 quarter, four-year program. The 180 credits are based upon the following assumptions:

a. Students have had one year of high school drafting. If this assumption is not true, then the student will have to take TECH 100, Engineering Drafting I, 4 credits.

b. Students will have satisfied University Competencies. If this assumption is not true, then the student will have to complete up to six more credits of classes. (See University Competencies in this catalog.)

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TECH 403 Computer-Aided Design and Project Management (4)
TECH 406 Welding Technology (4)
TECH 430 Machine Tool II (5)
or TECH 321 Design and Fabrication of Non-Metallic Products (5)
TECH 458 Quality Assurance (4)
TECH 462 Industrial Safety Engineering (4)
TECH 490 Senior Capstone: Production Laboratory (4)
TECH Electives (8)

Supporting Courses
ACCT 251 Principles of Financial Accounting (5)
CHEM 121 Chemistry and Its Role in Society (5)
or CHEM 151 General Chemistry (5)
CMST 200 Introduction to Speech Communication (4)
ENGL 205 Introduction to Technical Writing (5)
MGMT 120 The World of Business (5)
PHYS 100 Physical Science I (5)

Choose 12 credits from the following:
ACCT 261 Business Law (4)
HUMR 328 Personnel Management (4)
MGMT 326 Organization Theory and Behavior (4)
MKTG 310 Principles of Marketing (4)
OPSM 330 Operations Management (4)

Total required credits: 74
Total required supporting credits: 41
Total credits for above Option: 115

Note: The Business and Management credits listed here will apply to a minor in Business Administration.

Note: Including University requirements, the above program requires a minimum of 180 credits, an average of 15 credits per quarter for a 12 quarter, four-year program. The 180 credits are based upon the following assumptions:

- a. Students have had one year of high school drafting. If this assumption is not true, then the student will have to take TECH 100, Engineering Drafting I, 4 credits.
- b. Students will have satisfied University Competencies. If this assumption is not true, then the student will have to complete up to six more credits of classes. (See University Competencies in this catalog.)

Note: Technology majors with construction, design, electronic, or manufacturing options are not accredited by the Technology Accreditation Commission of ABET.

Graduate Program

Engineering and Design offers courses that students may use as part of a degree in communications, multimedia programming, and other interdisciplinary areas. These programs are listed in their respective graduate catalog sections.

Engineering Courses

ENGR 210
Circuits II (5)
Prerequisites: MATH 163 and ENGR 209.
Circuits II investigates small signal analysis, dc operating point, first-order circuits, second-order circuits, circuit simulation methods, sinusoidal steady state, phasors, poles and zeros of network functions, ideal transformed linear and non-linear two-port networks.

ENGR 240
Statistics (4)
Prerequisites: PHYS 151, MATH 161 or Technical Calculus I or equivalent.
Fundamentals of applied mechanics, equivalent force systems, equations of equilibrium, structures, three dimensional force systems and friction. (2 hours lecture, 4 hours laboratory per week)

ENGR 241
Strength of Materials (4)
Prerequisites: ENGR 240, MATH 162, PHYS 152 or Technical Calculus II or equivalent.
A study of the internal stresses, internal deformations and deflections of materials. Topics may include: shear and moment diagrams for beams, combined loading on beams, temperature stresses, and torsional loading. (4 hours lecture per week)

ENGR 242
Dynamics (4)
Prerequisite: ENGR 240.
Kinematics and kinetics of particles and rigid bodies using vector analysis; force mass acceleration, work and energy, impulse and momentum, translating and rotating coordinate system. (4 hours lecture per week)

ENGR 250
Digital Hardware (2)
WINTER/SPRING
Prerequisite: ENGR 160.
A continuation of ENGR 160, this course presents logic families, hardware characteristics, noise control, and modern programmable logic.

ENGR 260
Microprocessors I (4)
WINTER
Prerequisite: ENGR 160 or permission of the instructor.
Introductory course on microprocessor and microcontroller systems’ organization. Provides low-level programming principles of a single-board microcomputer. The course emphasizes assembly language, language programming techniques and laboratory experiments in input/output programming, memory organization, and interrupts.

ENGR 320
Signals and Systems I (5)
Prerequisite: ENGR 210.
Introduction to continuous-time signal analysis. Generalized functions and its relation to basic signals including impulses, pulses, unit step. Fourier analysis including Fourier series and transforms both in the discrete and continuous domain. Periodic signals. Convolution operator.

ENGR 321
Signals and Systems II (5)
Prerequisite: ENGR 320.
Introduction to Laplace Transform, Z-transform, the Fourier Series, the Fourier Transform, the Discrete Fourier Transform (DFT), the Discrete-Time Fourier Transform (DTFT), and Sampling Theorem. Introduction to analysis of Linear Time Invariant (LTI) system using above techniques for continuous and discrete time.
ENGR 330
Electronics I (5)
Prerequisites: MATH 163, PHYS 153, ENGR 210.
Electronics I is the first course in modeling, characterization and application of semiconductor devices and integrated circuits. Development of models for circuit-level behavior of diodes, bi-polar and field effect transistors, and non-ideal op-amps. Application in analysis and design of linear amplifiers. Frequency domain characterization of transistor circuits.

ENGR 331
Electronics II (5)
Prerequisite: ENGR 330
Electronics II is the second course in modeling and application of semiconductor devices and integrated circuits. Advanced transistor amplifier analysis, including feedback effects. Design for power amplifiers, op-amps, analog filters, oscillators, D/D and D/A converters, and power converters.

ENGR 350
Energy Systems (5)
Prerequisites: ENGR 210 and PHYS 401.
This course provides an introduction to the different energy sources, methods of electric energy conversion, the electric power system, transformers, and electrical machines.

ENGR 499
Senior Capstone: Design Laboratory (4)
Prerequisites: Senior standing and ENGR 351 or TECH 408.
This course will simulate the industrial environment, where students will have to work in a team to solve a real world problem, from design to implementation. Team dynamics will be strictly monitored and each student’s unique skills will be utilized in different stages of the design process. Dealing with problems typical of a team environment will result in an invaluable learning experience both in the professional and civic lives of the students.

Technique Courses

Terms Offered: If no terms are indicated, check with department or quarterly Course Announcement.

TECH 100
Engineering Drafting I (4)
Graded Pass/Fail
FALL/WINTER/SPRING
Fundamentals of graphically describing the size and shape of objects. This course will not satisfy elective requirements for a major or minor in Technology. (2 hours lecture, 4 hours laboratory per week)

TECH 208
Survey of Electricity (4)
FALL
Prerequisite: Basic skills clearance in mathematics. Introduces the student to direct current, alternating current (including residential wiring), and amplifying devices. (3 hours lecture, 2 hours laboratory per week)

TECH 216
Computer Graphics (4)
FALL/WINTER/SPRING
Prerequisite: Computer Literacy.
Introduction to computer graphics techniques including the creation and manipulation of images and illustrations, file conversion, and preparation of graphics for printing, web design, or multimedia uses.

TECH 260
Desktop Publishing (4)
FALL/WINTER/SPRING
This course covers basic principles of design, typographic, the use of graphic files, and the effective use of a desktop publishing program. Emphasis is on skills required for basic literacy as well as effective design in common formats such as brochures, newsletters, and book design.

TECH 263
Visual Communication Design I (4)
FALL/WINTER/SPRING
Prerequisites: Computer Literacy
This course provides an introduction to Visual Communication Design including the theories, principles, and practices of visual communication, concept development, design process, and design technology. Through lecture, discussion, and design-oriented projects, students develop a visual and verbal vocabulary that serves as a common foundation for further study.

In order to receive the Visual Communication Design degree, students must earn at least a 3.0 grade in this class. This is in addition to the department requirement of 2.5 GPA in all TECH course work.

TECH 299
Special Studies (1-6)
FALL/WINTER/SPRING/SUMMER

TECH 301
Metallic Processes (5)
FALL
Prerequisite: MATH 105.
Metallic Processes is a comprehensive basic course in technical metals which is designed to survey metalworking materials and processes which have been developed by modern industry. The course provides opportunity to learn the theories and scientific principles basic to the application of metalworking tools and procedures. (3 hours lecture, 4 hours laboratory)

TECH 304
Aviation (5)
FALL
Prerequisite: MATH 104 or permission of the instructor.
An introduction to aviation history, careers, aerodynamics, aircraft systems, meteorology, navigation, and the air traffic control system. Satisfies FAA requirements for Private Pilot Ground School.

TECH 305
Circuit Analysis (4)
FALL
Prerequisite: TECH 208.
Introduces direct current theorems (Thevenin, Kirchhoff, superposition) and alternating current tools (phasors, time constants, sinusoids). Uses these tools for a.c. and d.c. circuit design. (3 hours lecture, 2 hours laboratory per week)

TECH 317
Computer-Aided Drafting (4)
FALL/WINTER/SPRING
Prerequisite: ENGR 110 or equivalent.
Using the computer to draft mechanical, electrical, and architectural drawings in 2- and 3-dimensions. File management methods, job management methods, and macro development techniques are discussed. (3 hours lecture, 3 hours laboratory per week)

TECH 320
Non-Metallic Processes (5)
FALL
Prerequisite: ENGR 110.
Survey of non-metallic materials (such as woods, plastics, and ceramics) and the industrial processes utilized to convert raw materials into finished products. Course includes characteristics and properties of non-metallic materials and utilization of industrial tools and processing equipment. (3 hours lecture, 4 hours laboratory per week)

TECH 321
Design and Fabrication of Non-Metallic Products (5)
Prerequisites: ENGR 110, TECH 320.
An advanced study of design and fabrication principles in the development of non-metallic products such as woods, plastics, and ceramics. (3 hours lecture, 4 hours laboratory per week)

TECH 330
Technology Problem Analysis and Design I (3)
FALL
Prerequisites: CPLA 101 and junior standing or permission of the instructor.
Development of advanced skills in technical problem analysis, planning, research, solution strategies, critical thinking and presentation. Computer-aided design tools such as CAD, project-planning software, spreadsheets, as well as imaging and publishing software, will be used. Emphasis will be on consideration of interconnected systems.

TECH 331
Technology Problem Analysis and Design II (3)
WINTER
Prerequisite: TECH 330.
Development of student’s synthesis, design, organizational, and learning skills through examination of current research and/or design topics in Technology.

TECH 335
Architectural (4)
WINTER
Prerequisite: ENGR 110.
Design, layout, and development of residential dwellings and large structures. (4 hours lecture per week)

TECH 340
Statics (4)
FALL
Prerequisites: PHYS 151 and MATH 106 or equivalent.
A study of applied mechanics, and the principles of statics dealing with forces and with the effects of forces acting upon rigid bodies at rest. (4 hours lecture per week)

TECH 341
Strength of Materials (4)
WINTER
Prerequisite: TECH 340.
A study of the relationship that exists between externally applied forces and internally induced stresses in members and parts, including the relationship existing between these same externally applied forces and the resulting deformations. (4 hours lecture per week)

TECH 342
Dynamics (4)
WINTER
Prerequisite: TECH 340.
A study of the motion of rigid bodies and forces affecting their motion. Topics include: kinematics and kinetic of motion, curvilinear motion, plane motion, work, energy and power, impulse and momentum. (4 hours lecture per week)

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An introduction to form and composition will be image in the visual communication design process. This course focuses on the interaction of type and image in the visual communication design process. Projects allow students to explore issues of form and meaning, hierarchy, legibility and readability, structure and composition, and the design process. This introduction to typography serves as a foundation for students from which to study other aspects of visual communication design in subsequent courses. In addition, typographic history and theory are also discussed.

**TECH 345 Technical Illustration (4)**
Prerequisites: ENGR 110 and TECH 216.
Drafting, rendering, and computer techniques used in the development of illustrations for advertisements, technical manuals and other publications. (3 hours lecture, 3 hours laboratory per week)

**TECH 350 Elements of Photography (5)**
**SPRING**
A laboratory course in the use of 35mm and view cameras, contact printers, enlargers, studio lights, types of film, developers, and papers.

**TECH 351 Advanced Photography (4)**
Prerequisite: TECH 350.
An extension of TECH 350 with considerable work in advanced enlarging techniques portraiture with emphasis on lighting, architectural photography, slide making, color transparencies, and color prints.

**TECH 352 Industrial Materials (5)**
**SPRING**
Prerequisite: CHEM 121 or equivalent.
A study of basic factors influencing properties and selection of materials. Laboratory work includes destructive and nondestructive testing and image analysis of microscopic structure of industrial materials.

**TECH 355 Computer-Aided Design for Electrons (4)**
**WINTER**
Prerequisites: ENGR 110, 160, and TECH 208 or permission from instructor.
Using a computer for (a) schematic entry, (b) digital simulation, (c) PCB layout, and (d) analog simulation. (3 hours lecture, 2 hours laboratory per week)

**TECH 359 History of Design (4)**
Prerequisites: None.
This course considers the development of design in the broad sense of the term. Beginning with the Industrial Revolution and continuing forward to the present day, this course explores the components of design that have influenced the direction of design thinking. Various design disciplines will be studied in terms of their historical development, cultural significance, theoretical components, and their translation and application within contemporary contexts of design. Students develop an understanding of these concepts through lecture, research, writing, and presentations.

**TECH 363 Visual Communication Design II (4)**
**FALL/SPRING**
Prerequisite: TECH 263 and TECH 216.
This course focuses on the interaction of type and image in the visual communication design process. An introduction to form and composition will be achieved through a sequence of design projects that will emphasize compositional structure. Projects explore the interactions of type and image while also considering content. The goal of class projects is the development of complex, cohesive visual systems.

In order to receive the Visual Communication Design degree, students must earn at least a 3.0 grade in this class. This is in addition to the department requirement of 2.5 GPA in all TECH course work.

**TECH 366 Electronic Prepress Production (4)**
**WINTER**
Prerequisite: TECH 263.
This course will provide students with theory, knowledge and skill of professional prepress production processes as applied in the professional print production industries. Students will gain conceptual understanding and practical skill in process color theory, production, editing and separation on the computer. Students will learn to professionally produce and edit text, graphic and continuous-tone photographic images using computer software applications. (3 hours lecture, 2 hours laboratory)

**TECH 368 Introduction to Web Page Design (4)**
**FALL/WINTER**
Prerequisites: Computer Literacy and TECH 216.
The course covers professional methods for conceptualizing, designing, producing, publishing, transmitting, and accessing information over the Internet or local area networks. Students design and produce web pages incorporating text, still graphics, animated graphics, and audio. Emphasis is on effective visual and logical communication designs.

**TECH 369 Advanced Web Design (4)**
Prerequisite: TECH 368.
Principles of planning, design, production, and delivery of world wide web pages using current industry software. Emphasis will be on static, animated, and interactive graphics, as well as realistic problems with increased complexity, and the creation of effective designs.

**TECH 370 Kinematic Analysis (4)**
Prerequisites: ENGR 110 and 342.
Motion transfer; displacements, velocity, acceleration and inertia forces in machines; static and dynamic force systems; cam profiles, gears and gearing systems. (3 hours lecture, 3 hours laboratory per week)

**TECH 373 Introduction to Multimedia Design (4)**
Prerequisite: TECH 216.
Principles of planning, design, layout, production, and delivery of multimedia products. Students will use a variety of software applications to create electronic documents incorporating text, graphics, animation, sound, video, and interactivity. Emphasis will be on planning and designing for effective communication, and on the effective use of appropriate technology such as image editing, sound editing, and video editing software and hardware.

**TECH 377 Microprocessors II (4)**
**SPRING**
Prerequisite: ENGR 260.
A continuation of ENGR 260, this laboratory course is centered around the design and development of a prototype industrial system. Covers additional input/output, programming, and interfacing methods.

**TECH 380 Thermodynamics (4)**
**FALL**
Prerequisites: PHYS 133, MATH 162 or Technical Calculus II or equivalent.
Properties of materials, work, heat, conversion of energy, conversion of mass, and energy transformation process. Emphasis on application of the first and second laws to engineering systems. (3 hours lecture, 2 hours laboratory per week)

**TECH 382 Fluid Mechanics (4)**
**SPRING**
Prerequisites: PHYS 133 and MATH 162 or Technical Calculus II or equivalent.
Theory, concepts and usage of the basic laws of fluid mechanics. Conversion of mass, momentum and energy. Studies involve compressible and incompressible flow. (3 hours lecture, 2 hours laboratory per week)

**TECH 385 Robotics and Automated Systems (4)**
**WINTER**
Prerequisite: TECH 208 or prior permission of the instructor.
A study of the various electrical and mechanical systems used in robotics and other automated industrial systems. Includes automated equipment programming and industrial planning as applied to automated systems. (3 hours lecture, 2 hours laboratory per week)

**TECH 390 Methods and Techniques in Technology Education (5)**
Prerequisite: Required course in one of the Technology major's options.
The planning of technical facilities, methods, techniques and instructional media in teaching industrial and technical subjects. (5 hours lecture per week)

**TECH 393 Technology in World Civilization (4)**
**FALL/WINTER/SPRING**
(satisfies international studies university graduation requirement.)
Prerequisite: Junior standing.
A historical perspective of the evolution of technology in a global context. Students will investigate the ambiances surrounding technological change in discrete cultural settings. (4 hours lecture per week)

**TECH 396 Experimental Course (1-6)**
**FALL/WINTER/SPRING/SUMMER**

**TECH 402 Machine Tool I (5)**
**WINTER**
Prerequisites: ENGR 110 and TECH 301.
A comprehensive course in machine tool operations, both conventional and CNC. Course includes cutting operations, precision measurement, set up, and CNC programming. (3 hours lecture, 4 hours laboratory per week)

**TECH 403 Computer-Aided Design and Project Management (4)**
**FALL**
Prerequisites: (MATH 106 or permission of the instructor) and TECH 317.
The application of spreadsheets to solve engineering problems, technical graphics, trend and curve fitting. The introduction to the use of computer-aided scheduling of projects, critical path planning, project tracking and cost collection. (3 hours lecture, 3 hours laboratory per week)
TECH 405  Design of Machine Elements (4)  
**SPRING**  
Prerequisite: TECH 341. Application of the principles of mechanics to problems of design of mechanisms and machine components. (4 hours lecture per week)

TECH 406  Welding Technology (4)  
**WINTER**  
Prerequisite: TECH 301 or prior permission of the instructor. Theory and practice of welding ferrous and nonferrous metals. Practice in oxyacetylene, shielded metal arc and inert gas processes. (4 hours lecture, 4 hours laboratory per week)

TECH 408  Electronics (4)  
**SPRING**  
Prerequisite: TECH 308 or prior permission of the instructor. Introduction to electronics emphasizing solid-state devices and circuits. (3 hours lecture, 3 hours laboratory per week)

TECH 409  Radio and Communication Electronics (4)  
**FALL**  
Prerequisite: TECH 408 or prior permission of the instructor. Basic principles of radio electronics. (3 hours lecture, 2 hours laboratory per week)

TECH 416  Data Communications (4)  
**SPRING**  
Prerequisites: ENGR 260 and TECH 408. Principles of serial and parallel data transfer, interfacing and networking. (3 hours lecture, 3 hours laboratory per week)

TECH 421  Fundamentals of Network Security (4)  
Prerequisite: TECH 416 or CSCD 333. This course is an introduction to network security. The emphasis is on network security policy design and management technologies, products and solutions; along with firewall and secure router design, installation, configuration and maintenance.

TECH 425  Computer Architecture and Design (4)  
**FALL**  
Prerequisite: TECH 377. Computer structure and organization primarily from a hardware standpoint; central processing units, input/output and memory systems. (3 hours lecture, 3 hours laboratory per week)

TECH 430  Machine Tool II (5)  
**SPRING-EVEN YEARS**  
Prerequisites: TECH 301 and 402. Application and theory in the design, development and function of tooling, dies, molds, jigs, and fixtures. Laboratory experiences provide a problem solving approach to development of prototypes in both unit and mass production applications. (5 hours lecture, 4 hours laboratory per week)

TECH 458  Quality Assurance (4)  
**SPRING**  
Prerequisite: Junior standing. Application and theory of quality control systems including development and use of process control charts, sampling, time and motion studies, and statistical analysis. (4 hours lecture, 1 hour laboratory per week)

TECH 462  Industrial Safety Engineering (4)  
**WINTER**  
Fundamentals of safety, classification of hazards, accident statistics, organization problems, safety codes, machine guarding, mechanical, electrical and chemical hazards, ventilation, respiratory and safety devices. (4 hours lecture per week)

TECH 463  Visual Communication Design III (4)  
**SPRING**  
Prerequisites: TECH 263 and TECH 363. Continued study of visual communication design, combining theoretical studies with applied projects. This course emphasizes awareness of contemporary visual culture through analysis of a wide range of design examples and continued refinement of perceptual, problem-solving, and creative skills.

TECH 465  Technical Studies (1-5)  
**FALL/WINTER/SUMMER**  
TECH 470  Senior Exhibition (1)  
This course must be repeated three times for credit. Prerequisites: Senior standing; prior permission of the instructor and the department chair. This course entails the individual preparation and presentation of work for senior exhibition.

TECH 473  Principles of Vocational Education (4)  
Prerequisite: Junior standing. Provides students with information on local, state, and national technical education legislation policies, programs and organizations. Course work explores the interrelationship of various vocational education programs, and the purpose of the total vocational education effort. (4 hours lecture per week)

TECH 475  Technology for Elementary Teachers (3)  
Materials, construction processes, techniques, tools, and equipment necessary to assist the teacher in stimulating creativity in elementary school children. (2 hours lecture, 2 hours laboratory per week)

TECH 490  Senior Capstone: Production Laboratory (4)  
**FALL/SPRING**  
(satisfies senior capstone university graduation requirement.) Prerequisite: Senior standing. The course simulates the real world situation that many of the graduates from the department will face. The students will work in teams to apply techniques of production management, product design/development, plant layout, scheduling, cost accounting, assembly, inspection and quality control to produce a product. The course will simulate a real world design team concept by utilizing a design group that contains members of different program majors. The team, to accomplish its goals, is required to draw on each other’s unique skills learned in stated goal. In industry often a design team is formed to develop a new product. The team is made up of members from different departments in the company. Learning to deal with the team dynamics while learning to take advantage of the synergy that can be gained by a diverse team is a valuable learning process for our business as well as civic life. Each student team is to produce a new product (to be massed produced and demonstrated by producing a minimum quantity of 25 units built with unskilled labor utilizing jigs, fixtures and/or CNC controlled machines) and create a final written report to demonstrate how the process and goals of the course have been realized.

TECH 491  Senior Project (3-10)  
**WINTER/SPRING**  
Prerequisite: Prior permission of the instructor. Independent and/or group study and implementation of a design and development project. (variable time)

TECH 493  Portfolio Review (2)  
Prerequisites: TECH 363 and TECH 463 or permission of instructor. In this course, students have the opportunity to develop portfolio quality work and to present that work in a final “interview” with industry professionals. Emphasis is placed upon content development, problem solving, formal solutions, statements of objectives, and presentation. Weekly in-depth critique sessions will provide students the opportunity to give and receive feedback, demonstrate progressions, discuss problems, and elucidate processes. This is an advanced class. Students must have at least three previous projects that will serve as the focus of revisions during this course.

TECH 495  Internship (1-15)  
**FALL/WINTER/SUMMER**  
Graded Pass/No Credit. (A maximum of 5 credits may be earned towards electives for a Technology major. Students considering electives for a Technology minor should consult with their departmental advisor.)

TECH 496  Experimental Course (1-6)  
**FALL/WINTER/SUMMER**

TECH 497  Workshops, Short Courses, or Conferences (1-6)  
**FALL/WINTER/SUMMER**

TECH 498  Seminar (1-6)  
**FALL/WINTER/SUMMER**

TECH 499  Directed Study (1-5)  
**FALL/WINTER/SUMMER**  
Prerequisite: Prior permission of the instructor. Designed for students wanting to pursue a subject beyond the scope of regular courses.

TECH 504  Communication Technologies (4)  
An accelerated coverage of the theory and applications of communication technologies. Emphasis is on competencies and skills required in business and industry including desktop publishing, computer-assisted image generation and manipulation, data translation and communication, and presentation media development used in advertising, proposal writing, presentations, and publications.

TECH 539  Special Studies in Technology (1-5)  

TECH 550  COMPUTER GRAPHICS (4)  
Prerequisite: ENGR 110. Computer graphics hardware and software with the emphasis on computer-assisted design and graphics layout.

TECH 596  Experimental Course (1-6)  

TECH 597  Workshops in Technology (1-6)  
Note: Workshop credit cannot be used to fulfill graduate degree requirements.
ENGLISH

College of Arts and Letters
Dana Elder, Chair
250 Patterson Hall
(509) 359-6039

B.A., B.A.E.

Minors
English Endorsement, Language Arts Endorsement
M.A., M.F.A.

Certificate

UNDERGRADUATE PROGRAMS

The study of English is basic at all levels of education. Its focus is the understanding and use of our written language. Usually English courses have emphasized the understanding of great literary works and the writing of interpretative essays; however, increasing emphasis is now being placed on the many types of literature and on the active practice of writing, both creative and practical.

In addition to its graduate degree programs, the Department of English offers undergraduate programs for both the major and non-major student. For the undergraduate non-major it offers courses in the University Writing Program (required of all students) and literature courses in the Humanities emphasis of the General Education Core Requirements, designed to help students appreciate and better understand their cultural heritage.

Traditional and Non-Traditional Career Paths for English Majors: For the major, the curricula in English are specifically designed to help prepare students in the following fields: creative writing; technical communications; and advanced studies in language and literature. The discipline of English is also one of the most recommended pre-professional majors; the development of verbal skills, especially written expression, is of great importance to students planning graduate work in government, business, law, or librarianship.

Students with general career goals already in mind should contact the director or co-director of the program in which they may concentrate. This contact should be made as soon as possible so that a program can be best planned to suit the student's individual interests and needs.

Students who are unsure of their career goals are invited to discuss their interests with the chair or any other Department of English faculty member.

Programs closely related to English include the Humanities, Journalism, and Religious Studies Programs. These programs, as well as their degree and course offerings, are listed individually in this catalog.

Special Recognition of Outstanding English Majors: Two of the University's most prestigious academic scholarships are offered by the Department of English. The Tieje and Kleiner scholarships are awarded to English majors at the end of their junior years for use in their senior years and represent a major portion of a student's yearly expenses. Outstanding students are nominated each spring quarter by English Department faculty.

General Admissions Requirements for English: ENGL 201, or equivalent satisfaction of University Proficiencies in Writing, is a prerequisite for all 300- and 400-level English courses.

Admission into a specific major program requires the completion of a set of departmental pre-major requirements. Students intending to major in any English program must complete the appropriate pre-major before enrolling in any 300- or 400-level English course except with the approval of the chair; otherwise, students are subject to disenrollment.
Common Departmental Pre-Major:
- Complete ENGL 201, or equivalent, with at least a grade of 2.5.
- Pass ENGL 270, Introduction to Fiction, and ENGL 271, Introduction to Poetry, with a minimum grade of 2.5 in each course and at least a 3.00 average for the two courses together.

Specific programs may require a writing sample or an additional course in their pre-major beyond the common departmental pre-major requirements given above.

Pre-Major Admission Procedure for English: Students intending to major in English should contact the department chair for an initial interview and to fill out the major declaration form. Students then meet with the director of the program they wish to enter for advising.

Foreign Language Requirements for English: Two years of a single foreign language in high school or one year of a single foreign language at the college level is required for graduation with a B.A. major in Creative Writing, Literary Studies, or Technical Communications.

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

Bachelor of Arts (B.A.)
Creative Writing is a studio program designed to help students publish their artistic work. It is not intended to prepare a student for a specific career; however, our creative writing graduates, while publishing artistic work, have found diversified careers in editing, publishing, grant writing, teaching, professional school, and many fields less directly related to their writing abilities. Courses in Technical Communications are complementary to these career interests.

Students in the Creative Writing option are encouraged to register for five or more credits from the following list of General Education Core Requirements:
- HUMN 210 Classics in Literature (5)
- HUMN 211 Masterpieces of the Western World (5)

History courses appropriate to the student's area of literary interest.

English Major with Creative Writing Option (65 credits)
Note: Two years of a single high school foreign language or one year of a single college level foreign language is required.

Pre-Major Requirements
- ENGL 270 Introduction to Fiction (5)
- ENGL 271 Introduction to Poetry (5)

Requires a minimum grade of 2.5 in each course and at least a 3.00 average for the two courses together. (See Admission Requirements for remaining requirements for the Common Departmental Pre-Major.)

Required Creative Writing Courses
- CRWR 311 Form and Theory of Fiction (5)
- CRWR 312 Form and Theory of Poetry (5)
- CRWR 417 Creative Writing Workshop (Poetry) (5)
- CRWR 417 Creative Writing Workshop (Fiction) (5)
- CRWR 491 Creative Writing Senior Thesis (5) (Cannot be taken until completion of CRWR 311 and/or CRWR 312 and two CRWR 417 workshops.)

Five additional creative writing credits selected from the following: 5 credits

CRWR 311 Form and Theory of Fiction (5)
CRWR 312 Form and Theory of Poetry (5)
CRWR 417 Creative Writing Workshop (Poetry) (5)
CRWR 417 Creative Writing Workshop (Fiction) (5)
CRWR 491 Creative Writing Senior Thesis (5) (Cannot be taken until completion of CRWR 311 and/or CRWR 312 and two CRWR 417 workshops.)

Total pre-major requirement credits 15 credits
Total required literature survey credits 25 credits
Minimum total required creative writing credits 25 credits
Minimum total credits for above Major 65 credits

English Major with Literary Studies Option (70 credits)
Literary Studies is a liberal arts program. It often is recommended as a pre-professional program and is the most appropriate concentration for those students hoping to pursue the study of language and literature at the doctoral level. Many students pursue this concentration for personal enrichment or in preparation for other types of careers or professional schools. Literary Studies majors are generally successful wherever verbal and analytical skills are important.

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

Required Courses

Pre-Major Requirements
- ENGL 270 Introduction to Fiction (5)
- ENGL 271 Introduction to Poetry (5)

Requires a minimum grade of 2.5 in each course and at least a 3.00 average for the two courses together. (See Admission Requirements for remaining requirements for the Common Departmental Pre-Major.)

Department Core
- ENGL 330 Survey of British Literature through Neo-Classical Period (5)
- ENGL 331 Survey of British Literature from Blake to Present (5)
- ENGL 332 Survey of American Literature (5)
- ENGL 330, 331, and 332 are prerequisites to corresponding 400-level literature courses.
- ENGL 350 Shakespeare (5)
- ENGL 360 Language Structure and Use (5)

Required Literature Courses

American Literature (5 credits minimum)
Select one or more of the following period courses:
- ENGL 430 American Literature to Whitman (5)
- ENGL 431 American Literature: Twain to Dreiser (5)
- ENGL 432 Twentieth Century American Literature (5)

British Literature (10 credits minimum)
Select two or more of the following period courses:
- ENGL 440 Medieval English Literature (5)
- ENGL 441 Renaissance English Literature (5)
- ENGL 442 Restoration and 18th Century Literature (5)
- ENGL 443 Romantic Period Literature (5)
- ENGL 444 Victorian Literature (5)
- ENGL 445 Twentieth Century British Literature (5)

Bible or Mythology (5 credits)
Select one of the following courses:
- ENGL 385 Mythology (5)
- ENGL 387 Literature of the Bible (5)

Major Figures (5 credits)
Select one of the following courses:
- ENGL 450 Special Topics in Shakespeare (5)
- ENGL 451 Poetry and Prose of Milton (5)
- ENGL 452 Chaucer (5)
- ENGL 453 Major Literary Figures (5)

Criticism (5 credits)
Select one of the following courses:
- ENGL 470 History of Critical Thought (5)
- ENGL 471 Theory and Practice of Modern Criticism (5)
- ENGL 473 Narrative Strategies of Fiction (5)

Total pre-major requirement credits 10 credits
Total department core credits 25 credits
Total required literature credits 30 credits
Total elective credits 5 credits
Total credits for above Major 70 credits

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English Major with Technical Communications Option

(69 - 71 credits)

Technical Communications is a professional program designed to help students pursue careers in writing and editing for journals or for business, science, industry, and government. An important feature of this concentration is the senior year internship (ENGL 405), requiring at least 200 hours of supervised work in a business, industry, or agency related to the student’s academic preparation and career goals. All Technical Communications majors are required to demonstrate word processing proficiency and are advised to acquire an understanding of a computer language.

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

Required Courses

Pre-Major Requirements
ENGL 270 Introduction to Fiction (5)  
ENGL 271 Introduction to Poetry (5)
Requires a minimum grade of 2.5 in each course and at least a 3.00 average for the two courses together. (See Admission Requirements for remaining requirements for the Common Departmental Pre-Major.)

This program also requires the following pre-major course:
ENGL 205 Introduction to Technical Writing (5)
Students must complete this course with a minimum grade of 3.0 to be admitted to the program.

Department Core

ENGL 330 Survey of British Literature through Neo-Classical Period (5)  
ENGL 331 Survey of British Literature from Blake to Present (5)
ENGL 352 Survey of American Literature (5)  
ENGL 350 Shakespeare (5)
ENGL 360 Language Structure and Use (5)

Required Courses for Technical Communications
ENGL 305 Professional Writing (5)  
ENGL 499 Directed Study: Portfolio Assessment (1) (to be taken in student’s final quarter)

Electives

Selected in consultation with English Technical Writing faculty and normally including at least one course in each of the following areas:

- Computer Concepts, for example
  CSCI 490 Computer Ethics Senior Capstone (4)
  MISC 311 Information Technology in Business (4)
- Printing/Production, for example:
  TECH 263 Visual Communication Design I (4)
  TECH 260 Desktop Publishing (4)
- Oral Communication, for example:
  CMST 200 Introduction to Speech Communication (4)
  CMST 331 Interviewing (5)

Special Topics in Technical Writing, for example:
ENGL 404 Software Documentation (5)
ENGL 407 Proposal Writing (5)
JRNM 451 Introduction to Public Relations Theory (4)

Elected

ENGL 270 Introduction to Fiction (5)  
ENGL 271 Introduction to Poetry (5)

Bachelor of Arts in Education (B.A.E.)

English/Elementary Major (45 credits)
This major satisfies the endorsement for grades 5-12.

Required Courses

Pre-Major Requirements
ENGL 270 Introduction to Fiction (5)  
ENGL 271 Introduction to Poetry (5)

Requires a minimum grade of 2.5 in each course and at least a 3.00 average for the two courses together. (See Admission Requirements for remaining requirements for the Common Departmental Pre-Major.)

Required Courses for Elementary English
ENGL 321 Children’s Literature (5)  
ENGL 360 Language Structure and Use (5)
ENGL 391 The Teaching of English in the Elementary School (5)
ENGL 459 Grammar for Teachers (5)

Electives

Select three 300- or 400-level literature courses in consultation with departmental advisor: 15 credits

- Total pre-major requirement credits 10 credits
- Total required elementary English credits 20 credits
- Total elective credits 15 credits
- Total credits for above Major 45 credits

Professional Education Requirements/
Elementary Education: 111-115 credits

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

Total credits for above Major and
Professional Education 156 - 160 credits

Note: The above major takes more than 12 quarters at 15-16 credits a quarter. 
Note: The above major requires the completion of a minor.

English/Secondary Major (70 credits)
This major satisfies the endorsement for grades 5-12.

Required Courses

Pre-Major Requirements
ENGL 270 Introduction to Fiction (5)  
ENGL 271 Introduction to Poetry (5)
ENGL 205 Introduction to Technical Writing (5)
Requires a minimum grade of 2.5 in each course and at least a 3.00 average for ENGL 270 and 271 together. (See Admission Requirements for remaining requirements for the Common Departmental Pre-Major.)

Department Core
ENGL 330 Survey of British Literature through Neo-Classical Period (5)  
ENGL 331 Survey of British Literature from Blake to Present (5)
ENGL 352 Survey of American Literature (5)  
ENGL 350 Shakespeare (5)
ENGL 360 Language Structure and Use (5)

Required Courses for Secondary English
ENGL 408 The Composition Process (5)  
ENGL 459 Grammar for Teachers (5)
ENGL 490 Department Senior Capstone: Teaching English in Secondary Schools (5) (Note: Check bulletin for availability)

Please see your advisor for the appropriate section.
ENGL 493 Teaching Literature to Adolescents (5)
Note: ENGL 408, 459, and 493 are prerequisites for ENGL 490 and cannot be taken concurrently with it. Minimum grade point for the major is 3.00 in ENGL 408, 459, and 493. Majors must select HUMN 230 or HUMN 211 for partial fulfillment of their GECR in Humanities unless they have AA degrees from an approved community college.

Electives

Select two or more 300- or 400-level literature courses in consultation with departmental advisor: 15 credits

- Total pre-major requirement credits 15 credits
- Total required department core credits 25 credits
- Total required secondary English credits 20 credits
- Minimum total elective credits 10 credits
- Minimum total credits for above Major 70 credits

Professional Education Requirements/
Secondary Education: 50-52 credits

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

Minimum total credits for above Major and
Professional Education 120 - 122 credits

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

Minor programs are available for students interested in combining a general interest in English language and literature with a liberal arts major, for those wishing to study technical writing in preparation for a technical, scientific, professional, or communications career, and for those planning to teach at the elementary or secondary level.

English Minor with General Interest Option (20 credits)

Required Courses
ENGL 271 Introduction to Poetry (5)
ENGL 350 Shakespeare (5)
Choose one of the following courses: 5 credits
ENGL 330 Survey of British Literature through Neo-Classical Period (5)
ENGL 331 Survey of British Literature from Blake to Present (5)
ENGL 332 Survey of American Literature (5)

Elective
Select 300- or 400-level English course.

Total required credits 15 credits
Total elective credits 5 credits
Total credits for above Minor 20 credits

English Minor with Technical Writing Option (25 credits)

Required Courses
ENGL 205 Introduction to Technical Communication (5)
ENGL 271 Introduction to Poetry (5)
Select three 300- or 400-level English courses in consultation with Technical Writing faculty.

Total required credits 10 credits
Total select required credits 15 credits
Total credits for above Minor 25 credits

English/Elementary Minor (25 credits)

This minor does not meet a state of Washington endorsement.

Required Courses
ENGL 270 Introduction to Fiction (5)
ENGL 271 Introduction to Poetry (5)
ENGL 321 Children’s Literature (5)
ENGL 360 Language Structure and Use (5)
ENGL 391 The Teaching of English in the Elementary School (5)

Total required credits 25 credits
Total credits for above Minor 25 credits

English/Secondary Minor (40 credits)

This minor satisfies the endorsement for grades 5-12.

Required Courses
ENGL 270 Introduction to Fiction (5)
ENGL 271 Introduction to Poetry (5)
ENGL 350 Shakespeare (5)
ENGL 408 The Composition Process (5)
ENGL 459 Grammar for Teachers (5)
ENGL 493 Teaching Literature to Adolescents (5)
ENGL 499 Directed Study (5)

Choose one of the following courses:
ENGL 330 Survey of British Literature through the Neo-Classical Period (5)
ENGL 331 Survey of British Literature from Blake to Present (5)
ENGL 332 Survey of American Literature (5)

Total required credits 40 credits
Total credits for above Minor 40 credits

Course Requirements for Teacher Certification/Add-on Endorsements
(For students who currently possess a Washington State Teaching Certificate)

English/Add-on Endorsement (45 credits)

This add-on satisfies the endorsement for grades 5-12.

Required Courses
ENGL 270 Introduction to Fiction (5)
ENGL 271 Introduction to Poetry (5)
ENGL 205 Introduction to Technical Writing (5)
ENGL 350 Shakespeare (5)
ENGL 408 The Composition Process (5)
ENGL 459 Grammar for Teachers (5)
ENGL 499 Directed Study (5) (Done in conjunction with ENGL 490.)
ENGL 493 Teaching Literature to Adolescents (5)

Choose one of the following courses: 5 credits
ENGL 330 Survey of British Literature through the Neo-Classical Period (5)
ENGL 331 Survey of British Literature from Blake to Present (5)
ENGL 332 Survey of American Literature (5)
ENGL 333 Survey of British Literature (5)
ENGL 334 Survey of American Literature (5)
ENGL 335 Survey of British Literature from Blake to the Present (5)
ENGL 336 Survey of American Literature from 1865 (5)

Total required credits 45 credits
Total credits for above Add-on Endorsement 45 credits

Language Arts/Add-on Endorsement (64 - 65 credits)

This add-on satisfies the endorsement for grades 5-12.

Required Courses
ENGL 270 Introduction to Fiction (5)
ENGL 271 Introduction to Poetry (5)
ENGL 321 Children’s Literature (5)
or ENGL 493 Teaching Literature to Adolescents (5)
ENGL 360 Language Structure and Use (5)
ENGL 391 The Teaching of English in the Elementary School (5)
ENGL 408 The Composition Process (5)

Select one 300- or 400-level literature course in consultation with departmental advisor: 4-5 credits minimum
CMST 210 Interpersonal Communication (5)
or CMST 210 Interpersonal Communication (5)
CMST 420 Secondary Speech Communication Methods (4)

Select two 400-level courses in consultation with departmental advisor: 8 credits minimum
ENGL 459 Grammar for Teachers (5)
ENGL 493 Teaching Literature to Adolescents (5)
ENGL 499 Directed Study (5)

Total required credits 64 - 65 credits
Minimum total required credits 64 - 65 credits

GRADUATE PROGRAMS

The department of English offers two graduate degree programs: a Master of Arts in English and a Master of Fine Arts in Creative Writing (described below).

Master of Arts in English

Four professional emphases are offered within the Master of Arts in English:

1. Literature
2. Rhetoric, Composition and Technical Communication
3. Teaching English as a Second Language
4. Professional Writing

A fourth professional emphasis, College Instruction, is offered in conjunction with the Department of Education.

Admission Requirements

All applicants for a master of arts in English must declare one of the four professional emphases as their primary area of study. Applicants must take the Graduate Record Exam (GRE) General Test and must submit an 800-1,000 word expository essay explaining what in their background (formal education, professional experience, personal life, as appropriate) has led them to apply to that particular professional emphasis and what they hope to accomplish by completing the degree in that area.

Applicants for teaching assistantships must write an additional letter in which they describe their interest in and prior experience with teaching. Teaching assistantships are awarded in March for the following year. No applicant can be considered for a teaching assistantship until all documentation (completed application, GRE scores, background essay, and essay about teaching) has been received.

Completion Requirements

Towards the conclusion of the M.A. degree program, students must write a professional essay (ENGL 601) or a thesis (ENGL 600), and they must pass a final examination and/or portfolio assessment as determined by their professional emphasis. Candidates must be registered for at least two 600 or 610 credits in the quarter in which they intend to graduate.
Completion Requirements
All students must pass an essay/objective exam early in the quarter prior to that quarter in which they intend to complete the professional essay or thesis and graduate. (Guidelines are available at the English Department.)
All students must demonstrate a reading competence in a foreign language appropriate to their program of study at a level equivalent to completion of the second year of college foreign language. Competence may be demonstrated through course work, a standardized test, or a written test arranged with the Modern Languages department. Students may also satisfy the foreign language requirement by successfully completing ENGL 530 (Old English) with a grade of 3.0 or better.

Course Requirements and Credit Hours
ENGL 468 History of the English Language
or ENGL 530 Old English (5)
ENGL 521 Graduate Research in Literature (5)
ENGL 570 History of Criticism
or ENGL 571 Modern Criticism (5)
Graduate-only literature seminars (10)
ENGL 600 Thesis
or ENGL 601 Professional Essay (5-9)

(In this professional emphasis, ENGL 601 entails three new 10-15 page papers—one on American literature, one on British literature, and one on a major figure—to be submitted to the examining committee.)

Additional courses chosen with advisor's consent (including at least two courses in a secondary area of concentration) (26-30)

Minimum total credits for above Master's Degree 60 credits

Rhetoric, Composition, and Technical Communication
Program directors:
Lynn Briggs
PUB 354 Writers' Center
(509) 359-4359/359-4864
Anthony Flinn
254N Patterson Hall
(509) 359-4059

This program provides students with theoretical and applied knowledge in academic and professional/technical discourse. It explores the complex interrelationships between rhetoric and the teaching of writing in their social, technological, and cultural contexts.
After completing a common core of courses in rhetoric and writing instruction, students will choose one of two broad areas of concentration—Rhetoric and Composition and Technical Communication:
• The rhetoric and composition concentration prepares graduates for careers in teaching composition at regional or community colleges.
• The technical communications concentration prepares graduates for various career opportunities in industry, including electronic publishing, software documentation, proposal writing, editing, and information design. Alternatively, it also prepares students for careers in teaching technical communications.
• Either concentration also prepares students for further study in Ph.D. programs.

It is recommended that applicants submit a sample of their strongest writing with their application, and that they arrange a personal or telephone interview with the program director. The program includes either a thesis, comprehensive examination, or a professional essay.

Course Requirements and Credit Hours
A. Core Courses
ENGL 511 The Composing Curriculum (5)
ENGL 520 Research Design and Evaluation in Composition (5)
ENGL 459 Grammar for Teachers (5)
ENGL 573 History of Rhetoric (5)
ENGL 577 Seminar in Professional Preparation (2)
ENGL 600 Thesis (5)
or ENGL 601 Professional Essay (5)
or ENGL 698 Internship in Instruction
or ENGL 697 Professional Writing Internship (3)

Requirements for Rhetoric and Composition concentration
ENGL 555 Contemporary Composition Theory (5)
ENGL 556 Computers and Composition (5)
ENGL 575 Contemporary Rhetorical Theories (5)
Approved Electives (15)

Requirements for Technical Communication concentration
ENGL 503 Information Design (5)
ENGL 504 Software Documentation (5)
or ENGL 507 Proposal Writing (5)
ENGL 568 Writing in Organizations (3)
ENGL 509 Editing Workshop (5)
Approved Electives (12)

B. Electives Courses: Students in the Rhetoric and Composition concentration are required to complete 15 credits of electives; while students in the Technical Communication concentration are required to complete 12 credits of electives. All elective courses must be chosen in consultation with advisors.

Total core credits 30 credits
Total credits for rhetoric and composition concentration 30 credits
Total credits for technical communication concentration 30 credits
Minimum total credits for above Master’s Degree 60 credits

Teaching English as a Second Language
LaVona Reeves, Program director
254R Patterson Hall
(509) 359-7060

This program prepares pre-service and in-service teachers of English as a second language (ESL) or a foreign language (EFL) to teach second language literacy, culture, and communication skills. It is primarily designed to prepare secondary and post-secondary teachers in a variety of settings and can also serve as preparation for doctoral studies. Core courses can be applied toward the state endorsement in ESL.

Admission Requirements
Graduate applicants for whom English is not the first language do not need to take the GRE. Instead, they must present a TOEFL score of 580 (237 CBT) and 580 (237 CBT) may be admitted conditionally upon having a program of English language study approved by the graduate program coordinator. In addition, all applicants whose first language is not English must arrange for an interview with the graduate program coordinator, either in person or by telephone. Applicants are admitted every quarter, not just in the fall.

Language Requirement (may be completed in conjunction with graduate studies)
All students must demonstrate a reading competence in a foreign language appropriate to their program of study at a level equivalent to completion of the second year of college foreign language. Competence may be demonstrated through course work, a standardized test, or a written test arranged with the Modern Languages department. Students may also satisfy the foreign language requirement by successfully completing ENGL 530 (Old English) with a grade of 3.0 or better.

Completion Requirements
Candidates are encouraged to complete a supervised practicum in teaching English as a second language. This includes (1) observing a master teacher;
(2) preparing, teaching, and assessing materials; and (3) doing systematic self-observation and evaluation (normally videotaping). The practicum would normally include the journaling of classroom practices, procedures, and interactions.

All degree candidates must pass an examination on the history of the English language and a comprehensive examination of second language acquisition, methodology, curriculum, assessment, or cross-cultural communication. This comprehensive exam must be scheduled early in the quarter prior to that quarter in which degree candidates intend to complete their thesis/professional essay and graduate.

**Course Requirements and Credit Hours**

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENGL 408 The Composition Process (5)</td>
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<td>ENGL 459 Grammar for Teachers (5)</td>
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<tr>
<td>ENGL 468 History of the English Language (5)</td>
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<tr>
<td>ENGL 520 Research Design and Evaluation in Composition (5)</td>
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<tr>
<td>Demonstrated competency in a foreign language</td>
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<tr>
<td>and/or ENGL 530 Old English (0-5)</td>
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<td>ENGL 560 Modern Grammar (5)</td>
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<td>ENGL 564 Grammar and Composition (5)</td>
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<td>ENGL 580 Second Language Acquisition (5)</td>
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<td>ENGL 581 Second Language Curriculum Design and Assessment (5)</td>
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<td>ENGL 582 Modern Language Methodology (5)</td>
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<td>ENGL 600 Thesis (5)</td>
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<tr>
<td>or ENGL 601 Professional Essay (5)</td>
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<td><strong>Electives (10-15)</strong></td>
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**Minimum total credits for above Master's Degree** 60 credits

**Certificate in the Teaching of Literature and Post-Master's Certificate in the Teaching of Literature**

**Chris Valeo, Program director**

250 Patterson Hall

(509) 359-6036

This program is designed for individuals who already have or are working on Master's Degrees and have significant experience in Education, Composition/Rhetoric, Tesol, or Technical Writing. Documentation of the graduate degree or program in progress and relevant prior experience is required for admission.

Individuals with Master's degrees in hand often discover that in order to teach literature at the community college level they need some course work in literature and experience in the teaching of literature. This is particularly true of those with degrees in Rhetoric and Composition because many schools now use literature to teach composition, and most who teach composition at the community college level are also expected to teach introductory literature courses. This certification program addresses the needs of these people.

**Prerequisites**

- 10 quarter or 6 semester college or university credits in Literature
- A graduate degree or current graduate-student status in a related program (Education, Composition/Rhetoric, Tesol, or Technical Writing if the student has no teaching experience).

**Required Certificate Courses**

- ENGL 521 Graduate Research in Literature
- ENGL 598: Seminar in Language and Literature-the Teaching of Literature (5)
- Two approved 400 or 500 level literature courses or seminars (10)
- and ENGL 608: a college or university-level internship in the teaching of literature (5)

**Total of 20 credits**

**Certificate in the Teaching of Writing**

**Dana C. Elder, Program director**

250E Patterson Hall

(509) 359-2400

EWU graduate students in good standing who intend to pursue college teaching careers may complete this certification program while working towards their graduate degrees. It combines training in writing curriculum components and design, the teaching of grammar, and writing assessment with a supervised classroom teaching experience. Credits in the Certificate Program may also be counted towards the student's graduate degree requirements upon the approval of their advisor.

**Required Certificate Courses**

- ENGL 511 The Composing Curriculum (5)
- or ENGL 408 The Composition Process (5)
- ENGL 459 Grammar for Teachers (5)
- or ENGL 560 Modern Grammar (5)
- ENGL 520 Research Design and Evaluation in Composition (5)
- or ENGL 556 Computers and Composition (5)
- ENGL 698 Internship in Instruction (5)

(This would most likely and perhaps most productively be a supervised teaching experience at a community college.)

**Total required credits** 20 credits

**Post-Master's Certificate in the Teaching of Writing**

This program is designed for individuals with master's degrees and significant experience in education, business, technology, or communications. Documentation of the graduate degree and relevant prior experience is required for admission. End-of-program assessment requires a portfolio of two writing samples from the required course work, a reflective essay evaluating the program, and an exit interview.

**Required Certificate Courses**

- ENGL 511 The Composing Curriculum (5)
- or ENGL 408 The Composition Process (5)
- ENGL 459 Grammar for Teachers (5)
- or ENGL 560 Modern Grammar (5)
- ENGL 520 Research Design and Evaluation in Composition (5)
- or ENGL 556 Computers and Composition (5)
- ENGL 698 Internship in Instruction (5)

(This would most likely and perhaps most productively be a supervised teaching at a community college.)

**Total required credits** 20 credits

**Master of Fine Arts in Creative Writing**

**Jonathan Johnson, Program Director**

408C Spokane Center

(509) 623-4221/4371

writing@email.ewu.edu

The Master of Fine Arts Program is an intensive, two-year, pre-professional course of study with an emphasis on the practice of literature as a fine art. The program includes course work in the study of literature from the vantage point of its composition and history, but the student's principal work is done in advanced workshops and in the writing of a book-length thesis of publishable quality in fiction, literary nonfiction, or poetry. The M.F.A. is a terminal degree program.

**Admission Requirements**

Applicants must take the Graduate Record Exam (GRE) General Test, submit a writing sample consisting of 10-20 pages of poetry and/or 15-25 pages of prose with the application form, an 800 word letter stating the applicant's reasons for pursuing the M.F.A., and two letters of reference.

Applicants for teaching assistantships must write an additional letter in which they describe their interest in and prior experience with teaching. Teaching assistantships are awarded after March 1 for the following year. No applicant can be considered for a teaching assistantship until all documentation (completed application, GRE scores, writing sample, letters of recommendation, and other written materials) has been received. Note especially that in order for the department to receive the GRE scores by March, applicants must take the GRE no later than the previous December.

**Completion Requirements**

A. Students should spend 6 quarters in residence.

B. A student should concentrate in one of the following areas:

1. Poetry
2. Fiction
3. Literary Nonfiction

Students, however, are expected to take course work in areas other than the one in which they concentrate.
Creative Writing Courses

Terms Offered: If no terms are indicated, check with department or quarterly Course Announcement.

CRWR 210
Introduction to Creative Writing (5)
Designed to introduce students to the process, techniques, and forms of creative writing - poetry, fiction, nonfiction.

CRWR 311
Form and Theory of Fiction (5)
Prerequisite: CRWR 210.
Style and the techniques of fiction, including a delineation of the development of major technical trends in fiction.

CRWR 312
Form and Theory of Poetry (5)
Prerequisite: CRWR 210.
An intensive study of the history and current use of prosody and poetics and the application of traditional and innovative theories of contemporary poetry.

CRWR 414
Literary Editing and Design (5)
Prerequisites: ENGL 270, 271, CRWR 210.
The history of literary magazine publishing in America since 1950. Also typography, layout, graphics, and editorial vision. Students will be asked to examine and discuss various influential literary magazines of the past as well as the present and to produce a mock-up of their own literary magazine. (Cross-listed ENGL 414)

CRWR 417
Creative Writing Workshop (5)
Prerequisite: CRWR 210.
Workshop in various genres, e.g., fiction, poetry, creative nonfiction, drama, scriptwriting, or translation. This course may be repeated frequently. Different genres and subjects will be indicated in the quarterly Course Announcement and on the student's permanent record.

CRWR 467
Contemporary Women's Fiction (5)
Prerequisites: English majors must have grades of 2.5 or better in ENGL 201, 270, and 271; non-majors must have permission of the instructor.
A look at changing perspectives in women's fiction from the 1970s to the present. (Cross-listed ENGL 467, WMST 467)

CRWR 469
Literature of the Pacific Northwest (5)
Prerequisite: ENGL 332.
A survey of Northwestern literature from 1800 to the present time, including representative exploration journals as well as more recent works by such writers as Richard Hugo, James Welch, Carolyn Kizer, and Ursula LeGuin. Addresses questions of geography and regional culture. (Cross-listed ENGL 469)

CRWR 491
Creative Writing Senior Thesis (5)
Satisfies senior capstone university graduation requirement.
Prerequisites: CRWR 311 or 312, 2 sections of CRWR 417. A class for senior creative writing majors. Students will revise poetry, fiction and essays from previous creative writing classes, culminating in a final portfolio of polished literary work. A third of the class will be workshops, a third discussion of assigned literary text to supplement the writing of the thesis, and a third discussion of career issues (publishing, employment, graduate school).

CRWR 492
Creative Writing in the Schools (5)
Prerequisite: CRWR 311 or 312, 2 sections of CRWR 417. A survey of Northwestern literature from 1800 to the present time, including representative exploration journals as well as more recent work by such writers as Hugo, Welch, Kizer, Bass, and LeGuin. The course also addresses questions of geography, economics, and regional culture. (Cross-listed ENGL 492)

CRWR 495
Willow Springs Internship (1-3)
Prerequisite: Graduate standing.
The bulk of the work may consist of classroom visitation in the Spokane area, with practical application of the projects developed by the students participating in this course.

CRWR 499
Directed Study (1-5)
Prerequisites: Prior permission of the instructor and the director of the Creative Writing program.
Independent study under faculty direction, adapted to individual needs of the students.

CRWR 514
Literary Editing and Design (5)
Prerequisite: Graduate standing.
The class will study the history of literary magazine publishing in America since 1950. It will also study typography, layout, graphics, and editorial vision. Students will be asked to examine and discuss various influential literary magazines of the past as well as the present and to produce a mock-up of their own literary magazine.

CRWR 515
Internship Literary Editing and Design (1-5)
Prerequisite: Graduate standing.
A practicum in literary production. The course offers hands-on training in connection with the literary magazine Willow Springs. Individually assigned projects typically include reading and editing submissions, proofreading, copy editing, layout, production, and marketing.

CRWR 517
Graduate Writing Workshop: Fiction, Poetry, Literary Nonfiction, Drama, Scriptwriting, or Translation (5)
Prerequisites: M.F.A. students; others with instructor permission.
Classroom discussion of student writing, concentrating on editing and revision with a view to attaining publishable quality.

CRWR 539
Special Topics (1-5)

CRWR 569
Literature of the Pacific Northwest (5)
A survey of Northwestern literature from 1800 to the present, including representative exploration journals as well as more recent work by such writers as Hugo, Welch, Kizer, Bass, and LeGuin. The course also addresses questions of geography, economics, and regional culture as they relate to the literature. (Cross-listed ENGL 560)

Minimum total credits for above 72 credits

EWU's nationally recognized literary journal.

www.ewu.edu
writing. More than one topic will be considered during the course.

**CRWR 589 Poetry I—Background and Theory (5)**
Prerequisite: M.F.A. or English M.A. students (others with instructor permission).
A study of some early poetry important to the development of the art, including Sappho, Catullus, Horace, the poets of the Tang Dynasty, and the English societies. It will also include discussions of traditional forms and prosody.

**CRWR 590 Poetry II—The Moderns and Modernism (5)**
Prerequisite: M.F.A. or English M.A. students (others with instructor permission).
The course will begin with the study of Dickinson and Whitman and move through the "High Moderns" to Robert Lowell, Elizabeth Bishop. It may also include discussion of Symbolism, the Spanish poets, the French Surrealists, and other non-English speaking poets of the period.

**CRWR 592 Poetry III—Contemporary World Poetry and Poetics (5)**
Prerequisite: M.F.A. or English M.A. students (others with instructor permission).
An intensive study of selected authors and literary developments, both national and international, since 1960.

**CRWR 596 Experimental Course (1-5)**

**CRWR 597 Workshops (1-5)**

**CRWR 600 Thesis (1-15)**

**CRWR 698 Internship in Instruction (1-5)**

**English Courses**

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

**ENGL 100 Fundamentals of English Composition (5)**
FALL/WINTER/SPRING
Graded Pass/No Credit. Does not count toward the 180 credit requirement. Prerequisite: Placement based on EWU writing placement test results or through General Advising. Provides opportunities for students to acquire familiarity with the standard written language of college-educated Americans. Emphasizes lectures, small group activities, tutoring, and counseling to enhance their written communication skills. Stresses the organization, development, and support of ideas and perspective in exposition and argumentation as public discourse, familiarization with library resources, and application of the rules and conventions of standard American English.

**ENGL 111 Writing for Academic Purposes (5)**
FALL/WINTER/SPRING/Summer
An integrated skills course to develop writing and grammar fluency in a variety of writing modalities through reading, writing, and discussion to prepare students for the multifaceted demands of academic writing. (Cross-listed ELIN 111, ELIC 111)

**ENGL 112 Writing English for International Students (5)**
FALL/WINTER/SPRING/Summer
A course designed for the international student and those students whose native language is not English. Content is adapted to the needs of students in such areas as idiom, usage, reading comprehension, and composition, as well as library activities. Students must earn a minimum grade of 2.0 before being allowed to proceed into one of the required English composition courses (100, 101, or 201).

**ENGL 170 Introduction to Literature (5)**
FALL/WINTER/SPRING/Summer
Meets the GECR for humanities and fine arts, list 1, literature.
An examination of literary approaches in human experience including short fiction, poetry, and drama. Principal attention to the elements that make up literature, with supporting discussion of ideas, attitudes, problems, and values.

**ENGL 201 College Composition: Analysis, Research, and Documentation (5)**
FALL/WINTER/SPRING/Summer
Meets the university proficiency, writing.
Prerequisite: English 101, Writing Placement Test or General Advising.
Stresses research skills, analytical writing, logic, and other skills necessary to comprehend, synthesize, and respond intelligently to academic discourse. Practices source evaluation and documentation across the disciplines. A special study unit emphasizing effective use of library resources is included.

**ENGL 205 Introduction to Technical Writing (5)**
FALL/WINTER/SPRING
Prerequisite: ENGL 101 or 201.
To develop skills for presenting factual information through writing instructions; describing mechanisms, processes, systems; and preparing brief research papers. Writing for utilitarian purposes in the scientific, business, and technical disciplines.

**ENGL 270 Introduction to Fiction (5)**
FALL/WINTER/SPRING/Summer
Prerequisites: ENGL 101; ENGL 201 recommended.
The basic elements of fiction. Through class discussions and writing assignments, students analyze, interpret, and evaluate individual short stories and a novel which are broadly representative of a variety of historical periods and narrative genres.
ENGL 271
Introduction to Poetry (5)
FALL/WINTER/SPRING/SUMMER
Prerequisites: ENGL 101; ENGL 201 recommended. The basic elements of poetry. Presentation similar to ENGL 270.

ENGL 299
Individual Study (1-5)
FALL/WINTER/SPRING/SUMMER
Prerequisites: Prior permission of the instructor and the department chair. Special studies in English or composition. Such studies will vary according to faculty and student interest.

ENGL 300
Special Problems in College Writing (1)
Graded Pass/No Credit. Offered on a tutorial basis for students whose written composition is considered unsatisfactory by the instructor of any course in the undergraduate curriculum of the University. Open only to students who have already completed their writing requirement. Normally, eligible students should not need more than two separate referrals, for a total of two credits in two different quarters.

ENGL 301
The Investigative Paper (5)
Prerequisite: ENGL 201. For the upper-division student. Particular attention to the skillful and comprehensive use of library resources; careful organization, interpretation, and evaluation of authoritative information; and adherence to the conventions of the academic paper.

ENGL 304
Advanced Writing Mechanics (3)
Prerequisites: ENGL 201 and 205. Practical service course for upper-division and graduate students who want further training in the mechanics of expository writing, or are referred by their major departments. Class work may include writing projects associated with other courses. Students must have finished all composition requirements.

ENGL 305
Professional Writing (5)
WINTER
Prerequisites: ENGL 201 and 205. Writing instruction manuals, company brochures, product descriptions, abstracts, newsletters, research reports, proposals, etc. Practical experience through participation in on-campus writing projects.

ENGL 308
Advanced Exposition (5)
Prerequisite: ENGL 201. A course for the upper-division student majoring in such traditional liberal arts areas as history, language, literature, and philosophy. Emphasis upon the understanding of classical and modern rhetoric, with regular provision for practice of the persuasive essay.

ENGL 315
Topics in Literature and Culture (5)
Course may be repeated for credit if taken with a different topic. Prerequisite: ENGL 201. A thematically organized course dealing with literary and cultural topics as they are reflected in literature. Some representative topics are the following: The American Dream in Literature; The Image of Women in American Pioneer Literature; and The Colonial Experience in Literature.

ENGL 321
Children's Literature (5)
WINTER
Prerequisite: ENGL 201. Major types of literature for children in the elementary grades, with the greatest emphasis upon the distinguished and lasting fiction, folklore, fantasy, picture books, and poetry.

ENGL 330
Survey of British Literature Through Neo-Classical Period (5)
FALL/WINTER/SPRING/SUMMER/MAYBE
Prerequisite: English majors must have grades of 2.5 or better in ENGL 201, 270, and 271; non-majors must have permission of the instructor. History of British literature from the Anglo-Saxon period to the end of the 18th century. The course focuses on representative works of representative authors, examining the changes in literary forms and in conceptions of culture and society.

ENGL 331
Survey of British Literature from Blake to Present (5)
FALL/WINTER/SPRING/SUMMER/SUMMER/MAYBE
Prerequisite: English majors must have grades of 2.5 or better in ENGL 201, 270, and 271; non-majors must have permission of the instructor. History of British literature from the Romantics to the present. The course focuses on representative works of representative authors, examining the changes in literary forms and in conceptions of culture and society.

ENGL 332
Survey of American Literature (5)
FALL/WINTER/SPRING/SUMMER/MAYBE
Prerequisite: English majors must have grades of 2.5 or better in ENGL 201, 270, and 271; non-majors must have permission of the instructor. History of American literature from the beginnings of European colonization to the present. The course focuses on representative works of representative authors, examining the changes in literary forms and in conceptions of American culture and society.

ENGL 350
Shakespeare (5)
FALL/WINTER/SPRING/SUMMER
Prerequisite: English majors must have grades of 2.5 or better in ENGL 201, 270, and 271; non-majors must have permission of the instructor. Reading and interpretation of the principal comedies, histories, tragedies, and sonnets of Shakespeare; usually includes intensive study of one play.

ENGL 360
Language Structure and Use (5)
FALL/WINTER/SPRING
Prerequisite: ENGL 201. The nature and function of language; approaches, concepts, component areas of linguistics.

ENGL 379
American Literature of Ethnic Minorities (5)
Prerequisite: ENGL 201. Any one of several major areas of ethnicity may be focused on: Native American, Asian American, Latin American/Chicano, and African American. Specialized sub-topics within these general areas may also be the subjects of this course in different offerings. Different subject matter will be indicated by words added to the title in the quarterly Course Announcement. Course may be taken more than once with different subject matter. (Cross-listed AST 379, HUMN 379)

ENGL 380
Survey of Native American Literatures (5)
SPRING
Prerequisite: ENGL 201. Designed to introduce students to specific examples of narrative, ceremonial, ritualistic, religious, and secular literatures from the Oral Traditions of Indian Nations in North America and South America. Also introduces students to contemporary genres (i.e., poetry, the short story, the novel, and drama) as they emerge from the Oral Traditions, with the specific purpose of articulating the continuity as reflected in literary genres. (Cross-listed IDST 380)

ENGL 381
Contemporary African American Literature (5)
Prerequisite: ENGL 201. Major African American literature of the 20th century; fiction, poetry, essay, autobiography, and drama. (Cross-listed AAST 381)

ENGL 382
Studies in Epic Fantasy (5)
Prerequisite: ENGL 201. Selected works by Tolkien, Lewis, Eddison, Carter, Cabell, and others, with emphasis on the function of fantasy and its statements about contemporary society and the human imagination. Texts selected vary according to student interest.

ENGL 384
Folklore (5)
SPRING
Prerequisite: ENGL 201. Surveys the nature of folklore in its theories and practices, with special attention to the function of the folk imagination. Topics include the oral tradition possessed by every group, widespread folk practices and beliefs, and the methods of their collection and study.

ENGL 385
Mythology (5)
FALL/SPRING/SUMMER
Prerequisite: ENGL 201. A survey of classical Greek myths, with special attention to the stories used in literature, and an introduction to comparative mythology.

ENGL 387
Literature of the Bible (5)
WINTER
Prerequisite: ENGL 201. Studies the literature of the Bible, both Old and New Testaments, in its historical, cultural, and linguistic settings through selected readings.

ENGL 389
Women, Literature, and Social Change (5)
SPRING-ODD YEARS
Prerequisite: ENGL 201. Examines fictional images of women as these images reflect the changing roles and status of women from Greece to present, focusing on the 19th and 20th centuries. (Cross-listed WMST 389)

ENGL 391
The Teaching of English in the Elementary School (5)
FALL/WINTER
Prerequisites: ENGL English majors must have grades of 2.5 or better in ENGL 201, 270, and 271; non-majors must have permission of the instructor. An exploration of the English program in grades 1 through 8, with an emphasis on how to develop and teach creative and utilitarian writing lessons, small group and whole class discussion lessons.
ENGL 395  
Field Work (1-10)  
FALL/WINTER/SPRING/SUMMER

ENGL 400  
Women and Men in Literature (1)  
This course teaches the integration of women authors, the ideas of men writing about women, and ideas interesting to women in the study of literature. We will deal with textbook selections and a comparative treatment of women and men in a literature survey course. The course will provide a feminist approach and review the literature on gender balance. (Cross-listed WMST 400)

ENGL 404  
Software Documentation (5)  
SPRING  
Prerequisites: ENGL 201 and 205. ENGL 305 is strongly recommended, as well as familiarity with a word processing program. A study of the software documentation process. In collaboration with students in CSID 451, students acquire practical experience in developing document plans and then implementing them in the design and composition of printed user manuals and online help. In addition, students become acquainted with current issues in the field of software user education.

ENGL 405  
Technical Writing Internship (1-12)  
FALL/WINTER/SUMMER  
May be repeated. Prerequisite: ENGL 305. A minimum of 40 hours work per quarter as a student-intern in technical communications for a cooperating business, industry, or agency. Students may earn from 1 to 12 credits, depending on the number of hours worked during the quarter.

ENGL 407  
Proposal Writing (5)  
SPRING  
Prerequisite: ENGL 201. Investigation of funding sources, use of government documents for research, and evaluation of submitted proposals are among areas covered. Emphasis is on clear, concise writing of individualized student projects.

ENGL 408  
The Composition Process (5)  
FALL/WINTER/SUMMER  
Prerequisites: ENGL 201; ENGL 308 is recommended. Study and analysis of the cognitive steps taken and of the general process usually followed when a person writes clearly and effectively. Designed especially for those who are interested in the teaching of composition.

ENGL 409  
General Editing Problems (5)  
WINTER  
Prerequisite: ENGL 201. Editing skills for a variety of specialized purposes, from technical manuals to literary magazines.

ENGL 414  
Literary Editing and Design (5)  
WINTER  
Prerequisites: ENGL 270, 271, CRWR 210. The history of literary magazine publishing in America since 1950. Also typography, layout, graphics, and editorial vision. Students will be asked to examine and discuss various influential literary magazines of the past as well as the present and to produce a mock-up of their own literary magazine. (Cross-listed CRWR 414)

ENGL 421  
Special Topics in Children's Literature (4)  
Prerequisites: English majors must have grades of 2.5 or better in ENGL 201, 270, and 271; non-majors must have permission of the instructor. The quarterly Course Announcement will indicate specific topic to be considered. Offerings include picture books, fantasy literature, myths and folk tales, minority groups, and new trends in children's literature.

ENGL 430  
American Literature to Whitman (5)  
FALL/SUMMER-MAYBE  
Prerequisite: ENGL 332. The literature of North America from colonial times to the Civil War, with emphasis on the New England renaissance.

ENGL 431  
American Literature: Twain to Dreiser (5)  
SPRING/SUMMER-MAYBE  
Prerequisite: ENGL 332. The literature of the United States from Civil War to World War I, with emphasis on the prose and poetry of the realistic movement.

ENGL 432  
Twentieth Century American Literature (5)  
WINTER/SUMMER-MAYBE  
Prerequisite: ENGL 332. Chief figures, works, and trends in the literature of the United States since World War I.

ENGL 440  
Medieval English Literature (5)  
FALL/SUMMER-MAYBE  
Prerequisite: ENGL 330. Middle English literature in translation with some class reading of original texts. Readings may include Arthurian romances, Piers Plowman, Gower, Pearl, Sir Gawain, Mallory, ballads, and lyrics.

ENGL 441  
Renaissance English Literature (5)  
SPRING/SUMMER-MAYBE  
Prerequisite: ENGL 330. Elizabethan lyrics; Spenser; Metaphysical and Cavalier poetry; Elizabethan and Jacobean drama.

ENGL 442  
Restoration And 18th Century Literature (5)  
WINTER/SUMMER-MAYBE  
Prerequisite: ENGL 330. Major emphasis on Dryden, Pope, Swift, and Johnson. Lesser figures and the intellectual milieu of the period receive some attention.

ENGL 443  
Romantic Period Literature (5)  
SPRING/SUMMER-MAYBE  
Prerequisite: ENGL 331. English writers of the Romantic period, with emphasis on Wordsworth, Coleridge, Blake, Keats, Shelley, Byron.

ENGL 444  
Victorian Literature (5)  
FALL/SUMMER-MAYBE  
Prerequisite: ENGL 331. English poetry and prose (exclusive of novels) of the middle and late 19th century, with chief emphasis on the works of Tennyson, Browning, Arnold, and Hopkins.

ENGL 445  
20th Century British Literature (5)  
WINTER/SUMMER-MAYBE  
Prerequisite: ENGL 331. Literature of Great Britain from 1900 to contemporary times, including such figures as Shaw, Yeats, Joyce, Eliot, and Auden.

ENGL 450  
Special Topics in Shakespeare (5)  
WINTER  
Prerequisites: ENGL 330 and 350. Shakespeare for advanced students: special topics such as dark and light comedy, the tragic heroes, Shakespeare history, etc., at the choice of the instructor. Course is taught at a level advanced enough to require some background in literature. May be taken more than once; subject matter described by the added wording in the title.

ENGL 451  
Poetry and Prose of Milton (5)  
WINTER-EVEN YEARS  
Prerequisite: ENGL 330. Milton’s major poems and his most important prose. Attention to literary and historical backgrounds, to Milton’s development as poet and thinker, and to selected problems of Milton scholarship.

ENGL 452  
Chaucer (5)  
WINTER  
Prerequisite: ENGL 330. Reading and interpretation of the chief poetry of Geoffrey Chaucer.

ENGL 453  
Major Literary Figures (5)  
FALL/WINTER/SUMMER  
Prerequisite: ENGL 330, 351, or 352 (as appropriate). Focuses on the work of major figures from either British, American, or world literature, considering their biography, the scope and development of their achievement, and the stature of their principal works. May be taken more than once; subject matter described by the added wording in the title.

ENGL 456  
Computers and Composition (5)  
Prerequisite: ENGL 408 or equivalent. Survey of research literature on the use of computers for teaching composition. Review of existing software and computer-assisted instructional programs relevant to teaching composition. Develop prototype computerized classroom materials. Attain basic competency in word processing program.

ENGL 459  
Grammar for Teachers (5)  
FALL/WINTER/SUMMER  
Prerequisite: ENGL 201. Major features of English grammar. Course covers word formation; part of speech identification; and the analysis of phrases, clauses, and sentences.

ENGL 460  
Modern Grammar (5)  
WINTER/SUMMER  
Prerequisites: ENGL 201 and 459; ENGL 360 is recommended. Analysis of major syntactic rules of English from the standpoint of transformational grammar.

ENGL 461  
Survey of Psycholinguistics (3)  
SPRING-EVEN YEARS  
Prerequisite: ENGL 360. A survey of psycholinguistic process: language comprehension, production, and acquisition. (Cross-listed CMOD 407)
ENGL 462
Topics in Socio-Linguistics (5)
Prerequisites: ENGL 201; ENGL 360 is recommended. The study of language in relation to society. Topics covered may include varieties of language (such as gender varieties), speech as social interaction, the quantitative study of speech, dialectics, and language attitudes and standards.

ENGL 464
Grammar and Composition (5)
Prerequisite: ENGL 459 or equivalent knowledge of traditional grammar. Analysis of basic writing problems (grammatical and punctuation errors, and syntactic immaturity) in the writing of secondary students and the development of remediation materials and strategies.

ENGL 467
Contemporary Women’s Fiction (5)
Prerequisite: English majors must have grades of 2.5 or better in ENGL 201, 270, and 271; non-majors must have permission of the instructor. A look at changing perspectives in women’s fiction from the 1970s to the present. (Cross-listed CRWR 467, WMST 467)

ENGL 468
History of the English Language (5)
FALL/SUMMER
Prerequisites: ENGL 201; ENGL 360 is recommended. Origins and development of the English language from prehistoric times to the present.

ENGL 469
Literature of the Pacific Northwest (5)
Prerequisite: ENGL 332. A survey of Northwestern literature from 1800 to the present time, including representative exploration journals as well as more recent works by such writers as Richard Hugo, James Welch, Carolyn Kizer, and Ursula LeGuin. Addresses questions of geography and regional culture. (Cross-listed CRWR 469)

ENGL 470
History of Critical Thought (5)
WINTER
Prerequisites: English majors must have grades of 2.5 or better in ENGL 201, 270, and 271; non-majors must have permission of the instructor. The history and development of Western literary criticism and theories of literature.

ENGL 471
Theory and Practice of Modern Criticism (5)
SPRING
Prerequisites: English majors must have grades of 2.5 or better in ENGL 201, 270, and 271; non-majors must have permission of the instructor. An analysis of various approaches used in modern (20th century) criticism with emphasis upon British and American literary critics.

ENGL 473
Narrative Strategies of Fiction (5)
Prerequisite: English majors must have grades of 2.5 or better in ENGL 201, 270, and 271; non-majors must have permission of the instructor. An examination of theories of value and effect in prose fiction, concentrating upon the work of such writers and critics as James, Auerbach, Booth, Scholes, Lodge, and Iser.

ENGL 484
Folk Tales in the Classroom (5)
Prerequisite: EDUC 303 or permission of the instructor. The focus is on reading folk tales from around the world to see the similar concerns, problems, fears, and hopes expressed in these traditional narratives and to gain information about folk tales and materials and techniques for teaching folklore in language arts and multicultural classes. Designed primarily for prospective teachers and practicing teachers.

ENGL 490
Department Senior Capstone: (5)
Teaching English in Secondary School Or Literature at the Crossroads: Literary Studies in the New Millennium [satisfies senior capstone university graduation requirement] See your major department advisor for the appropriate section number.

ENGL 492
Teaching Literature to Adolescents (5)
FALL/WINTER
Prerequisites: English majors must have grades of 2.5 or better in ENGL 201, 270, and 271; non-majors must have permission of the instructor. Study and analysis of adolescent literature and of methods for teaching literature to various grade levels. Designed primarily for those who will be teaching and dealing with adolescent responses to literature.

ENGL 495
Professional Internship (1-15)
FALL/WINTER/SPRING/SUMMER
Prerequisite: Graduate standing or permission of the instructor. This workshop course will cover special topics in editing. The particular topic covered by each offering of the course will be specified by the wording after the colon, e.g.: Technical Editing in Industry or : The Technical Journal.

ENGL 511
The Composing Curriculum (5)
Prerequisite: Current English teaching assistantship or permission of the instructor. A survey of recent composition research as it pertains to curriculum development. Emphasis will be placed on the students’ own writing processes as they synthesize and summarize the scholarship in various formats.

ENGL 520
Research Design and Evaluation in Composition (5)
An introduction to basic principles of research design and to procedures for evaluating writing for research purposes. Both large-scale, programmatic writing assessment techniques and procedures for charting individual writing progress will be studied.

ENGL 521
Graduate Research in Literature (5)
Prerequisite: Graduate standing. The bibliography and techniques of literary scholarship and research. A study of manuscript form, a study of bibliography problems, and examination and use of scholarly journals.

ENGL 530
Old English (5)
Prerequisite: Prior permission of the instructor. An introductory course in Old English preparatory for reading Beowulf. Knowledge of the language: phonology, morphology, syntax, and vocabulary. Development of skill in reading through selections in the text.

ENGL 531
Seminar in Medieval Literature (5)
Medieval English literature, such as love allegory, romances, folk drama, miracle plays, religious and scholastic writings, to be read in the original Middle English where available. Students may select particular areas for intensive work and research.

ENGL 532
Chaucer (5)
Prerequisite: Graduate standing. This course deals with specialized aspects of Chaucer’s language and literature.

ENGL 533
Seminar in Seventeenth Century Literature (5)
Various aspects of prose and poetry, with particular emphasis upon Milton, Donne, and Dryden. Bacon, Jonson, Burton, Overbury, Selden, Hobbes, Herbert, Browne, Taylor, Cowley, Evelyn, Aubrey, Bunyan, Pepys, and Traherne may be the subjects of research by particular students.
ENGL 534
Seminar in Eighteenth Century Literature (5)
Same approach as ENGL 533, with particular emphasis upon the Augustan Age and the Age of Johnson. Lesser figures like Defoe, Addison, Steele, Akenside, Gray, Collins, Goldsmith, and the various novelists may be the subjects for research by particular students.

ENGL 535
Seminar in Nineteenth Century Literature (5)
Same approach as ENGL 533, with particular emphasis upon the Romantic Movement and the Victorian Age. Students may elect to specialize in particular figures in either period: Shelley, Keats, Byron, Coleridge, Tennyson, Browning, Arnold, etc.

ENGL 536
Seminar in Twentieth Century British Literature (5)
A topic based study of the form, meaning, influence, reception, and aesthetic value of key British writers of the 20th century.

ENGL 539
Special Topics (1-5)
ENGL 540
Seminar in American Literature to 1860 (5)
Major figures and ideas of the American Renaissance. Students may select earlier figures from the colonial period and the eighteenth century, particularly Mather, Edwards, Taylor, Franklin, Paine, Irving, Cooper, etc., for intensive work.

ENGL 541
Seminar in American Literature to 1920 (5)
The main group of writers of the realistic and naturalistic movement will be studied, with particular emphasis upon Howells, James, Garland, Dreiser, and Norris. Some attention will be given to regional writers like Twain, Harte, and Harris, and to the American Poetry Renaissance.

ENGL 542
Seminar in American Literature Since 1920 (5)
Major figures studied will be from among these: Pound, Eliot, Stevens, Jeffers, Williams, Roethke, Ransom, Faulkner, Warren, Hemingway, Bellow, etc.

ENGL 550
Shakespeare Seminar (5)
Prerequisite: ENGL 350 or permission of the chair. This course examines in detail a combination or a single selected theme, genre, or critical approach in Shakespeare studies. Offerings vary in content, and students may repeat this course for credit with permission of the chair. Term projects are required of all students.

ENGL 553
Major Literary Figures (5)
Prerequisite: Graduate standing. Will focus on the work of major figures from either British, American, or world literature, considering their biography, the scope and development of their achievement, and the stature of their principal works. May be taken more than once; subject matter described by the added wording in the title.

ENGL 555
Contemporary Composition Theory (5)
Prerequisite: ENGL 511 or 408. This course will provide students with the historical frameworks for understanding composition theory, acquaint them with major theories and theorists, and enable them to draw from contemporary theory for scholarship and pedagogy.

ENGL 556
Computers and Composition (5)
Prerequisite: ENGL 408 or equivalent. Survey of research literature on the use of computers for teaching composition. Review of existing software and computer-assisted instructional programs relevant to teaching composition. Develop prototype computerized classroom materials. Attain basic competency in word processing program.

ENGL 560
Modern Grammar (5)
Prerequisite: ENGL 459. Analysis of major syntactic rules of English from the standpoint of transformational grammar.

ENGL 562
Contemporary Trends (5)
Prerequisite: Graduate standing. Offered in poetry, fiction, and nonfiction. Intensive study of selected authors and literary developments, both national and international, since World War II. May be taken more than once; subject matter described by added wording in the title.

ENGL 564
Grammar and Composition (5)
Prerequisite: ENGL 459 or equivalent knowledge of traditional grammar. Analysis of basic writing problems (grammatical and punctuation errors, and syntactic immaturity) in the writing of secondary students and the development of remediation materials and strategies.

ENGL 568
Writing in Organizations (3)
Prerequisite: Graduate standing; students must register concurrently for CMST 568. Core course for the Master of Science in Communications and the Technical Communication concentration in the Master of Arts in English (Rhetoric, Composition, and Technical Communication program). The course introduces students to contemporary theories of professional and technical communication in the organizational environment. The major assignment is a problem-solving document for a local business or organization.

ENGL 569
Literature of the Pacific Northwest (5)
Offered every other year. A survey of Northwestern literature from 1800 to the present time, including representative exploratory journals as well as more recent work by such writers as Hugo, Welch, Kizer, Bass, and LeGuin. The course also addresses questions of geography, economics, and regional culture as they relate to the literature. (Cross-listed CRWR 569)

ENGL 570
History of Criticism (5)
Prerequisite: Graduate standing. A study of major approaches in the evaluation of literature with emphasis on the historical development of Western criticism from classical times to the 1950s. Previous work in literary criticism will be assumed.

ENGL 571
Modern Criticism (5)
Prerequisite: Graduate standing. A study of major approaches in 20th century literary criticism with emphasis on developments since the 1950s. Previous work in literary criticism will be assumed.

ENGL 573
History of Rhetoric (5)
A survey of major rhetorical traditions from classical times to the present. Major emphasis will be placed on the decline of invention in classical rhetoric and the rise of new rhetorical systems in the 18th and 19th centuries.

ENGL 575
Contemporary Rhetorical Theories (5)
In-depth survey of contemporary rhetorical theories—e.g., developmental rhetoric, process rhetoric, new romantic rhetoric, conceptual rhetoric, neo-classical rhetoric.

ENGL 577
Seminar in Professional Preparation (2)
Prerequisites: ENGL 511 or 408, ENGL 520, ENGL 564, 560, or 459, ENGL 573, ENGL 555. A seminar for enriching students’ skill in responding to and applying theoretical work. It will also prepare students for their M.A. qualifying exams on their professional practice in rhetoric, composition, and technical communication.

ENGL 580
Second Language Acquisition (5)
Prerequisite: ENGL 360, the equivalent, or permission of the instructor. Study of theories of language acquisition and development of reading, writing, speaking, and listening in a foreign/second language. First language acquisition will also be discussed briefly.

ENGL 581
Second Language Curriculum Design and Assessment (5)
This is a research-based course, which has no official prerequisite, though some ESL background is highly recommended. A course directed at prospective ESL teachers and curriculum designers which presents and reviews various current forms of curriculum at all levels (K-13) with an emphasis on secondary and post-secondary, both collegiate and non-collegiate settings.

ENGL 582
Modern Language Methodology (5)
Examines current theories, methods, and research in teaching English and other languages as foreign or second languages. Students may do research in languages other than English. Some foreign language experience would be very helpful, though not necessary.

ENGL 595
Practicum in the Public Schools (1-5)
The development, reinforcement, integration, and application of content gained in previous and concurrent graduate courses. This course is intended for students employed as teachers in the elementary or secondary classroom.

ENGL 596
Experimental Course (1-5)
ENGL 597
Workshops (1-5)
Note: Workshop credit cannot be used to fulfill graduate degree requirements.

ENGL 598
Seminar in Language and Literature (5)
This course deals with specialized aspects of language and literature. A student may take the seminar several times. The exact content of the course will be indicated in the title to be entered on his or her permanent record. (May be cross-listed CRWR 598)

ENGL 599
Independent Study (1-5)
Prerequisite: Prior permission of the instructor.

ENGL 600
Thesis (1-12)
Prerequisite: Master of Arts in English candidacy. Independent research study under the direction of a graduate advisory committee.
ENGL 601
Professional Essay (1-12)
A formally considered summation and emphasis drawn from the principal course work and professional context of the candidate’s program.

ENGL 620
Internship in Curriculum Development (1-5)
May be repeated once.
Training in the assessment and revision of college writing courses.

ENGL 694
Internship in Teaching Developmental Writing (1)
Training in the procedures, techniques, and materials used in developmental writing courses as a part of a college program. Students will have full responsibility for a class while enrolled in this internship.

ENGL 695
Internship in Teaching Rhetoric (1)
Training in the procedures, techniques, and materials used in freshman and sophomore college writing courses. Students will have full responsibility for a class while enrolled in this internship.

ENGL 696
Writers’ Center Internship (1-5)
Graded Pass/No Credit.
Prerequisite: Permission of Writers’ Center director.
This course includes readings in writing center theory and practice as well as in-depth observation of Writers’ Center sessions with professional Responders.

ENGL 697
Professional Writing Internship (1-10)
Intended for graduate students assigned to writing projects in business, government, or industry; may be as a campus resident or on location.

ENGL 698
Internship in Instruction (1-5)
Normally a continuation of ENGL 695 for those graduate students who have teaching assistantships but who are not taking additional courses in the Rhetoric, Composition and Technical Communication program or an external college teaching internship.
ENGLISH LANGUAGE INSTITUTE

College of Arts and Letters
Mary Brooks, Director
354 Patterson Hall
(509) 359-6003

ENGLISH AS A SECOND LANGUAGE

College of Arts and Letters
Janine Alden, Program Director
109B Louise Anderson Hall
(509) 359-7359

Minor
Faculty: J. Alden, B. Bent, M. Brooks, V. Eberly, S. Lattimore, T. McHenry, E. Renshaw, R. Werckle

UNDERGRADUATE PROGRAM

The Teaching of English as a Second Language program (TESL) is offered as an interdisciplinary minor in cooperation with the Departments of English, Education and Geography/Anthropology. This program works closely with Spokane area English language programs to form a practical basis to the minor. Senior standing is preferred. One year of foreign language study at the college level or the equivalent is a prerequisite.

The minor in English as a Second Language is designed for teacher preparation for employment in the U.S. (English as a Second Language) and overseas (English as a Foreign Language). Students are prepared through the examination of fundamentals of linguistics and second language acquisition. Following this theoretical basis, methodology, curriculum design, materials development, assessment and teaching demonstration all enable the student to put theory into practice. This program is designed as a sequence through an academic year.

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

English as a Second Language Minor (26 - 27 credits)

Required Courses

- ESLG 480 Second Language Acquisition and Teaching (4)
- ESLG 481 Methodology in Teaching English as a Second or Foreign Language (4)
- ESLG 482 Second Language Materials Development and Adaptation (2)
- ESLG 483 Reading Instruction in a Second or Foreign Language (3)
- ESLG 485 Assessment in English as a Second or Foreign Language (3)
- ESLG 486 Effective Language Teaching (3)

Electives choose from the following

Highly Recommended:
- ANTH 445 Anthropological Linguistics (5)
- ENGL 360 Language Structure and Use (5)
- ENGL 459 Grammar for Teachers (5)
- ESLG 484 Language Arts and ESL Instruction (3)

Also Recommended:
- ANTH 446 Sociolinguistics (3)
- COMD 304 Phonetics (3)
- ENGL 460 Modern Grammar (5)
- ESLG 498 Seminar: Language and Culture in the Content Area (2)
  This number will also describe other workshops:
  - Writing Seminar (2)
  - Pronunciation Seminar (2)
  - Literature Seminar (2)
- ESLG 499 Directed Study

Education majors seeking Washington State Endorsement should follow the core course list and add two courses from the electives list to include:

ESLG 484 Language Arts and ESL Instruction (3)
One linguistics or grammar based course (3)

Total required credits 19 credits
Minimum total elective credits 7 - 8 credits
Minimum total credits for above Minor 26 - 27 credits

Note: This minor satisfies the endorsement for Preschool to grade 12.
English as a Second Language Courses

**Terms Offered** If no terms are indicated, check with department or quarterly Course Announcement.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESLG 480</td>
<td>Second Language Acquisition and Teaching (4)</td>
<td>FALL</td>
<td>One year foreign language study or equivalent, ENGL 459, ANTH 445 or linguistics course.</td>
<td>Introduces students to language acquisition theories while demonstrating how methods have evolved because of these theories. A practical application of theory to teaching will be the focus.</td>
</tr>
<tr>
<td>ESLG 481</td>
<td>Methodology in Teaching English as a Second or Foreign Language (4)</td>
<td>WINTER</td>
<td>ESLG 480.</td>
<td>Provides exposure to the history of second language methodology, and to practical classroom strategies for each skill area and for integration of skills.</td>
</tr>
<tr>
<td>ESLG 482</td>
<td>Second Language Materials Development and Adaptation (2)</td>
<td>WINTER</td>
<td>ESLG 480, 481.</td>
<td>Familiarizes students with a variety of current ESL materials, introduces students to a variety of L2 teaching strategies, instructs students on how to evaluate ESL materials and provides practical experience in preparing ESL lesson plans and teaching materials.</td>
</tr>
<tr>
<td>ESLG 483</td>
<td>Reading Instruction in a Second Language (3)</td>
<td>SPRING</td>
<td>ESLG 480, 481, 482.</td>
<td>Incorporates reading theory and research with practical classroom application to specific reading skills.</td>
</tr>
<tr>
<td>ESLG 484</td>
<td>Language Arts and ESL Instruction (3)</td>
<td>WINTER</td>
<td>ESLG 480 and 481.</td>
<td>Familiarizes students with the learning styles, cultures, needs and characteristics of limited English proficient students enrolled in K-12. The course familiarizes students with the factors involved in the acquisition and development of literacy and instructs students in the preparation and adaptation of content area lessons, utilizing the four skill areas in language learning: listening, speaking, reading and writing.</td>
</tr>
<tr>
<td>ESLG 485</td>
<td>Assessment in English as a Second or Foreign Language (3)</td>
<td>SPRING</td>
<td>ESLG 480, 481.</td>
<td>Provides exposure to current testing techniques, critical and practical evaluation of test construction, administration and scoring in all skill areas congruent with the principles of communicative language teaching.</td>
</tr>
<tr>
<td>ESLG 486</td>
<td>Effective Language Teaching (3)</td>
<td>SPRING</td>
<td>ESLG 480, 481.</td>
<td>Provides an opportunity to put theory into practice in all skill areas. Following demonstrations in each skill area, students present mini-lessons then receive written and verbal critique from instructor and peers.</td>
</tr>
</tbody>
</table>

www.ewu.edu
ENVIRONMENTAL SCIENCE

College of Science, Math and Technology
Biology:
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234B Hall of Sciences  
(509) 359-4727  
Suzanne Schwab  
268 Hall of Sciences  
(509) 359-4727  
Chemistry/Biochemistry:
Jeff Corkill  
228 Hall of Sciences  
(509) 359-6518  
Geology
John Buchanan (Program Director)  
120 Hall of Sciences  
(509) 359-7493  
Rik Orndorff (Advisor)  
124 Hall of Sciences  
(509) 359-2855

B.S.

UNDERGRADUATE PROGRAM

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

Bachelor of Science (B.S.)

Environmental Science Major (132 - 137 credits)

The Environmental Science program offers a practical, technically based, cross-disciplinary program centered on biology, chemistry, and geology. The program integrates classroom work with extensive field, lab, and research experience and allows students opportunities to interact with working environmental professionals. All students take an identical core of Environmental Science courses complemented by a concentration in one of the three core sciences. Motivated students have the opportunity to obtain a double major in both Environmental Science and their concentration area. Graduates leave Eastern with the opportunity for immediate employment in the environmental profession or for entry into graduate or professional school.

Although a major in Environmental Science may be declared upon arrival at Eastern, students must petition for formal admission to the program after completion of 50 credit hours of the core courses. This formal acceptance must be granted before students enroll in the junior seminar series (ENVS 391-393). To be accepted, a student must have maintained a minimum average GPA of 2.50 in the core courses. After acceptance, students must maintain a 2.50 GPA overall to remain in the program. To finish in four years, it is assumed that students will start the program with the necessary math background to enter into the calculus sequence.

Environmental Science Required Courses (88 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 100</td>
<td>Introduction to Environmental Science</td>
<td>5</td>
</tr>
<tr>
<td>ENVS 391</td>
<td>Environmental Science Seminar (1)</td>
<td>1</td>
</tr>
<tr>
<td>ENVS 392</td>
<td>Environmental Science Seminar (1)</td>
<td>1</td>
</tr>
<tr>
<td>ENVS 393</td>
<td>Environmental Science Seminar (1)</td>
<td>1</td>
</tr>
<tr>
<td>ENVS 490</td>
<td>Environmental Science Senior Capstone (4)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 171</td>
<td>Biology I (4)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 172</td>
<td>Biology II (4)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 173</td>
<td>Biology III (4)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 270</td>
<td>Biological investigation (3)</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 440</td>
<td>Ecology (4)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 151</td>
<td>General Chemistry (5)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 152</td>
<td>General Chemistry (5)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 153</td>
<td>General Chemistry (5)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 316</td>
<td>Environmental Chemistry (5)</td>
<td>5</td>
</tr>
<tr>
<td>DSCI 303</td>
<td>Applications of Statistics (4)</td>
<td>4</td>
</tr>
<tr>
<td>DSCI 304</td>
<td>Applications of Statistics II (4)</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 323</td>
<td>GIS for Environmental Science (3)</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 120</td>
<td>Physical Geology - The Solid Earth (5)</td>
<td>5</td>
</tr>
<tr>
<td>GEOL 121</td>
<td>Physical Geology - Surficial Processes (5)</td>
<td>5</td>
</tr>
<tr>
<td>GEOL 220</td>
<td>Environmental Geology (4)</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 470</td>
<td>Hydrogeology (4)</td>
<td>4</td>
</tr>
<tr>
<td>MATH 161</td>
<td>Calculus I (5)</td>
<td>5</td>
</tr>
<tr>
<td>X488</td>
<td>Environmental Reg. Framework (3)</td>
<td>3</td>
</tr>
</tbody>
</table>

Environmental Emphases

Students must satisfy course requirements in any one of the following three subject areas:

Environmental Biology (44 - 45 credits)

a. Required General Biological Knowledge

Any two of the following: 10 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 301</td>
<td>Microbiology</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 302</td>
<td>Botany</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 303</td>
<td>Invertebrate Zoology</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 304</td>
<td>Vertebrate Zoology</td>
<td>5</td>
</tr>
</tbody>
</table>

All of the following: 16 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 310</td>
<td>Fundamentals of Genetics</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 423</td>
<td>Systematics and Evolution</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 442</td>
<td>Conservation Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 443</td>
<td>Wildlife Management</td>
<td>4</td>
</tr>
</tbody>
</table>

b. Required Organism and/or Habitat-Specific Knowledge: Any three

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 311</td>
<td>Field Botany</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 324</td>
<td>Entomology</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 405</td>
<td>Limnology</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 407</td>
<td>Aquatic Plants</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 409</td>
<td>Mycology</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 450</td>
<td>Mammalogy</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 452</td>
<td>Parasitology</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 454</td>
<td>Ornithology</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 462</td>
<td>Ichthyology</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 481</td>
<td>Freshwater Invertebrate Zoology</td>
<td>5</td>
</tr>
</tbody>
</table>

c. Required Applied Biology and Management: Any one

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 406</td>
<td>Water Pollution Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 442</td>
<td>Conservation Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 443</td>
<td>Wildlife Management</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 463</td>
<td>Fisheries Biology and Management</td>
<td>4</td>
</tr>
</tbody>
</table>

Total required environmental science credits 88 credits
Total required general biological knowledge credits 26 credits
Total required organism and/or habitat-specific knowledge credits 15 credits
Minimum total required applied biology and management credits 3 - 4 credits
Minimum total credits for above Emphasis 132 - 133 credits
Environmental Chemistry (47-49 credits)

a. All Required Supporting Courses
PHYS 151 General Physics (4)
PHYS 152 General Physics (4)
PHYS 153 General Physics (4)
MATH 162 Calculus II (5)

b. All Required General Chemistry Courses
CHEM 304 Quantitative Analysis (6)
CHEM 319 Modern Inorganic Chemistry (5)
CHEM 351 Organic Chemistry (4)
CHEM 352 Organic Chemistry (4)
CHEM 416 Advanced Environmental Chemistry (3)
CHEM 421 Physical Chemistry (4)

c. Chemistry Elective, select one (4-6 credits)
CHEM 353 Organic Chemistry (3) and CHEM 372 Organic Chemistry Lab I (3)
CHEM 418 Modern Analytical Chemistry (5)
CHEM 422 Physical Chemistry (3) and CHEM 431 Physical Chemistry Lab (1)
CHEM 480 Biochemistry (5)

Recommended Supporting courses, not required
CSCD 225 Programming Principles (5)
CSCD 230 Scientific Programming in Fortran (5)
CSCD 255 C Programming for Engineers (5)

Total required environmental science credits = 88 credits
Minimum total required supporting credits = 17 credits
Total required general chemistry credits = 26 credits
Minimum total chemistry elective credits = 4 - 6 credits
Minimum total credits for above Emphasis = 135 - 137 credits

Environmental Geology (46-48 credits)

All Required Geology Courses
GEOL 122 Historical Geology (5)
GEOL 311 Mineralogy I (4)
GEOL 312 Mineralogy II (4)
GEOL 313 Igneous and Metamorphic Petrology (4)
GEOL 330 Structural Geology I (4)
GEOL 331 Structural Geology II (4)
GEOL 411 Sedimentology and Stratigraphy (4)
GEOL 465 Environmental Geochemistry (5)
GEOL 475 Engineering Geology: Soils (4)
Select any two (8-10 credits)
GEOL 360 Geologic Hazards (4)
GEOL 408 Invertebrate Paleontology (4)
GEOL 462 Principles of Geochemistry (5)
GEOL 465 Analysis of Metals in Environmental Samples (5)

Total required environmental science credits = 88 credits
Total required geology credits = 46 - 48 credits
Total credits for above Emphasis = 134 - 136 credits

Terms Offered If no terms are indicated, check with department or quarterly Course Announcement.

ENVS 100 Introduction to Environmental Science (5)
(satisfies the GECR for natural sciences, environmental science.)

Prerequisites: CPLA, English, and Math clearance.
This course is an introductory exploration of environmental science that emphasizes a scientific approach toward understanding contemporary human interaction with the natural environment. The structure, function and interrelationships of terrestrial, aquatic and atmospheric systems are treated through the application of biological, chemical and geological principles. This course includes a weekly laboratory which uses basic quantitative and geological principles. This course includes lab work. The final will consist of a comprehensive integrative project involving library research, field and lab work. The final will consist of a comprehensive oral and written examination covering all aspects of the Environmental Science curriculum and the student's concentration area.

ENVS 323 GIS Environmental Sciences (3)

Prerequisite: CPLA 101 or CPLA 120.
Introduction to Geographic Information Systems (GIS) with an emphasis on its applications in the Environmental Sciences. Course includes hands-on GIS work in the lab. This course satisfies an option for the Certificate in GIS. (Cross-listed GEOG 323)

ENVS 391, 392, 393 Environmental Science Seminar (1 each)

Prerequisite: Formal admission to the Environmental Science Program.
This course focuses on career development for the Environmental Science student and is given in three 1-credit increments. Students may only enter the sequence in fall and all three courses must be completed sequentially in the same academic year. Interaction with working professionals and refining of oral and written presentation skills are emphasized. During the spring quarter, students will concentrate on preparations for their comprehensive mid-term program assessment and testing. To enroll in this course, students must have completed 50 credit hours in the Environmental Science core with a minimum GPA of 2.50 in these courses. An accepted petition for formal admission to the program is also required.

ENVS 490 Environmental Science Senior Capstone (4)
(satisfies senior capstone university graduation requirement.)

Prerequisites: Completion of ENVS 391-393 and senior standing.
The Environmental Science capstone is the final core course in the program. Students from the three emphasis areas will work as teams and complete an integrative project involving library research, field and lab work. The final will consist of a comprehensive oral and written examination covering all aspects of the Environmental Science curriculum and the student’s concentration area.
FINANCE
See BUSINESS ADMINISTRATION.

FOOD AND NUTRITION/ DIETETICS
Food and Nutrition/Dietetics does not offer a degree program, but the courses support other programs.

Food and Nutrition Dietetics Courses

TERMS OFFERED
If no terms are indicated, check with department or quarterly Course Announcement.

FNDT 356
NUTRITION (5)
FALL/WINTER/SPRING
Prerequisite: CHEM 162.
Nutrients, processes of digestion, absorption, metabolism and nutritive requirements. For health science majors.

FNDT 456
NUTRITION AND AGING (3)
WINTER
Prerequisite: Successful completion of a 200-level English course and MATH 100 or Mathematics clearance by Test.
(In addition, if you are earning an Aging Studies minor, you should have taken AGST 310 or have special permission of the instructor.)
Current information regarding nutrition and its relationship to aging. Topics covered are: theories and physical aspects of aging, nutrition and aging, dietary studies and nutrition programs serving the elderly. Class activities include development of nutrition education materials for this population group.

FRENCH
See MODERN LANGUAGES AND LITERATURES AND PHILOSOPHY.

GEOGRAPHY
Daniel E. Turbeville, III, Geography, Program Director
119 Isle Hall
(509) 359-2270

B.A.

MINORS

CERTIFICATES
Faculty: M. Folsom, L. Quinn, R. Quinn, D. Turbeville, S. Warren

UNDERGRADUATE PROGRAMS
The Department of Geography, which is co-located with the Department of Anthropology for administrative purposes only, offers courses of study leading to the Bachelor of Arts in Geography. Minors in Geography are also offered. The Geography program is designed for students seeking professional careers in environmental fields, geographic information systems (GIS), education, and graduate study. Typical career fields include computer cartography and GIS, urban and regional planning, community development, environmental analysis, park ranger, intelligence analyst, hydrologist, climatologist, natural resources specialist, demographer, historic preservation specialist and numerous other related environmental fields.

The Department of Geography has a number of physical facilities available for student use in conjunction with course work. Included are a cartography lab, a map library, and a GIS and computer-mapping laboratory.

Admissions Requirements for Geography and Anthropology: Students who plan to become candidates for advanced degrees are advised to complete two years of a foreign language. Also, Geography majors are advised to take at least one course in statistics.

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

Bachelor of Arts (B.A.)

Geography Major (60 - 65 credits)
The Geography program has four major missions: 1) providing general education courses to enrich the liberal arts offerings in both the sciences and social sciences; 2) offering specialized or more advanced courses to service other programs in the University; 3) providing a solid academic major for students wishing to pursue graduate study or work as a professional; and 4) supporting research, consulting and other services for the region. Cooperative studies and programs are coordinated with Environmental Science, Biology, Geology, History, Children’s Studies, International Studies Affairs, and Urban Regional Planning.

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

Required Courses

Disciplinary Foundation Courses
GEOG 100 Fundamentals of the Physical Environment (5)
GEOG 101 Fundamentals of Human Geography (5)
CSBS Foundation Courses
CSBS 310 Foundations of SBS Theory (5)
Choose one of the following
CSBS 320 Introductory Statistics for the Social Sciences (5)
CSBS 330 Integrated Social Science Methods (5)
CSBS 331 Documents-Based Research Methods (5)
GEOG 328 Geographic Information Systems I (5)
Disciplinary Core Courses
GEOG 201 Field Methods (5)
GEOG 227 Cartography I: Maps and Air Photos (5)
GEOG 230 World Regional Geography (5)
GEOG 392 History and Philosophy of Geography (2)
Approved Senior Capstone (4-5)
Minimum credits for above Minor 14 - 15 credits

Minimum elective credits 4 - 5 credits

Total required credits 10 credits

Geography Minor (14 - 15 credits)

Required Courses
  GEOG 300 Physical Geography (5)
  GEOG 301 Human Geography (5)

Electives
  Select courses in consultation with department advisor.
  Total required credits 10 credits
  Minimum elective credits 4 - 5 credits
  Minimum credits for above Minor 14 - 15 credits

Certificate in Geographic Information Systems (24 - 30 credits)

The Certificate in Geographic Information Systems offers students an intensive, interdisciplinary course of study in the field of Geographic Information Systems (GIS) technology. Candidates must take four required classes and choose three additional classes from a list of options for a total of 24-30 credits. All students study a core of computer mapping and spatial analysis basics, and then focus on their own application area (e.g. wildlife, wetlands, programming, cartographic design). An internship or similar participation in a 'real world' GIS project is a required component of the Certificate Program. This Certificate Program is open to all majors and post-degree students. In order to qualify for admission to the GIS Certificate Program, full-time EWU students must hold a GPA of 3.0 or higher, and be entering or past their junior year, or obtain special permission from the Certificate Program advisor. Post-degree continuing education students who did not graduate from their previous school with at least a 3.0 will be admitted on a probationary basis.

Required Certificate Courses
  GEOG 328 Geographic Information Systems I (5)
  GEOG 428 Geographic Information Systems II (5)
  GEOG 429 Geographic Information Systems III (5)
  GEOG 493 GIS Portfolio (2)

Electives
  GIS Specialty: Choose one of two
  GEOG 427 Desktop Mapping (3)
  or GEOG 499 Directed Study (3)

Interdisciplinary
  ENVS 323 GIS Environmental Science (3)

Application Area
  Choose one course
  Student selects appropriate (non-GIS) course with approval of Certificate advisor, to complement chosen application area focus, e.g. Soils, Wetlands, Visual Basic, Global Issues.

  *PLAN 496 Experimental Course (1-5 credits) can be substituted for the Interdisciplinary requirement on approval of the GIS Certificate Program advisor.

A 3.0 grade or higher must be earned in each course for it to count toward the Certificate.

Total required credits 17 credits
  Total elective credits 7 - 13 credits

Minimum total credits for above certificate 24-30 credits
  Total elective credits 8 - 10 credits
  Minimum total credits for above certificate 31-33 credits

GRADUATE PROGRAM

The Department of Geography and Anthropology does not offer a graduate degree program but does offer graduate level course work in Anthropology only on a limited basis.
Terms Offered: If no terms are indicated, check with department or quarterly Course Announcement.

**GEOG 100 Fundamentals of the Physical Environment (5)**
(satisfies the GECR for natural sciences, geography)
An introduction to the principal components of the earth's natural systems of weather, climate, water, soils, natural vegetation and landforms and their interrelationships.

**GEOG 101 Fundamentals of Human Geography (5)**
(satisfies the GECR for social sciences, list 2 anthropology, geography, psychology, and sociology)
An introduction to the study of spatial variations among human cultures and the patterns of interaction between humans and the natural environment, with special emphasis on topics including language, religion, demography, political systems, technology, agriculture, manufacturing and urbanization.

**GEOG 115 Investigating Earth Science (5)**
(satisfies the GECR for natural sciences, geology)
Prerequisite: Basic skills clearance in mathematics.
For students planning to teach elementary school. Includes inquiry-based earth science investigations that support science instruction outlined in the National Science Education Standards and Washington Essential Academic Learning Requirements. (Cross-listed GEOL 115)

**GEOG 201 Field Methods (5)**
This course presents the fundamentals of field research design.

**GEOG 204 Atmospheric Environment (5)**
(satisfies the GECR for natural sciences, geography)
Prerequisite: Mathematics clearance.
An introduction to the earth-atmosphere system. The course surveys the physical nature of the atmosphere including weather elements, weather systems, and climate. The course addresses the social and environmental issues related to natural and human-induced changes in the composition of the atmosphere.

**GEOG 227 Cartography I: Maps and Air Photos (3)**
Entry-level survey of the physical properties and uses of topographic maps and air photographs. Special emphasis is placed upon the identification, analysis and interpretation of landscape elements utilized by geographers and planners. Lecture and laboratory.

**GEOG 230 World Regional Geography (5)**
A survey of world geographical relationships. Includes an examination of the distribution of selected physical and human phenomena and the processes responsible for the distributions and the varying interrelationships from place to place between humans and the environment.

**GEOG 250 Fundamentals of Economic Geography (3)**
Prerequisite: GEOG 101 or GEOG 230 or permission of the instructor.
Patterns, structures and locational principles of economic activity, including regional/historical economic development, agriculture and resource land use, industrial location and distribution of service activity.

**GEOG 299 Special Studies (1-15)**
Subjects studied vary according to faculty and student interest.

**GEOG 300 Physical Geography (5)**
Prerequisite: GEOG 100 or prior permission of the instructor.
Systematic study of physical events and processes within the human environment including elements of landforms, weather and climate, vegetation and soils.

**GEOG 301 Human Geography (5)**
Prerequisite: Successful completion of ENGL 201.
A study of humans, focused on their interaction with the physical and cultural environments of the earth.

**GEOG 305 Introduction to Oceanography (5)**
Prerequisite: Mathematics clearance.
An introduction to the nature, occurrence, distribution and interrelationships of phenomena in the oceans, the basins and margins.

**GEOG 306 Forest and Rangelands (5)**
Prerequisite: GEOG 100 or prior permission of the instructor.
An introduction to the pattern of North American vegetation, emphasizing the Pacific Northwest. (Cross-listed BIOL 306)

**GEOG 310 Geography of Landforms (4)**
Prerequisite: GEOG 100 or GEOG 101 or prior permission of the instructor.
A comprehensive introduction to the features and processes of landforms and their regional distribution.

**GEOG 311 Fundamentals of Soil Science (4)**
Prerequisite: Successful completion of MATH 100 or Mathematics clearance by test.
A general introduction to physical, chemical and biological properties of soils. (Cross-listed BIOL 312)

**GEOG 312 Weather and Climate (5)**
Prerequisite: GEOG 204 or 10 credits of upper division science or prior permission of the instructor.
Includes the principles of meteorology, description and use of instruments, weather and climate controls.

**GEOG 313 Surface Hydrology (4)**
Prerequisite: Mathematics clearance.
A comprehensive treatment of the hydrologic environment of the earth. Topics include: components of the hydrologic cycles, hydrography of major climate regions, water quality assessment and global water resource problems.

**GEOG 314 Environmental Conservation (5)**
An introductory, interdisciplinary study of human interaction with the environment in the context of political, economic, social and cultural institutions as well as biotic ecosystems, and with philosophies of conservation. Emphasizes the problems of environmental quality arising from human management of the environment.

**GEOG 317 Resources and Conservation (5)**
Studies the nature and distribution of natural resources, and problems and principles of their use and conservation.

**GEOG 321 GIS for Social Sciences (3)**
Prerequisite: CPLA 101.
Introduction to Geographic Information Systems (GIS) with an emphasis on its applications in the Social Sciences, including census data, demographic analysis, social justice, and related mapping of social phenomena. Course includes hands-on GIS work in the lab.

**GEOG 322 GIS for Environmental Sciences (3)**
Prerequisite: CPLA 101 or CPLA 120.
Introduction to Geographic Information Systems (GIS) with an emphasis on its application in the Environmental Sciences. Course includes hands-on GIS work in the lab. This course satisfies an option for the Certificate in GIS. (Cross-listed ENVS 325)

**GEOG 325 Wetland Science I (4)**
Prerequisite: Permission of the instructor.
An introduction to the fundamental processes that form and sustain wetlands. Emphasizes the distinctive hydrology, soils, and vegetation of wetlands and field experience in delineation. Examines issues of regulation. Focus is on Pacific Northwest wetlands.

**GEOG 327 Cartography II: Applied Cartography (5)**
Prerequisite: GEOG 227 or prior permission of the instructor.
The application of introductory principles in the construction of maps. Emphasizes analysis of map components and the developing of skills in handling basic cartographic equipment.

**GEOG 328 Geographic Information Systems I (5)**
Prerequisite: Computer literacy.
Introductory survey of geographic information systems. Focus is on (1) computer techniques for the input, storage, manipulation, analysis, and output of spatial data, and (2) the social and administrative creation and dissemination of geographic information. Lecture and laboratory.

**GEOG 329 Air Photo Interpretation (5)**
Prerequisite: Junior standing or prior permission of the instructor.
Aerial photographs as records of the earth surface; recognition, measurement, and interpretation of natural and man-made features.

**GEOG 330 Geography of the Pacific Northwest (4)**
Prerequisite: Junior standing.
An introduction to regional geographic studies on a local scale. A survey and appraisal of the interrelated elements of the economy, resources, population and physical environment as they affect the growth and development of the region.

**GEOG 331 Geography of the U.S. and Canada (3)**
Prerequisite: GEOG 101 or 301 or prior permission of the instructor.
A geographical analysis of U.S. and Canada based on patterns of physical environment, settlement, resources transportation, urbanization, manufacturing and cultural/ethnic diversity.
GEOG 332
Geography of Latin America (4)
Prerequisite: Junior standing.
The study of the physical and human geography of the Americas south of the Rio Grande. Emphasizes explanatory description.

GEOG 355
The Geography of Theme Parks (2)
Prerequisite: ENGL 201
Examination of the geographic history and characteristics of the theme park as a ‘serious’ part of the built environment. We consider the environmental, economic, political, cultural, architectural, and technological impacts of theme parks on urban and suburban space around the world.

GEOG 357
The Geography of Childhood (3)
Prerequisite: ENGL 201
Examination of the geographic aspects of childhood across space and time. Focus on how cultures in different places and at different times have created, maintained, and controlled spaces for children, including where children are born, who cares for infants, the conditions of schooling, leisure spaces provided, and the ‘virtual geographies’ of television and the internet.

GEOG 390
Earth Science Teaching Methods (1)
Fall
Prerequisite: GEOL 120, GEOL 121, GEOG 314, PHYS 121; EDUC 303 or prior permission of the instructor. SCED 390 co-requisite.
This course is designed for Earth Science majors planning to teach middle school, junior, or senior high school. It includes the development of curriculum and the organization of teaching materials, techniques, and evaluation. (Cross-listed GEOG 390)

GEOG 392
Seminar in History and Philosophy of Geography (2)
Prerequisite: Junior standing or prior permission of the instructor.
The development of geographic thought from early to contemporary time.

GEOG 399
Directed Study (1-15)
Maximum of 6 credits may be earned. Prerequisites: Prior permission of the instructor and the department chair. Individual study concerned with an appropriate problem closely directed by a geography staff member. Science or social studies credits may be earned depending on the nature of the problem undertaken.

GEOG 406
Women and Men in the Cultural Landscape (1)
The created landscape reflects human values and experience. This course examines ways in which women and men create, use, and experience the humanized landscape. We will examine spatial patterns of human activity from a variety of times and places, linking geographic theory to everyday environments. The course will include map work, slide analysis, and a field exercise as tools for identifying and interpreting cultural landscapes. (Cross-listed WMST 406)

GEOG 414
Regional Climatology (3)
Prerequisite: GEOG 204 or 314 or prior permission of the instructor.
Provides a study and analysis of nature, distribution and function of climate controls and elements, and the climate regions of the world.

GEOG 420
Applied Geographic Studies (2-5)
Prerequisite: Junior or prior permission of the instructor.
Problem formulation and analysis as they apply to geographic studies. Practical use of geographical techniques mainly for student-originated studies. The course may be repeated for different problems. Credits vary, depending on type of study undertaken.

GEOG 427
Desktop Mapping (3)
Prerequisite: CPLA 101 or prior permission of the instructor.
Advanced production of maps and related graphics using computer techniques. Emphasis is placed on the design and creation of thematic maps. Lecture and laboratory.

GEOG 428
Geographic Information Systems II (5)
Prerequisite: GEOG 328.
Advanced course in geographic information systems and their applications. Through detailed examination of conceptual issues and in-depth laboratory work, students develop and implement a project that involves the computer analysis of spatial data. Lecture and laboratory.

GEOG 429
Geographic Information Systems III (5)
Prerequisite: GEOG 428, or instructor’s permission.
Advanced course in geographic information systems and their applications. Each student will be responsible for designing and carrying out a GIS project using real world data. Course required for certification in GIS.

GEOG 433
Geography of Monsoon Asia (4)
Prerequisite: Junior standing.
A regional study of non-Soviet Asia and adjacent islands, from humid monsoon lands of the Far East to the arid Eastern Mediterranean.

GEOG 450
Geography of Transportation (3)
Prerequisite: GEOG 101 or 301 or permission of the instructor.
The study of the movement of goods, people and information as a tangible expression of interaction between regions and places, combining the basic theory of network analysis with the technological development of transport over space and time.

GEOG 451
Field Studies (2-10)
Prerequisite: Prior permission of the instructor.
The course may be repeated for different problems, variable credit, or by prior permission of the instructor. Extended field study of topics of special geographic interest in the U.S. or foreign areas.

GEOG 458
Historical Geography of the United States and Canada (3)
Prerequisite: Junior standing or prior permission of the instructor.
Relates physical environment and human activity in the settlement and development of the United States and Canada.

GEOG 459
Political Geography (3)
Prerequisite: Junior standing or prior permission of the instructor.
Spatial aspects of political phenomena. Examines the geographical environment as it affects and is affected by political phenomena.

GEOG 465
Urban Geography (3)
Prerequisite: GEOG 250 or ECON 200 or prior permission of the instructor.
Cities as components of central place and related functional systems and the study of cities as spatial systems.

GEOG 470
Architectural Landscapes of the U.S. and Canada (3)
Prerequisite: GEOG 101 or 301 or permission of the instructor.
An analysis of the rural and urban built environments of the U.S. and Canada; this course examines the origins and diffusion of public, commercial and residential styles of architecture across the continent. Special emphasis is placed on the relationship between natural environments, building materials, technology, culture and political symbolism.

GEOG 493
GIS Portfolio (2)
Prerequisite: GEOG 429 or instructor’s permission.
Exit synthesis for the certificate in GIS or related GIS studies. Students will produce two versions of a GIS portfolio highlighting their GIS work, one in hard copy and one on the web using appropriate web publishing and map serving software.

GEOG 495
Internship (1-15)

GEOG 497
Workshops, Short Courses, Conferences (1-15)

GEOG 498
Seminar (1-5)
Prerequisites: 15 credits successfully completed in geography or prior permission of the instructor.
Advanced group study. Discussion topics selected for each seminar.

GEOG 499
Directed Study (1-15)
Prerequisites: Prior permission of the instructor and the department chair.
GEOLOGY

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UNDERGRADUATE PROGRAMS

Geology is the science of planet Earth. Geologists use elements of chemistry, physics, biology, and mathematics in interpreting the evolution of the earth and its life forms. Applied geology addresses exploitation of earth resources, environmental quality and hazards, and practical understanding of the planet on which we live.

Geology is a field-oriented science, and our curriculum emphasizes field studies. However, geologists increasingly employ advanced chemical and physical analytic techniques and use computers to model natural systems. Eastern has specialized laboratory facilities for analytical geochemistry. Extensive collections of minerals, rocks, and fossils are available for study and research.

Nationwide, approximately half of recent geology graduates are employed in environmental fields while a third go on to graduate school. Most of the rest go into the petroleum industry, teaching, government, or mining. The Geology Department has close relations with geotechnical/environmental consulting firms, government agencies, and mining companies in the Pacific Northwest. These relationships help to place students and graduates in jobs.

Students should decide on a geology major early to ensure timely graduation with the many credits needed in the Bachelor of Science program. For the B.S. in Geology, ENGL 205 Introduction to Technical Writing, and GEOG 328 and 428 Geographic Information Systems are desirable. Substitutions of courses in the Geology major must be approved by the department. Interested students should contact the department for guidance as early as possible. Most graduate schools require a full year of calculus.

An opportunity exists to earn a double major with a B.S. in both Geology and Environmental Science. (See catalog section on Environmental Science.)

General Admissions Requirements for Geology: High school students planning to major in Geology should take two years of algebra, one year of geometry/trigonometry, and one year of chemistry and physics. They are also encouraged to take four years of English. The ability to express ideas and concepts clearly and concisely, both orally and in written form, is fundamental to all sciences.

Entering freshmen and transfer students electing to major in Geology should contact the Department for advising as soon as possible. Failure to do so may result in an additional year to finish the B.S. program. Especially important for beginning students is early completion of the chemistry sequence.

Grade Requirement:
2.50 cumulative average
2.0 in each course

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

Bachelor of Arts (B.A.)

The Bachelor of Arts serves students interested in geology-oriented fields which do not require the full range of professional training. Employment opportunities include such varied possibilities as park naturalist, urban and regional planner, or geological technician.

Geology Major (61 - 62 credits)

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

Required Courses

GEOL 120 Physical Geology - The Solid Earth (5)
GEOL 121 Physical Geology - Surficial Processes (5)
GEOL 122 Historical Geology (5)
GEOL 311 Mineralogy I (4)
GEOL 312 Mineralogy II (4)
GEOL 313 Igneous and Metamorphic Petrology (4)

Required Supporting Courses

CHEM 151 General Chemistry (5)
CHEM 152 General Chemistry (5)

Choose one from the following:

BIOL 171 Biology I (4)
GEOG 328 Geographic Information Systems I (5)
GEOG 410 Geomorphology (5)
MATH 161 Calculus I (5)
MATH 162 Calculus II (5)
MATH 380 Elementary Probability and Statistics (5)

Total required credits 27 credits
Minimum total required supporting credits 14 - 15 credits
Total elective credits 20 credits
Minimum required credits for above Major 61 - 62 credits

Note: An end of program assessment will be required.

Bachelor of Science (B.S.)

The Bachelor of Science program prepares students for careers as professional geologists, provides the basis for admission to graduate school, and prepares students seeking registration and licensing as professional geologists. Some courses in the B.S. degree will also count as Natural Science GECRs and satisfy the University proficiency in Mathematics requirement.

Geology Major (101 - 106 credits)

Required Courses

GEOL 120 Physical Geology - The Solid Earth (5)
GEOL 121 Physical Geology - Surficial Processes (5)
GEOL 122 Historical Geology (5)
GEOL 311 Mineralogy I (4)
GEOL 312 Mineralogy II (4)
GEOL 313 Igneous and Metamorphic Petrology (4)
GEOL 330 Structural Geology I (4)
GEOL 331 Structural Geology II (4)
GEOL 408 Invertebrate Paleontology (4)
GEOL 411 Sedimentology and Stratigraphy (4)
GEOL 470 Hydrogeology (4)

Total required credits 27 credits
Minimum total required supporting credits 14 - 15 credits
Total elective credits 20 credits
Minimum total credits for above Major 61 - 62 credits

Choose one of the following sequences: 12-15 credits

PHYS 151 General Physics I (4)
PHYS 152 General Physics II (4)
PHYS 153 General Physics III (4)
PHYS 161 Mechanics Lab (1)
PHYS 162 Heat and Optics Lab (1)
PHYS 163 Instrumentation Lab I (1)
or
PHYS 131 Introductory Physics I (4)
PHYS 132 Introductory Physics II (4)
PHYS 133 Introductory Physics III (4)
PHYS 161 Mechanics Lab (1)

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PHYS 162 Heat and Optics Lab (1)
PHYS 163 Instrumentation Lab I (1)
or
Biol 171 Biology I (4)
Biol 172 Biology II (4)
Biol 173 Biology III (4)

Electives
Select credits from Geology courses, 8 of which must be upper-division.
Minimum total required credits 89 - 94 credits
Total elective credits 12 credits
Minimum total credits for above Major 101 - 106 credits

See Department Chair for approval of field camp from another university.
Note: GEOL 307 may not be used to fulfill the upper-division electives for the B.S. degree in Geology.
Note: An end of program assessment will be required.

Geology Major with Environmental Option
(102 - 109 credits)
The environmental option is designed to prepare students for employment in environmental geology and to provide a foundation for registration and licensing in the State of Washington. Students selecting this option should consult the faculty advisor early in their program to select courses suitable for the specific career they wish to pursue. Field camp is recommended but not required for this option.

Required Courses
GEOL 120 Physical Geology - The Solid Earth (5)
GEOL 121 Physical Geology - Surficial Processes (5)
GEOL 122 Historical Geology (5)
GEOL 220 Environmental Geology (4)
GEOL 311 Mineralogy I (4)
GEOL 312 Mineralogy II (4)
GEOL 313 Igneous and Metamorphic Petrology (4)
GEOL 330 Structural Geology I (4)
GEOL 331 Structural Geology II (4)
GEOL 411 Sedimentology and Stratigraphy (4)
GEOL 463 Environmental Geochemistry (5)
GEOL 470 Hydrogeology (4)

GEOL 120 Physical Geology - The Solid Earth (5)
FALL/WINTER
[tbe completion of geol 120 counts as one course for the GECR in natural sciences, geology; the completion of geol 120 and 121 counts as two courses for the GECR in natural sciences, geology.]
GEOL 120 and 121 may be taken in either order.
Prerequisites: Two semesters of high school chemistry, MATH 104 or equivalent.
Introduction to physical geology for students interested in earth and environmental science. This course covers the origin of the earth, its internal structure and minerals, rocks, and volcanoes. Earthquakes, mountains and continental drift are discussed in the context of plate tectonics. The formation of mineral deposits is also covered. Weekly laboratories and one field trip are required.

GEOL 121 Physical Geology - Surficial Processes (5)
WINTER/SPRING
[tbe completion of geol 121 counts as one course for the GECR in natural sciences, geology; the completion of geol 120 and 121 counts as two courses for the GECR in natural sciences, geology.]
GEOL 120 and 121 may be taken in either order.
Prerequisites: GEOL 120 or 100, CPLA 101, MATH 104 or equivalent.
Introduction to physical geology for students majoring in geology, earth science or environmental science. This course emphasizes the quantitative analysis of processes that shape the Earth’s surface (gravity, wind, water and ice) including weathering and erosion, the creation of sediments and sedimentary rocks, and the development of landforms. Energy resources and the concept of earth systems are also explored. Weekly laboratories and one field trip are required.

GEOL 470 Hydrogeology (4)

Geology Courses
GEOL 200
Geology of the National Parks (5)
Satisfies the GECR for natural sciences_geology/
Geological methods, concepts, materials, and processes illustrated through examples found in national parks in the United States. Rock formation, landform evolution, plate tectonics, physical, and climatological changes through geologic time are examined. Field trip or alternate assignment; laboratory and term paper required.

GEOL 220
Environmental Geology (4)
WINTER
Prerequisite: GEOL 120 or 121.
Relationship of human activities with earth materials and processes, water quality, atmospheric composition, waste disposal, natural resources, the importance of an interdisciplinary approach to environmental problems. Field trips emphasize local environmental problems. Laboratory.

GEOL 252
Caves (2)
A survey of the cave environment with emphasis on its geologic development. Field trip to local cave required.

GEOL 297
Workshops, Short Courses, Conferences (1-5)
At a lower division level.

GEOL 299
Special Studies (1-5)
FALL/WINTER/SPRING/SUMMER
Prerequisite: Prior permission of the instructor.
Topics vary with interest of student and instructor.

GEOL 307
Rocks and Minerals (5)
SPRING
Does not satisfy elective requirements for the B.S. Degree in Geology. Prerequisite: GEOL 100 or 120.
This course, designed for Earth Science B.A.E. majors, involves a survey of the common rocks and minerals in the earth's crust, including their occurrence, associations, and uses. Methods of identification are stressed during required in-class lab exercises. One optional weekend field trip will be offered.

GEOL 311
Mineralogy I (4)
FALL
Prerequisites: GEOL 120 and CHEM 151. CHEM 151 may be taken concurrently with GEOL 311.
The student majoring in geology will learn how to describe the external morphology of well-formed crystals using crystallographic techniques and will gain an understanding of the composition, origin, occurrence, distribution, and significance of the most abundant non-silicate minerals (native elements, sulfides, oxides and hydroxides, halides, carbonates and sulfates). Weekly laboratories and one weekend field trip required.

GEOL 312
Mineralogy II (4)
WINTER
Prerequisite: GEOL 311.
The student in the second course of a three-course series will gain an understanding of the structure, composition, origin, occurrence, distribution, and significance of the most abundant silicate minerals. The techniques of optical mineralogy using a petrographic microscope will be introduced as a tool for mineral identification. Weekly laboratories required.

GEOL 313
Igneous and Metamorphic Petrology (4)
SPRING
Prerequisites: GEOL 311 and 312.
The third course in a series is a comprehensive study of the classification, description, and origin of igneous and metamorphic rocks. Students will learn about the use of minerals in helping to interpret the geologic and tectonic significance of the rocks in which they are found. The course builds on skills learned in GEOL 311 and 312 and stresses hand sample and thin section descriptive techniques. Weekly laboratories as well as one weekend field trip are required. Additional field trips may be offered.

GEOL 330
Structural Geology I (4)
WINTER
Prerequisite: GEOL 120.
Analysis of the kinematics and mechanics of rock deformation and an introduction to geologic structures. Laboratory introduces the solution of structural geology problems, the map-based interpretation of geologic structures, and the creation of geologic cross sections. Weekly laboratory exercises. Designed to be taken in series with GEOL 331.

GEOL 331
Structural Geology II (4)
SPRING
Prerequisite: GEOL 330.
Continuation of an introduction to geologic structures from GEOL 330 and an exploration of the plate tectonic setting of geologic structures. Introduction to the field study of geologic problems with weekly field trips that emphasize the collection and analysis of geologic field data to solve structural problems. Weekly field trips and laboratory exercises required.

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

GEOL 360
Geologic Hazards (4)
Prerequisite: GEOL 100 or 115 or 120 or 121, or GEOG 108 or 115.
Introduction to geologic hazards affecting humankind; emphasis on earthquakes, volcanism, floods and landslides. Applications to geological site engineering and city/regional planning.

GEOL 380
World Resources and Population (5)
Satisfies international studies UNIVERSITY graduation requirement
Interaction between population and resource utilization. Renewable and non-renewable energy resources, food and water supply, soil erosion and degradation, and deforestation will be related to population growth.

GEOL 390
Earth Science Teaching Methods (1)
FALL
Prerequisite: GEOL 120, GEOL 121, GEOG 314, PHYS 121, EDUC 303 or prior permission of the instructor. SCED 390 co-requisite.
This course is designed for Earth Science majors planning to teach middle school, junior, or senior high school. It includes the development of curriculum and the organization of teaching materials, techniques, and evaluation. (Cross-listed GEOG 390)

GEOL 397
Workshops, Short Courses, Conferences (1-5)

GEOL 400
Advanced Topics in Geology (4)
Prerequisites: Senior class standing and prior permission of the Undergraduate Advisor.
Current problems in geology. Topics will depend on interest of instructors and students.

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

GEOL 408
Invertebrate Paleontology (4)
WINTER
Prerequisites: GEOL 120, 307 or 312, or prior permission of the instructor.
Principles of paleontology including methods of description and analyses of invertebrate fossils. Emphasis on principles of morphology and evolutionary development of invertebrates and the use of invertebrate fossils in biostratigraphy and paleoecology. Laboratory.

GEOL 411
Sedimentology and Stratigraphy (4)
FALL
Prerequisite: GEOL 122, 307 or 312, or prior permission of the instructor.
Study of the origin of sediments and sedimentary rocks for advanced geology majors. Description and interpretation of facies and environments of deposition, and classification of clastic and chemical sedimentary rocks is emphasized. Stratigraphic principles, nomenclature and correlation is also treated. Lecture and weekly laboratory.

GEOL 442
Petroleum Geology (4)
Prerequisite: GEOL 122 or prior permission of the instructor.
Character, distribution, origin, and recovery of petroleum.

GEOL 455
Colorado Plateau Geology (2)
Course fee required. Prerequisite: GEOL 100 or 205, or prior permission of the instructor.
A week-long field study of the rocks and landforms of the Colorado Plateau region, specifically in Arches and Canyonlands National Parks. Geologic evolution and structural geology of the region will be discussed and the ancient sedimentary environments of deposition will be emphasized. Field trip held during the week of spring break.

GEOL 462
Principles of Geochemistry (5)
Prerequisites: GEOL 311, 312, 313, or prior permission of the instructor.
Abundance of elements in the solar system. Origin, chemical evolution, and composition of the earth; distribution and migration of chemical elements; differentiation history of the earth into crust, mantle and core. Origin and evolution of the hydrosphere and atmosphere. Chemical processes involved in weathering of rocks, chemical sedimentation and diagenesis.
GEOL 463
Environmental Geochemistry (5)
Prerequisite: CHEM 152 or prior permission of the instructor.
Application of principles of geochemistry to environmental problems, including air and water pollution, water-rock interactions, weathering and soil formation. Origin, distribution and transport of inorganic contaminants in air, water, soils, sediments and plants. The behavior of trace elements in near surface environments.

GEOL 465
Analysis of Metals in Environmental Samples (5)
Prerequisite: CHEM 152 or prior permission of the instructor.
Practical application of flame, graphite furnace and cold vapor atomic absorption, inductively coupled argon plasma emission spectrometry and inductively coupled plasma mass spectrometry for analysis of major and trace elements in water, waste water, soils, sediments, solid wastes and biological samples. Emphasis on the Environmental Protection Agency's methods for the determination of metals in environmental samples, including quality assurance and quality control procedures.

GEOL 470
Hydrogeology (4)
Prerequisites: GEOL 120 or 121, MATH 106, or prior permission of the instructor.
Relationship between groundwater and geologic materials, emphasizing quantitative analysis and principles governing groundwater flow. Lecture and weekly lab.

GEOL 475
Engineering Geology: Soils (4)
Prerequisites: GEOL 220, 313, 411 or 470 or prior permission of the instructor.
Engineering geology of soil and rock is closely related to geotechnical engineering. It includes the properties of soils and rock units related to hydraulic conductivity, compressibility, consolidation, fractures, and stress.

GEOL 490
Senior Thesis (4)
FALL/WINTER/SPRING
Graded Pass/No Credit.
Satisfies senior capstone university graduation requirement.
Prerequisites: Senior standing and prior permission of the instructor.
Directed research on a geological problem and organization of the results for oral and written presentation. End of program assessment will be required. May be used to fulfill the Senior Capstone requirement.

GEOL 495
Practicum (1-5)
FALL/WINTER/SPRING/SUMMER
Prerequisite: Prior permission of the department chair.
Participation in supervised experiences involving acquisition of data or applications of knowledge to help solve geologic problems. Credits earned in this course are not applicable to degree requirements.

GEOL 496
Experimental Courses (1-5)

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

GEOL 498
Seminars (1-5)

GEOL 499
Directed Study (1-5)
FALL/WINTER/SPRING/SUMMER
Prerequisite: Prior permission of the instructor.
Seminar in a selected field of geology to suit a student's need. May be repeated for a total of 15 credits if a different study is undertaken each time.
GERMAN

See MODERN LANGUAGES AND LITERATURES AND PHILOSOPHY.

GOVERNMENT

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B.A.
Minor
Faculty: M. Buckley, G. Durrie, K. Edquist, T. Hawley, L. Hebron, S. Maboney, D. May

UNDERGRADUATE PROGRAMS

The Department of Government and the International Affairs Program offer courses focusing largely on the study of Political Science, a liberal arts discipline which seeks to understand the political condition and potential of humanity. Each of the department’s three degree programs is designed to provide the student with a broad understanding of political phenomena suitable to a liberal arts degree. Thus each, regardless of its specific content, requires courses in political philosophy, in American political institutions and processes, and in comparative and/or international politics. In addition, the pre-law program is designed to prepare the student for a particular vocational goal. The department’s International Affairs Program provides a more interdisciplinary approach to the study of government and politics. The discipline of Political Science — and therefore the program of the Department of Government — is strongly committed to a liberal arts orientation. In concert with the rest of the University the department believes also in linking traditional liberal arts preparation with meaningful career preparation through the inclusion of minor and supporting course work and/or through student involvement in certificate programs in this or other departments. Employment opportunities for graduates are many and varied. A number of those who graduate each year continue their studies in law or other professional and graduate programs. A similar number find employment in the public sector, or with domestic or international business firms. Opportunities also exist in party politics, campaign organizations, the military forces, or with the communications media.

The department maintains close relations with the programs in Criminal Justice and contains the International Affairs program. In each, selected Government courses are required parts of the core curriculum.

Internship and Work-Study Programs for Students: The department maintains a dynamic internship program which provides practical experience with local political and governmental agencies and annually sponsors a Winter Quarter in Olympia in which selected students intern with the Washington State Legislature. When possible, it is strongly urged that students include an internship as a part of their program.

In addition to external internships, students may gain practical experience through a combination of work/study and internship with a particular faculty member. Students qualifying for such programs assist the professor to whom they are assigned with research work in an area of the faculty member’s interest. The Department has an active faculty with diverse research interests who have produced books and monographs, presented papers at conventions of national and regional Political Science associations and of other, more specialized scholarly organizations, and completed research grants funded by agencies of the government. The opportunity to assist in such work is of value particularly to those students planning to continue their studies, or to work in the public sector in areas necessitating faculty guidance in research techniques.

Pi Sigma Alpha: In the Spring of 1982, the Nu Gamma Chapter of Pi Sigma Alpha, the National Political Science Honorary Society, was chartered at Eastern. This student organization serves as a vehicle for recognition of outstanding academic achievement in Government and complements the department’s participation in the University Honors Program. Pi Sigma Alpha sponsors a number of social and intellectual programs for students and faculty, and with its help the department attempts to maintain contact with its graduates to make available to students their experiences and insights into the value of an education in Government.

General Admissions Requirements for Government: Successful completion of ENGL 100 or its equivalent is required of all majors in Government; successful completion of a 200-level English course is strongly recommended for all majors in Government. Course offerings at the 300–400 level are designed to provide maximum flexibility for faculty and students. Consequently, formal prerequisites are not generally practical; however, students taking a 400-level course as a part of the major requirement are urged to first complete a 300-level course in the same area.

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

Bachelor of Arts (B.A.)

The 55-credit major is designed for the student with a relatively casual interest in the political realm who wishes to combine such interest with study of another major or minor field. The 70-credit major is designed for those with a more concentrated interest in Government who do not wish to complete a structured minor or who may be interested in graduate study in Political Science. The 85-credit Pre-law major is designed for students interested in law school or work as a paralegal.

Government Major (55 credits)

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

Note: THIS OPTION REQUIRES A SEPARATE MINOR OR GOVT/CSBS APPROVED CERTIFICATE PROGRAM FOR COMPLETION.

Note: NO SUBSTITUTIONS FOR CORE COURSES.

Introductory Courses

GOVT 100 Modern Government in American Context (5)
GOVT 203 Introduction to Comparative Politics (5) or GOVT 204 Introduction to International Politics (5)
GOVT 313 Classical Political Thought (5) or GOVT 314 Modern Political Thought (5)

Social and Behavioral Sciences Foundation Courses

At least two of the following courses

GOVT 339 Political Field Research (5)
GOVT 498 Seminar in Government (5)
CSBS 320 Introductory Statistics for the Social Sciences (5)
CSBS 330 Integrated Social Science Methods (5)
CSBS 331 Documents-Based Research Methods (5)

Disciplinary Core

Three 300 level courses with at least one course from each of the following areas: Political Philosophy, American Government, International Relations/Comparative Politics

Certificate or Elective Concentrations

Two 400 level courses from two of the following areas

One additional 300 or 400 level course

(One 400 level requirement may be met with GOVT 490)

(Only one 400 level requirement may be satisfied from the other courses category)

Political Philosophy:

GOVT 305 Jurisprudence (5)
GOVT 313 Classical Political Thought (5)
GOVT 314 Modern Political Thought (5)
GOVT 315 Theoretical Problems of Modern Politics (5)
GOVT 316 Foundations of Political Society (5)
GOVT 317 American Political Thought (5)
GOVT 410 Topics in Political Theory (5)

American Government and Politics:

GOVT 300 Law and the Legal Process (5)
GOVT 301 Supreme Court and Public Policy (5)
GOVT 302 Criminal Procedure (5)
GOVT 304 Equality, Discrimination, and the Law (5)
Government Major (70 credits)

Total credits for above Major 70 credits

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

Note: NO SUBSTITUTIONS FOR CORE COURSES.

Introductory Courses
GOVT 100 Modern Government in American Context (5)
GOVT 203 Introduction to Comparative Politics (5)
or GOVT 204 Introduction to International Politics (5)
GOVT 313 Classical Political Thought (5)
or GOVT 314 Modern Political Thought (5)

Social and Behavioral Sciences Foundation Courses
At least two of the following courses
GOVT 339 Political Field Research (5)
GOVT 498 Seminar in Government (5)
CSBS 320 Introductory Statistics for the Social Sciences (5)
CSBS 331 Documents-Based Research Methods (5)

Disciplinary Core
Four 300 level courses with at least one course from each of the following areas: Political Philosophy, American Government, International Relations/Comparative Politics

Certificate or Elective Concentrations
Three 400 level courses from at least two of the following areas

Political Philosophy:
GOVT 305 Jurisprudence (5)
GOVT 313 Classical Political Thought (5)
GOVT 314 Modern Political Thought (5)
GOVT 315 Theoretical Problems of Modern Politics (5)
GOVT 316 Foundations of Political Society (5)
GOVT 317 American Political Thought (5)
GOVT 410 Topics in Political Theory (5)

American Government and Politics:
GOVT 300 Law and the Legal Process (5)
GOVT 301 Supreme Court and Public Policy (5)
GOVT 302 Criminal Procedure (5)
GOVT 304 Equality, Discrimination, and the Law (5)

GOVT 305 Jurisprudence (5)
GOVT 306 Basic Concepts of Criminal Law (5)
GOVT 307 American Constitution (5)
GOVT 308 The American Polity (5)
GOVT 310 Administrative Politics in the United States (5)
GOVT 311 Introduction to American Public Management (5)
GOVT 317 American Political Theory (5)
GOVT 330 American Local Government and Politics (5)
GOVT 331 American Federalism and State Politics (5)
GOVT 335 Legislative Politics (5)
GOVT 336 Political Parties and Elections (5)
GOVT 400 Topics in American Politics (5)

International Relations/Comparative Politics:
GOVT 320 International System (5)
GOVT 321 International Organization (5)
GOVT 322 International Political Economy (5)
GOVT 325 American Foreign Policy (5)
GOVT 326 Politics of Western Europe (5)
GOVT 327 Politics of the Developing Nations (5)
GOVT 328 Politics of People’s Republic of China (5)
GOVT 329 Survey of the Pacific Rim: Asia (5)
GOVT 402 Topics in International Relations and Comparative Politics (5)

Capstone
GOVT 490 Governance - Senior Capstone (5)

Total introductory credits 15 credits
Total social and behavioral sciences foundation credits 10 credits
Total disciplinary core credits 15 credits
Total certificate/elective concentration credits 15 credits
Total credits for above Major 55 credits

Government Major with Pre-Law Option (85 credits)

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

Note: NO SUBSTITUTIONS FOR CORE COURSES.

Introductory Courses
GOVT 100 Modern Government in American Context (5)
GOVT 205 The Study of Law (5)
or CSBS 331 Documents-Based Research Methods (5)
GOVT 302 Criminal Procedure (5)
GOVT 307 American Constitution (5)

PreLaw Electives (two of four without duplication)
GOVT 300 Law and the Legal Process (5)
GOVT 301 Supreme Court and Public Policy (5)
GOVT 304 Equality, Discrimination, and the Law (5)
GOVT 306 Basic Concepts of Criminal Law (5)

Disciplinary Core
Restricted Options
GOVT 313 Classical Political Thought (5)
or GOVT 314 Modern Political Thought (5)
or GOVT 305 Jurisprudence (5)
or GOVT 315 Theoretical Problems of Modern Politics (5)
or CSBS 310 Foundations of Social and Behavioral Sciences Theory (5)

Government Electives (at least one from each pairing)
GOVT 203 Introduction to Comparative Politics (5)
or GOVT 204 Introduction to International Relations (5)
GOVT 310 Administrative Politics (5)
or GOVT 331 American Federal System and State Politics (5)
GOVT 320 The International System (5)
or GOVT 325 American Foreign Policy (5)
GOVT 335 Legislative Process (5)
or GOVT 336 Political Parties and Elections (5)

ECON 200 Introduction to Microeconomics (5)
and ECON 201 Introduction to Macroeconomics (5)
ECON 205 Introduction to Technical Writing (5)
and ENGL 305 Professional Writing (5)
PHIL 210 Critical Thinking (5)
and PHIL 301 Introduction to Formal Logic (5)
Or other outside elective pairing with written permission of advisor.

Three 400 level courses from the following areas
(Only one 400 level requirement may be satisfied from the other courses category)

American:
GOVT 400 Topics in American Politics (5)

Political Philosophy:
GOVT 401 Topics in Political Theory (5)

International Relations/Comparative Politics:
GOVT 402 Topics in International Relations and Comparative Politics (5)

Other
GOVT 497 Workshop in Government
GOVT 403 Honors in Government
GOVT 495 Public Affairs Internship
GOVT 499 Directed Study

Capstone
GOVT 490 Governance - Senior Capstone (5)

Government Courses

GOVT 299
Special Studies (1-5)
FALL/WINTER/SPRING
Prerequisite: Prior permission of the instructor.
Subjects studied vary according to faculty and student interest.

GOVT 300
Law and the Legal Process (5)
FALL
An examination of the functions, operations, and impact of the Supreme Court on American politics with emphasis on the processes of decision-making and on the court's relationships to the government structure.

GOVT 301
The Supreme Court and Public Policy (5)
SPRING
Prerequisite: GOVT 300.
An examination of the philosophic and legal bases for the protection of the rights of the criminally accused, with emphasis on Supreme Court decisions on the 4th, 5th, and 6th amendments and on the due process clause of the 14th amendment.

GOVT 302
Criminal Procedure (5)
WINTER-EVERY OTHER YEAR

GOVT 303
Equality, Discrimination and the Law (5)
WINTER-EVERY OTHER YEAR
An investigation of the legal problems surrounding claims by various groups for equal treatment. The course emphasizes the problems of racial, economic, sexual, political, and religious discrimination.

GOVT 304
Jurisprudence (5)
WINTER-EVERY OTHER YEAR
An examination of the fundamental concepts of law such as the nature of the legal order, the concept of rules, the idea of legal justice, and the nature of legal reasoning.

GOVT 305

GOVT 306
Basic Concepts of Criminal Law (5)
FALL/SPRING
A survey of the basic concepts and content of the American substantive criminal law, including consideration of the purposes of the criminal law, the basic concepts utilized to define criminal offenses, defenses to criminal charges, and examination of selected substantive offenses; e.g., assault, homicide, larceny.

GOVT 307
The Constitutional System (5)
WINTER
An examination, through the study of decisions of the United States Supreme Court, of the principal structural features of the American governmental system - particularly separation of powers and federalism, and of the development of the powers of the national government and its legislative, executive, and judicial branches in the light of the powers retained by the states.

GOVT 308
The American Polity (5)
WINTER
The study of a political system as a polity looks at the functioning of political institutions in their social and historical context. All modern states have governments which are thought to be necessary to the functioning of their societies, but the differences in the way those governments actually function often illustrate important differences in the societies they serve.

GOVT 310
Administrative Politics in the United States (5)
FALL
A survey of administrative politics in the United States, emphasis on the growth of the chief executive office (president, governor, mayor) in American politics; executive-legislative, executive bureau relations; and the role of the bureaucracy in our pluralist political system.

Total introductory credits 20 credits
Total pre-law elective credits 10 credits
Total restricted option credits 10 credits
Total government elective credits 20 credits
Total outside elective requirement credits 10 credits
Total 400-level credits 15 credits
Total credits for above Major 85 credits

Minor

Government Minor (15 credits)

Required Courses
GOVT 100 Modern Government in American Context (5)
GOVT 203 Introduction to Comparative Politics (5)
Select one course from the 300-400 level below: 495 (5 credits)

Total required credits 15 credits
Total credits for above Minor 15 credits

www.ewu.edu
GOVT 311
Introduction to American Public Management (5)

FALL/SPRING

A survey of the application of rational management methods to American government, with emphasis on the political theories underlying the use of rational management techniques in the United States, the interplay between political reform and the development of modern management science, and the conflicts between managerial and political values in the American governmental system.

GOVT 312
International Political Economy (5)

SPRING

Prerequisite: GOVT 204 or instructor permission.

This class examines the ways in which the structure and processes of the global political economy affect the economic choices of states, firms and individuals in international trade, monetary relations, investments, transnational corporations and development.

GOVT 313
American Foreign Policy (5)

SPRING

An analysis of important cases in American foreign policy formulation since WWII. Emphasizes bureaucratic factors that shape foreign policy decisions.

GOVT 314
Introduction to Russian Politics (5)

WINTER

A survey of Russia’s transition from the Soviet past to its present attempt to create a modern, law-governed, democratic society. Special attention is focused on the problems inherent to democratic institution building within a culture lacking significant democratic roots.

GOVT 315
Theoretical Problems of Modern Politics (5)

SPRING-EVERY OTHER YEAR

Identification and analysis of a number of conceptual and evaluative issues. Some of the most salient are: the proper role of a citizen in the modern nation state; the nature of democracy and totalitarianism; the characteristics and appropriate limits of political power; the nature of the good society; and the question of revolution.

GOVT 316
The Foundations of Political Society (5)

WINTER-EVERY OTHER YEAR

This course acquaints students with the political ideas of the classical world as found in the writings of Plato, Aristotle, St. Augustine, Cicero, and Machiavelli.

GOVT 317
American Political Thought (5)

FALL-EVERY OTHER YEAR

An intensive examination of the interplay of ideas and action in the American tradition. Examines questions such as authority, democracy, community, individualism, constitutionalism, and political economy through the writings of selected theorists and publicists.

GOVT 318
The International System (5)

FALL

An analysis of change and its direction in international politics. Assesses the historical past and explores future possibilities. Evaluates alternative theories of international behavior. Examines special problems such as nuclear armaments, coercion, diplomacy and morality in international politics.

GOVT 319
International Organization (5)

WINTER

A study of the purposes, structures, and approaches of international organizations within the world community. Focuses primarily on the United Nations system, its significance from the standpoint of global, national, and individual perspectives.

GOVT 320
Introduction to Pacific Rim Asia (5)

SPRING-EVERY OTHER YEAR

Prerequisite: ENGL 201.

An introduction to the dynamics of the diverse and independent Asian Pacific Rim Nations. Specific attention will be drawn to the dynamics of change, development strategies, regional and international trade, military and security relationships, political elites and the political process.

GOVT 321
American Local Government and Politics (5)

WINTER/SUMMER

Survey of local government in the United States with special emphasis on public policy formation and its political consequences.

GOVT 322
American Federal System and State Politics (5)

FALL

A survey of the background and operation of the American federal system, emphasizing the governments of the states and localities.

GOVT 323
American Legislative Politics (5)

WINTER

An analysis and evaluation of the concept of representation, the structure and process of conventional representative institutions, and the relationships between these institutions and contemporary policy-making centers. The analysis consists of the relationship between representation, policy and legitimate authority.
GOVT 401
Topics in Political Theory (5)
Each of the topics chosen for this course explores in some depth the fundamental relationship between such common political phenomena as obligation, consent, freedom, law, authority, etc. The course is structured so that even when the particular topic is quite narrow, its development touches on the major nodes in the web of relationships these phenomena have with one another.

GOVT 402
Topics in International Relations and Comparative Politics (5)
Selected topics, depending on student and faculty research interests, including international law, international organization, problems of the international political system, comparative political analysis, causes of political change and political stability, modernization and political development, causes and results of revolutions, and the impact of social forces on the political system.

GOVT 403
Honors in Government (5)
FALL/WINTER/SPRING/SUMMER
Invitation of the instructor only. Preferably upper-division standing and major in government. Topics to vary according to instructor’s and students’ interest.

GOVT 490
Governance - Senior Capstone (5)
WINTER/SPRING
This seminar examines issues of Global Governance in the 21st Century, inviting students to explore trends and transformations in international politics, the global economy, technology, the world’s environment. The importance of context - from the global and holistic to the local and personal - is emphasized throughout the course, requiring corresponding research, analysis and reflection. Students will better understand and gain deeper insight into the dynamics of change, the forces which shape our present and future. Furthermore, the course encourages personal engagement, in the interest of relevance and pragmatism, through individual study and group interaction. The seminar combines conventional pedagogy with computer-mediated instruction and research on the internet. Students will become proficient in applying principal internet tools - email, web browsers, telnet and search engines - working extensively with resources available on the internet. (Cross-listed INST 490)

GOVT 495
Public Affairs Internship (1-5)
FALL/WINTER/SPRING/SUMMER
Prerequisites: Prior permission of the instructor and the department chair. Guided field experience designed to acquaint you with the formation and instrumentation of public policy; involves actual work with a political party, interest group, legislative body, or administrative agency.

GOVT 498
Seminar (1-5)
WINTER
Prerequisite: Prior permission of instructor. An in-depth analysis of particular political phenomena, with emphasis on student research. Usually offered on an interdisciplinary basis in cooperation with other departments offering similar courses.

GOVT 499
Directed Study (1-5)
FALL/WINTER/SPRING
Prerequisite: Prior permission of the instructor and department chair. Projects in selected fields of government.
HEALTH EDUCATION
See PHYSICAL EDUCATION, HEALTH AND RECREATION.

HEALTH SERVICES ADMINISTRATION

College of Business and Public Administration
Mary Ann Keogh Hoss, Program Director
353 Riverpoint Building
(509) 358-2230 or 358-2263
E-mail: mhoss@mail.ewu.edu

B.A.
Minor
Certificate
Faculty: M. Hoss

UNDERGRADUATE PROGRAMS

The Health Services Administration Program is offered by the College of Business and Public Administration. This Interdisciplinary program is designed for students interested in a variety of careers in the field of health services administration. Positions are with long term care facilities, health maintenance organizations, mental health agencies, health insurance companies, home health agencies, health maintenance organizations, mental health agencies, health insurance companies, home health agencies, health departments, academic medical centers, various regulatory agencies, and community-based agencies among others. Responsibilities carried out by health managers/administrators include: budgeting/financial management, planning, human resource management, data analysis, marketing and public relations, general and departmental administration.

The required courses come from health services administration, business, health, and economics. In addition, the program suggests that the student complete an option in a specific sub-specialty. Examples of options include: aging, private sector, public sector, social work, planning, integrated studies (formerly liberal arts enrichment), human resource management, and management information systems. Students must have approval of the program advisor for options chosen and courses selected. The culmination of the student's experience in the program will be an internship at a healthcare setting. To qualify for the internship, the student must have at least a 3.0 GPA in the major plus permission from the department.

Students in the Health Services Administration Program must have a cumulative GPA of 2.25 and not less than a 2.0 in any given course. Also, students must complete one year of a foreign language, such as Spanish or sign language or two years of a single high school foreign language.

Upon acceptance to the program students must complete at least 82-83 credit hours. Students choosing to minor in health services must complete 20 credit hours. Courses are offered on an every other year basis and students should check with the program director and class schedule each quarter.

Professional Membership Requirements: Every student graduating in Health Services Administration must be a member of a professional organization at least by their senior year.

Work Experience Requirements: It is strongly advised that all students seek as much practical experience as possible, whether voluntary or paid. Students are urged to consult with their advisors in order to plan their program.

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

Bachelor of Arts (B.A.)

Health Services Administration Major (79 - 81 credits)

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

Required Courses
HSAD 300 Health Care Organization and Administration (4)
HSAD 310 Health Care Supervision (4)
HSAD 322 Healthcare Technology (4)
HSAD 410 Health Law, Regulation and Ethics (4)
HSAD 435 Process Improvement in Health Care (4)
or OPSM 330 Operations Management (4)
HSAD 440 Healthcare Research Design and Methods (5)
or ECON 455 Research and Analysis (2)
HSAD 490 Senior Capstone: The Impact of Culture, Gender and Race on Health (4)
HSAD 495 Internship (5)
ACCT 251 Principles of Financial Accounting (5)
ACCT 252 Principles of Managerial Accounting (4)
BUED 302 Business Communication (4)
DSCI 245 Data Analysis for Business (4)
or DSCI 303 Applications of Statistics I (4)
ECON 200 Introduction to Microeconomics (5)
ECON 445 Insurance and Risk (5)
ECON 452 Health Economics (5)
HLED 256 Medical Terminology (1)
HLED 370 Environmental Health (3)
or HSAD 460 Long Term Care Administration (4)
HUMR 328 Personnel Management (4)
MISC 311 Information Technology in Business (4)
MKTG 310 Principles of Marketing (4)

Minimum total required credits 79 - 81 credits
Minimum total credits for above Major 79 - 81 credits

Minor

Health Services Management Minor (20 credits)

Required Courses
HSAD 300 Health Care Organization and Administration (4)
HSAD 310 Health Care Supervision (4)
HSAD 322 Healthcare Technology (4)
HSAD 410 Health Law, Regulation and Ethics (4)

Electives (Choose one of the following)
HSAD 435 Process Improvement in Health Care (4)
HSAD 460 Long Term Care Administration (4)

Total required credits 16 credits
Total elective credits 4 credits
Total credits for above Minor 20 credits

GRADUATE PROGRAM

The College of Business and Public Administration, through its Health Services Administration program, offers graduate courses and a graduate-level certificate in health care administration. Courses from health services administration are often included in a number of programs such as: Mental Health Counseling, Social Work, the Master of Business Administration, and the Master of Public Administration and Master of Urban and Regional Planning.

In general, the graduate courses are designed to expand one’s understanding of issues that impact the successful delivery of health services. The individual classes focus on unique organizational issues that impact health delivery. The topics covered in these classes will be useful to health-related professionals who have specialty expertise in a health discipline, and desire a greater understanding of the legal, fiscal, and managerial aspects of delivering health care in several different environments. They will also aid non-health professionals who wish a better understanding of financing and delivery of public and private/non-profit health care.

This graduate certificate supports the goals of the College and University by providing opportunities for people to expand their collaborative, critical thinking, change management and strategic planning skills. Students who successfully complete a certificate offered by this program will become more effective manager/administrators or collaborators within the health delivery system. The program believes in the concept that “health is a team affair”
and is committed to providing education, research and service opportunities for students to become effective collaborators in personal community health enhancement.

OBJECTIVES OF THE CERTIFICATE PROGRAM

The program has objectives to provide students opportunities to:

1. Expand their understanding of the fiscal, legal, and operational constraints and to identify opportunities for financing;
2. Enhance communication, interpersonal collaboration, leadership, strategic planning, change management and critical thinking skills;
3. Expand their knowledge of future health care issues, particular as it relates to our aging society.

Admission Requirements/Preparation

The Health Services Administration program encourages people with at least a bachelor’s degree preparation, and who are interested in health services administration, to enroll in the graduate courses offered. Depending on one’s background and experience, certain prerequisite courses could be needed. Students who have a bachelor’s degree in business, public administration, social work, or related disciplines may have the necessary preparation to enroll in the courses and Certificate Program with little or no additional preparation. The identification of necessary prerequisites would occur through a review of transcripts and other application material by the Program Director.

Program Requirements

1. Two copies of official transcripts for all college work completed;
2. Meet Graduate Program admission requirements;
3. A letter describing one’s background and experience in the health delivery system and how the health service administration certificate fits into one’s professional goals.

Terms Offered: If no terms are indicated, check with department or quarterly Course Announcement.

HSAD 300
Health Care Organization and Administration (4)
FALL/SPRING
This is a survey course that looks at the multitude of health care entities (public and private), how they interact, and the issues that are in today’s complex health care environment.

HSAD 305
Health Care Coding and Terminology (3)
WINTER
Prerequisites: HSAD 300 or permission of the instructor. An overview of the design and development of ICD-9 and diagnostic related groups (DRGs). Also, a review of ICD-9 as used for patient care financing and an introduction to some of the major DRGs. The course will review common medical terminology used by health care administrators.

HSAD 310
Health Care Supervision (4)
WINTER
Prerequisite: HSAD 300 or consent of the instructor. Topics covered include: tasks, education, roles, and values of health services managers in various settings; control, organization behavior, design, professional integration, adaptation, and accountability. Case analysis method will be emphasized.

HSAD 322
Healthcare Technology (4)
SPRING
Prerequisites: HSAD 300, MISC 311 or consent of the instructor. This course introduces the student to the technology used in healthcare for administrative, clinical and facility needs. Support systems for healthcare are also discussed. This illustrates the breadth and scope of technology in healthcare and its impact on patients, providers and payors.

HSAD 395
Special Studies (1-10)
FALL/WINTER/SPRING/SUMMER
Prerequisites: Prior permission of the instructor and the Program Director. Subjects vary according to faculty and student interest and need.

HSAD 410
Health Law, Regulation and Ethics (4)
FALL
Prerequisite: HSAD 300, 310, 322 or consent of the instructor. This course is an introduction to health-related legislation, regulation and certification/accreditation programs. The legal and ethical implications for providers and consumers of healthcare are explored. Topics covered include contracts, fraud and abuse, antitrust, and corporate, criminal and tax law, informed consent, patient rights, medical worker issues and conflict of interest. Ethics, risk management, and corporate compliance, will also be discussed.

HSAD 415
Health Economics (5)
FALL
Prerequisite: ECON 200 or instructor permission. Examines economic aspects of health care, including factors influencing the demand and supply of health services and the roles of insurance and government in healthcare markets. (Cross-listed ECON 452)

HSAD 420
Insurance and Risk (5)
WINTER
Prerequisite: ECON 200 or instructor permission. Examines the principles of insurance and forms of risk management; considers the development and forms of private and social insurance programs. (Cross-listed ECON 445, HMC 452)

HSAD 430
Seminar in Managed Care Administration (4)
FALL
Prerequisite: HSAD 300 or consent of the instructor. An introduction to managed care organizations and their unique terminology. The course will be conducted in two parts. The first will be a self based review of the managed care terminology. The second will be an overview of the alignments health care organizations make to improve the quality of the health care delivery system, and provide more cost effective care.

Health Service Administration Courses

Application Deadline

The Health Service Administration programs accept students into courses at any time. However, some of the advanced courses have prerequisites that may limit their availability.

GRADUATE CERTIFICATE IN HEALTH SERVICE ADMINISTRATION

The Health Service Administration Certificate is intended to provide students who have an interest in working within the health field with an understanding of the many different types of health organizations that exist in the U.S. The courses also present students with an overview of the financial, legal and administrative issues that face all health administrators in today’s market.

Required Courses

Students who wish a Health Service Administration Certificate must successfully complete the following courses:

- HSAD 500 U.S. Health Care Systems (4)
- HSAD 510 Health Law (4)
- HSAD 520 Health Reimbursement Issues (4)
- HSAD 560 Managed Care Systems (4)
- HSAD 598 Seminar in Health Services Administration (4)

Total required credits 20 credits

Any three of the above five courses may be used to meet the 12 credit Professional Specialization Option required for the Master of Public Administration degree. Please refer to the Public Administration section in this catalog for more information.
HSAD 435
Process Improvement in Health Care (4)
Prerequisites: HSAD 300, 310, 322 and 410 or consent of the instructor.
This course examines strategic planning in healthcare, the application of quality management in healthcare and strategies for competitive advantage. The student is exposed to a variety of strategies as well as a systems approach to understanding concepts as they apply to healthcare.

HSAD 440
Healthcare Research Design and Methods (3)
WINTER
Prerequisites: DSCI 245 or 303, HSAD 300 or consent of the instructor.
This course covers the methods used in health services research and evaluation which includes research designs, measurement and methods of analysis. The objective of the course is to provide the student with an understanding of the research process as it relates to healthcare.

HSAD 450
Community and Environmental Health Management (5)
SPRING
Prerequisite: DSCI 245 or 303, HSAD 300 or consent of the instructor.
This course is intended to introduce the student to community health management with specific emphasis on the environmental sector. To achieve this end, the course will present an overview of community health and its history. It will further examine how demographics, epidemiology, and environmental factors impact and are impacted by community health management.

HSAD 460
Long Term Care Administration (4)
WINTER
Prerequisite: HSAD 300 or consent of the instructor.
The administration issues of care for long term patients will be addressed with specific discussion on the aged, and primary and extended care of the aged. The peculiar social, cultural, and economic environment will be discussed as each is related to accessibility and availability of health services and the aspects of administration in long term care facilities.

HSAD 480
Senior Project (5)
SPRING
Prerequisite: Permission of the instructor.
With the assistance of the instructor, students will complete a project based on original or library research related to a particular problem or issue in the field of Health Administration. Students will share the results of their research and assist each other in developing important information retrieval techniques and other research related competencies.

HSAD 490
Senior Capstone: The Impact of Culture, Gender, and Race on Health (4)
SPRING
[satisfies senior capstone university graduation requirement.]
This course examines health related differences due to the impact of gender, ethnicity, and race on health. It attempts to put this information in a context which allows health program managers to use this information to better plan, design and implement programs which are sensitive to the health needs of diverse populations. To achieve this goal the class will examine epidemiological research, historical and cultural studies, and social and psychological theories pertaining to health status and communication.

HSAD 495
Internship (4-5)
SPRING
Prerequisites: HSAD 300, 305, 310, 322, 410, 415, 420, 440, 450; permission of the instructor; upper division GPA of at least 3.00.
Student will spend 16-20 hours a week on-site under the direct supervision of a supervisor learning the day to day operations of a health care organization.

HSAD 499
Directed Study (3-5)
FALL/WINTER/SPRING/SUMMER
Prerequisites: Prior permission of the instructor and the department chair.
Individual study in a field of special interest.

HSAD 500
U.S. Health Care Systems (4)
Prerequisite: Graduate standing.
This course concentrates on the health care environment and how it impacts on health services administration. Considerable time is spent discussing the effectiveness of the health care system in the United States as it exists today. Topics to be covered include: the various health care delivery models, financing health care, managed care organizations, Medicare and Medicaid, health manpower, single and multi-hospital systems, long-term care, and historical data.

HSAD 510
Health Law (4)
Prerequisite: HSAD 500.
The objective of the course is to develop in the student an appreciation for the depth and reach of the law in all facets of the health care delivery process. The course will emphasize the impact of the law in private and public health settings. Topics include an introduction to our legal system, professional liability issues related to providers, legal issues in the operation and regulation of health care institutions, and legal issues in the institution-patient relationship as well as the institution-physician relationship.

HSAD 512
Introduction To U.S. Environmental Law (2)
The purpose of this class will be to explore the major environmental laws and their implementation in the United States. To achieve this end the class will examine the sources of rights and responsibilities as they pertain to injuries sustained by natural resources. Then the class will review the various legal claims and liabilities that may be associated with injuries to environmental resources.

HSAD 515
Health Economics (4)
Prerequisites: HSAD 500 and either ECON 200, 201 or PADM 501 and 507 or consent of the instructor.
Topics include consumer behavior, determinants of demand for health services, production theory, the role of competition and regulation in the health care industry, health risks and their economic impact, insurance and alternative financial mechanisms, cost-benefit analysis of health care inflation.

HSAD 520
Health Reimbursement Issues (4)
Prerequisites: HSAD 500 and either BADM 530 or PADM 507 and 513 or consent of the instructor.
Reimbursement issues are reviewed for two perspectives (1) institutions/providers, and (2) payers and users of health care such as insurers, business, and consumers. Topics covered from the providers’ perspective include evaluation of one’s financial information for clinical and managerial decisions. Topics covered from the payer’s perspective include financial incentives and disincentives. Implications for efficient and effective delivery of health care services are identified and explored.

HSAD 530
Seminar on Business and Health (4)
Prerequisites: HSAD 500 and advanced graduate standing or consent of the instructor.
This course examines the role companies and other employers play in the development of health policy and provision of health services pertaining to employee benefits.

HSAD 560
Managed Care Systems (4)
Prerequisite: HSAD 500, 520 or consent of the instructor.
An examination of the challenges associated with organizing and managing various types of managed care systems (Health Maintenance Organizations (HMOs), Preferred Provider Organizations (PPOs), etc.). The course places special emphasis on the organization and management of physicians’ practice and the principles of health insurance, including premium development and risk management. Other topics include contractual relationships with hospitals, utilization review, quality assurance systems, and marketing.

HSAD 570
Comparative Health Systems (4)
Prerequisite: HSAD 500.
This course introduces the participants to several countries from both the developed and developing world, their political systems, demography, and health care systems. Class will address current and major health care issues in each country studied.

HSAD 590
Administration of American Indian Health Programs (4)
Prerequisite: HSAD 500.
The purpose of this course is to describe and analyze the key political and organizational issues that have shaped and continuously influenced administrative policy and managerial activities for the delivery of health and medical care to American Indian people. This course is also intended to be an exploratory treatment of major Indian health care management issues.

HSAD 595
Internship (1-5)

HSAD 596
Experimental Course (2-5)

HSAD 598
Seminar on Business and Health Services Administration (4)
This course is designed to emphasize the manager’s role when conducting grant writing or research within the field of health care. The course will emphasize the managerial applications of survey research and grant writing from both a theoretical and practical perspective. Students will learn to conduct survey research or write a grant during this course with the assistance of the instructor.

HSAD 599
Directed Readings (1-5)
HISTORY
College of Social and Behavioral Sciences
Ann C. LeBar, Chair
200E Patterson Hall
(509) 359-7952
history@mail.ewu.ewu

B.A.
Minors
History Endorsement
M.A.

UNDERGRADUATE PROGRAMS

George Santayana wrote that “Those who cannot remember the past are condemned to repeat it.” History provides the most useful key of knowledge for unlocking all other realms of human development. It embraces many fields of academic enquiry and uses them to provide a detailed picture of various cultures and their governments, legal systems, social behavior, art, economic systems, literature, religious, medicines, technologies, sports, fashions, and myriad other endeavors. A university-level education would be inconceivable without it, because learning about the past is imperative to understanding the present and preparing for the future. The study of history provides a solid foundation not only for history and social studies education majors, but for careers in law, business, government, international relations, journalism, library services, and museums, to name but a few. As peoples of different ethnicities interact with each other more frequently in the 21st Century, understanding each others’ past paves the way for harmonious and beneficial cross-cultural relations.

In addition to resources of the University Library, students have access to materials at the Northwest Museum of Arts and Culture and the Washington State Archives, Eastern Region. Internships are available at several agencies in the area, such as the Northwest Museum of Arts and Culture, the University Archives and the City/County Historic Preservation Office.

History Degree Descriptions: The History Department offers both a major and a minor for the Bachelor of Arts degrees. History courses also appear in the African American Studies, American Indian Studies, Chicano Studies, and Women’s Studies Programs. The department also offers a Master of Arts degree.

Any student who is considering a major or minor in history is strongly encouraged to consult with an advisor from the Department of History in the early stages of his or her academic study at EWU. History majors are strongly encouraged to complete two or more years of a college-level foreign language.

General Degree Completion Requirements: Courses used to fulfill the History program requirements for the B.A. (50 and 65 credit options) and the History minor (18 credits) require a minimum of 2.0 in each course and a minimum of GPA of 2.5 for all such courses.

History majors (65 or 50 credit option) require at least one course (4-5 credits) from a non-Western and/or pre-modern area.

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

Bachelor of Arts (B.A.)
History Major (65 credits)

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

Required Courses
Introductory Surveys chosen from the following:
HIST 104 East Asia: Tradition and Transformation (5)
HIST 105 Western Heritage: Origins to the 18th Century (5)
HIST 106 Western Heritage: 18th Century to the Present (5)
HIST 110 The American Experience: A Survey (5)

Foundation Courses
HIST 290 History Today: Issues and Practices (5)
or CSBS 310 Foundations of Social and Behavioral Science Theory (5)
CSBS 331 Documents-Based Research Methods (5)
HIST 490 Senior Capstone Seminar (5)

Core Courses
U.S. History (10)
European History (10)
Global/Comparative History (10)

Pre-Modern or Non-Western core courses: Choose one or more of the following (counts toward core courses requirement above)
HIST 310 Imperial China (5)
HIST/AAST 315 African History (5)
HIST 340 The Middle Ages (5)
HIST 341 The Renaissance and the Reformation Europe (5)
HIST 343 Early Modern Europe (5)
HIST 365 Latin American History (5)
HIST 410 China in the 19th and 20th Centuries (5)
HIST 416 Modern Japan (5)
HIST 425 Greek History to 400 BC (5)
HIST 426 Hellenistic Greece (5)
HIST 427 Roman Republic (5)
HIST 428 Roman Empire (5)
HIST 429 Ancient Near East (5)
HIST 430 History of England to 1603 (5)
HIST 435 Medieval Russia (5)
HIST 461 Colonial Latin America (5)
HIST 463 Cultural History of Latin America (5)
HIST 464 History of Mexico (5)

Total required introductory survey credits 10 credits
Total required foundation credits 35 credits
Total required core credits (need 30 credits or more upper-division) 40 credits
Total credits for above Major (45 credits must be upper-division) 65 credits

Note: Students must complete at least 25 credits of this major at Eastern Washington University.

History Major (50 credits)

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

Required Courses
Introductory Surveys chosen from the following:
HIST 104 East Asia: Tradition and Transformation (5)
HIST 105 Western Heritage: Origins to the 18th Century (5)
HIST 106 Western Heritage: 18th Century to the Present (5)
HIST 110 The American Experience: A Survey (5)

Foundation Courses
HIST 290 History Today: Issues and Practices (5)
or CSBS 310 Foundations of Social and Behavioral Science Theory (5)
CSBS 331 Documents-Based Research Methods (5)
HIST 490 Senior Capstone Seminar (5)

Core Courses
U.S. History (10)
European History (10)
Global/Comparative History (10)

Pre-Modern or Non-Western core courses: Choose one or more courses listed under the 65-credit major (counts toward core courses requirement above)
Total required introductory survey credits 5 credits
Total required foundation credits 15 credits
Total required core credits (need 25 credits or more upper-division) 30 credits
Total credits for above Major (35 credits must be upper-division) 50 credits

Note: The above major requires the completion of a minor or certificate approved by a history advisor.

Note: Students must complete at least 25 credits of this major at Eastern Washington University.
History/Secondary Minor (30 credits)

This minor satisfies the endorsement for grades 5-12.

Note: This minor endorsement requires a grade of 2.5 in all course work done in the minor at Eastern.

Required Courses
- HIST 104 East Asia: Tradition and Transformation (5)
- or HIST 365 Latin America History (5)
- HIST 105 Western Heritage: Origins to the 18th Century (5)
- HIST 106 Western Heritage: 18th Century to the Present (5)
- or HIST 306 Modern Europe (5)
- HIST 303 U.S. History, 1607-1877 (5)
- HIST 304 U.S. History, 1877-Present (5)
- HIST 483 History and Government of the Pacific Northwest (5)

Total required credits 30 credits
Total credits for above Minor 30 credits

Course Requirements for Teacher Certification/Add-on Endorsements
(For students who currently possess a Washington State Teaching Certificate)

History/Add-on Endorsement

This add-on satisfies the endorsement for grades 5-12.

Note: This add-on endorsement requires a grade of 2.5 in all course work done in the add-on at Eastern.

Required Courses
- HIST 104 East Asia: Tradition and Transformation (5)
- or HIST 365 Latin America History (5)
- HIST 105 Western Heritage: Origins to the 18th Century (5)
- HIST 106 Western Heritage: 18th Century to the Present (5)
- or HIST 306 Modern Europe (5)
- HIST 303 U.S. History, 1607-1877 (5)
- HIST 304 U.S. History, 1877-Present (5)
- HIST 483 History and Government of the Pacific Northwest (5)
- ECON 100 General Education Economics (5)
- GOVT 100 Modern Government in American Context (5)
- GEOG 101 Fundamentals of Human Geography (5)
- SOST 390 Social Studies in the Secondary School (4)

Total required credits 49 credits
Total credits for above Add-on Endorsement 49 credits

GRADUATE PROGRAM

Master of Arts

Michael Conlin, Program Advisor
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(509) 359-7851
Michael.Conlin@mail.ewu.edu

The M.A. program in History is designed to prepare students for pursuits requiring a historical background. Students who are interested in teaching careers, in preparation for doctoral programs, and in participation in professional internships such as library, museum, or archival work, can design a program to suit their needs.

Applicants for the M.A. program in History should submit:

1. An official transcript from an accredited college or university which has awarded the student a baccalaureate degree. At least a 3.00 (B) average is normally expected, although most applicants have a higher GPA. Applicants are expected to have a background in history.
2. A substantial writing sample reflecting serious academic effort.
3. A one-page personal statement on career plans and interest in pursuing graduate studies in history.
4. Letters of recommendation from two individuals familiar with the applicant's academic work or other experience relevant to historical training.
5. Official scores for the Graduate Record Examination.

Applications Deadline:
- Fall Quarter (May 15); Winter Quarter (November 15); Spring Quarter (February 15); and Summer Quarter (April 15).

After admission to the graduate program, candidates will complete at least sixty (60) credits of course work, five (5) to fifteen (15) credit hours may be History 600, Thesis or History 601, Research Report. No more than twenty (20) credits of course work may be taken at the 400-level. Undergraduate EWU history courses included in a master’s program must be taught by
the graduate faculty of the History Department. The student’s program and choice of courses must be approved by the department program advisor. All candidates must take the master’s oral examination. In addition, candidates will either complete a master’s thesis, a research report in lieu of thesis, or take written examinations over their two fields, which are explained in the next paragraph. The oral examination and the thesis, research report, or written examinations will be completed during the student’s final quarter of graduate study. All courses included in the student’s graduate program must be completed with a grade of 3.0 or higher.

Prior to selecting a thesis topic, research report topic, or two fields of specialization, graduate students shall acquire appropriate historiographic background by completing History 501, Introduction to Historical Studies and four (4) readings courses. Note: History 501, History 550, History 590, History 598, History 599, History 600, History 601, and History 604 are not readings courses. Students are also required to complete History 550 Graduate Research Seminar and History 598 Graduate Writing Seminar. Note that History 550 is a prerequisite for History 598. History 550 and History 598 must be completed before a student can be advanced to candidacy. Only students who are passed to candidacy can take History 600 or History 601. Further specialization for the master’s degree includes the preparation of one of the following: 1) two fields (normally selected from two of the readings courses) plus an additional ten credits of History 599 Independent Study/Reading or other approved course work, or 2) a Thesis, or Research Report. Special professional internship programs in library, museum, and archival work are available. These must be arranged with the department and have graduate committee approval. Public history students are required to fulfill all of the requirements of the M.A. described above.

A research report may be substituted for the thesis requirement. Students interested in the public history field should contact the graduate program advisor as early as possible. Finally, students who receive a grade below 3.0 more than once will be dropped for the History M.A. program.

Degree Requirements

Common Requirements and Credit Hours

Required Core
HIST 501 Introduction to Historical Studies (5)
HIST 550 Graduate Research Seminar (5)
HIST 598 Graduate Writing Seminar (5)
Four (4) Graduate Readings Courses (20)
Further Specialization
Preparation of two fields or HIST 600 Thesis or 601 HIST Research Project

Total required core credits
Minimum total required further specialization credits
Minimum total elective credits
Minimum total credits for above Master’s Degree

35 credits
5 - 15 credits
10 - 20 credits
60 credits

History Courses

Terms Offered: If no terms are indicated, check with department or quarterly Course Announcement.

HIST 104
East Asia: Tradition and Transformation (5)
FALL/WINTER/SPRING/SUMMER
(satisfies the GECR for social sciences, list 3, history.)
The origins and early development of the political, social, cultural, and other aspects of our Western heritage.

HIST 105
Western Heritage: Origins to the 18th Century (5)
FALL/WINTER/SPRING/SUMMER
(satisfies the GECR for social sciences, list 3, history.)
The origins and early development of the political, social, cultural, and other aspects of our Western heritage.

HIST 106
Western Heritage: 18th Century to the Present (5)
FALL/WINTER/SPRING/SUMMER
(satisfies the GECR for social sciences, list 3, history.)
The political, social, cultural, and other aspects of the Western heritage from the 18th century. The course deals with the forces which shaped these Asian nations.

HIST 215
Early African American History (5)
FALL
(satisfies cultural and gender diversity university graduation requirement.)
Prerequisite: ENGL 100.
Examines the African American experience from African civilizations in the 4th Century A.D. through slavery to the end of the Reconstruction Era in the United States. (Cross-listed AAST 215)

HIST 216
20th Century African American History (5)
WINTER/SPRING
(satisfies cultural and gender diversity university graduation requirement.)
Prerequisite: ENGL 100.
The study of the history of African Americans from the end of the Reconstruction period to the present. (Cross-listed AAST 216)

HIST 218
Chicano History (5)
FALL/WINTER/SPRING
(satisfies cultural and gender diversity university graduation requirement.)
A study of Chicano history from the time of the Treaty of Guadalupe Hidalgo in 1848, to the present. Specific themes discussed include the Mexican American War, the Treaty of Guadalupe Hidalgo of 1848, the economic, political and social conditions after the Anglo-American conquest of the southwest, Mexican immigration to the U.S., Chicano labor history, the Chicano movement and other Chicano themes. (Cross-listed CHST 218)

HIST 290
History Today: Issues and Practices (5)
FALL/SPRING
An introduction to history as a discipline, the theoretical issues relevant to the discipline today, and the organization of the history profession in the United States. Topics to be covered include: an overview of modern historiography; why historians interpret the past in different and often contested ways; problems of historical method, objectivity, causation, periodization and categories of historical analysis (such as nation-state, gender, race and class); and publications, professional organizations, and careers in history.

HIST 299
Special Studies (1-5)
FALL/WINTER/SPRING/SUMMER
Prerequisite: Prior permission of the instructor.
Subjects studied vary according to faculty and student interest.

HIST 301
History of the Present (5)
FALL/SPRING
(satisfies international studies university graduation requirement.)
The historical background of contemporary problems and events, such as the Arab-Israeli conflict. Topics vary with changes in the world situation.

HIST 303
U.S. History, 1607-1877 (5)
FALL/WINTER/SPRING
This course is designed primarily, but not exclusively, for history majors and minors and is required as part of the social studies major core. It examines aspects of this nation’s political, economic, cultural, and social development form its time of English settlement to the end of Reconstruction.

HIST 304
U.S. History, 1877-Present (5)
FALL/WINTER/SPRING
This course is designed primarily, but not exclusively, for history majors and minors and is required as part of the social studies major core. It emphasizes American’s unfinished journey from the end of Reconstruction to the present. Emphasis is also given to the vast changes in American culture and society since the Civil War.

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HIST 305  Paths to the American Present (5)  SUMMER
Prerequisite: Junior or senior class standing.
An advanced course emphasizing the historical roots of the reform tradition, the political system, the American role in world affairs, and the evolution of the American social structure.

HIST 306  Modern Europe (5)  SPRING/SUMMER
A study of political, social, cultural, diplomatic, economic, and other issues in Europe of the 19th and 20th centuries.

HIST 310  Imperial China (5)  WINTER-ALTERNATE YEARS
[satisfies international studies university graduation requirement]
This class surveys the imperial era of Chinese history from the Qin dynasty to the mid-Qing (221 B.C. - 1800 A.D.).

HIST 313  Asian American History (5)  SPRING
[satisfies cultural and gender diversity university graduation requirement]
American history often focuses on the Atlantic migration and its consequences. Not all Americans have European origins. Many immigrants came from Asia. This course with an emphasis on the Pacific migration examines the experience of these Asian immigrants and their descendants in the United States from the 1840s to the present. The discussions give preference to six major ethnic groups: Chinese, Japanese, Filipino, Korean, Vietnamese, and Asian Indian. Their collective history will be studied within the broad context of American history, involving various historical themes such as westward expansion, modern industrialization, urban development, international conflict, immigration policy, labor unrest, reform movement, and cultural exchanges. The purpose of this course is to deepen our understanding of American history as well as our multicultural society.

HIST 315  African History (5)  SPRING
[satisfies international studies university graduation requirement]
A survey of African history from prehistory to the present. Emphasizes earlier African civilizations, extensive contact with the outside world, and the formation of African nations. (Cross-listed ASTR 315)

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

HIST 340  The Middle Ages (5)  WINTER-ALTERNATE YEARS
A study of European history from the decline of the Roman Empire in the West to the year 1500.

HIST 341  The Renaissance and the Reformation (5)  FALL-WINTER-ALTERNATE YEARS
Prerequisite: HIST 105 or prior permission of the instructor.
This course examines the religious, artistic, and intellectual developments of the period in their social and political context.

HIST 343  Early Modern Europe (5)  WINTER-ALTERNATE YEARS
Political, economic, social, and intellectual forces in European history from 1500 to 1815.

HIST 350  War and Society (5)  WINTER
[satisfies international studies university graduation requirement]
A survey of military technology, strategy, and tactics and their relationship to non-military aspects of society from the Middle Ages to the present. Emphasis is on European land warfare, but aerial, naval, and non-European aspects are not excluded.

HIST 360  History of Spain (5)  SPRING-ALTERNATE YEARS
A history of Spain from pre-Roman times to the present, with special emphasis on the Imperial Hapsburg years, the Bourbon Enlightenment, and the Napoleonic era. Implicit inclusion of the concurrent developments of Western civilization.

HIST 365  Latin American History (5)  FALL/SUMMER
[satisfies international studies university graduation requirement]
Covers Spanish and Portuguese conquests in the Western hemisphere and the formation of a new civilization. The Hispanic colonial centuries, the revolutions for independence and subsequent experiences with dictatorships and democracy punctuate dramatic and distinct histories.

HIST 373  History of the American Wilderness (5)  SPRING
The course explores the ways men and women have lived in and thought about their natural environment in the United States. It begins with the colonists, who thought of the wilderness as a realm to conquer and concludes with the contemporary American environmentalists, who seek to "preserve" the wilderness.

HIST 382  20th-Century Germany, From World Wars to Cold War: Culture, Political Conflict, and National Identity (5)  SPRING-ALTERNATE YEARS
[satisfies international studies university graduation requirement]
Prerequisite: ENGL 201 or permission of the instructor.
This interdisciplinary course introduces students to central problems in German history and culture, from the end of World War I to the end of the Cold War. Topics addressed include: the impact of World War I on German National Identity; avant-garde culture in the Weimar Republic; the rise of Fascism and Daily Life in Nazi Germany; the Holocaust; cultural and political divides between East and West Germany. (Cross-listed term 382)

HIST 392  Women in the American West (4)  SPRING-ALTERNATE YEARS
This course examines the lives of frontier women using a variety of primary sources (letters, diaries, oral histories), as well as secondary sources (books, articles, movies, tapes). (Cross-listed WMST 392)

HIST 394  Women in American History (4)  FALL/WINTER
[satisfies cultural and gender diversity university graduation requirement]
Brings to life and surveys the accomplishments of the "lost women" of our past from colonial times to the present. Society's definition of the nature of women and their proper roles is examined as well as the actual life conditions of women and the social and economic functions they performed. (Cross-listed WMST 394)

HIST 395  History Internship (1-5)  FALL/WINTER/SPRING/SUMMER
Prerequisites: Prior permission of the instructor and the department chair.
An opportunity for history students to work with historical agencies. Individual learning and career development contact is coordinated through the EWU Center for Extended Learning.

HIST 405  Women and Men in History (1)  SUMMER
This course will deal with the placing of women and men within history. A comparative analysis will be made of the historical treatment given to both women and men. Using American history as an example, the workshop will set forth principles that will effectively help the classroom teacher create a gender balanced course and the student to recognize gender balance in history education. Attention will be given to non-sexist textbooks, audiovisual materials and testing. (Cross-listed WMST 405)

HIST 410  China in the 19th and 20th Centuries (5)  FALL-ALTERNATE YEARS
A political, economic, and diplomatic consideration of China from the late Qing Dynasty, with particular emphasis on the rise of Chinese nationalism and communism as an aftermath of Western and Japanese imperialism in China.

HIST 416  Modern Japan (5)  SPRING-ALTERNATE YEARS
[satisfies international studies university graduation requirement]
History of Japan as traditionalism is modified and the modern nation emerges, from the 17th century to the present.

HIST 425  Greek History to 400 BC (5)  FALL-ALTERNATE YEARS
Ancient Greece from earliest times to 400 B.C. The art, archaeology, and history of the Golden Age of Athens.

HIST 426  Hellenistic Greece (5)  WINTER-ALTERNATE YEARS
The history of ancient Greece from 400 B.C. to 30 B.C. This course will focus on Alexander the Great and the results of his conquests. The course covers the period from the end of the Peloponnesian War to the conquest of the East by Rome.

HIST 427  Roman Republic (5)  WINTER-ALTERNATE YEARS
The course begins with the earliest settlements in Italy and follows the Western Greeks, Etruscans, Carthage and the foundations of Rome to 30 B.C. the beginning of the reign of Augustus.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Time Period</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 428</td>
<td>Roman Empire (5)</td>
<td>SPRING-ALTERNATE YEARS</td>
<td>The history of Rome from Augustus to Constantine the Great (30 B.C. - 337 A.D.) The course includes cultural as well as political developments.</td>
</tr>
<tr>
<td>HIST 429</td>
<td>Ancient Near East (5)</td>
<td>SPRING-ALTERNATE YEARS</td>
<td>An intensive study of the ancient Near East including Mesopotamia, Egypt, the Indus Valley, and Assyria.</td>
</tr>
<tr>
<td>HIST 430</td>
<td>History of England to 1603 (5)</td>
<td>WINTER-ALTERNATE YEARS</td>
<td>Various aspects of English history from the Roman conquest to 1603. Attention is given to social, cultural, economic, and constitutional developments.</td>
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<tr>
<td>HIST 431</td>
<td>History of England 1603 to 1830 (5)</td>
<td>SPRING-ALTERNATE YEARS</td>
<td>A history of England from the Restoration, 1603, to the late Victorian period, including a study of the cultural, economic, and constitutional developments of the period.</td>
</tr>
<tr>
<td>HIST 432</td>
<td>Modern Britain Since 1830 (5)</td>
<td>WINTER-ALTERNATE YEARS</td>
<td>From Victorian England to World War II, this course includes a consideration of the 19th century background. Stress is on the transition of Great Britain from the leading European naval, imperial, and commercial power to a less certain position today in relation to Europe and the world.</td>
</tr>
<tr>
<td>HIST 435</td>
<td>Irish History and Culture (5)</td>
<td>SUMMER</td>
<td>Prerequisite: 5 credit hours of anthropology or 5 credit hours of history or advanced standing with permission of the instructor. This course examines various aspects of Irish history and culture from prehistory to the present. Attention is given to religious, social, cultural, economic, and political institutions and developments. (Cross-listed ANTH 435)</td>
</tr>
<tr>
<td>HIST 440</td>
<td>History of World War I (4)</td>
<td>FALL-ALTERNATE YEARS</td>
<td>Prerequisite: Basic skills clearance in English composition or prior permission of the instructor. The history of World War I, including the campaigns and major battles in all theaters, the technology, the diplomacy, and the impact on the politics, society, economy, industry and other aspects of various home fronts.</td>
</tr>
<tr>
<td>HIST 441</td>
<td>History of World War II (4)</td>
<td>FALL-ALTERNATE YEARS</td>
<td>Prerequisite: Basic skills clearance in English Composition or prior permission of the instructor. The history of World War II, including the campaigns and major battles in all theaters, the war in the air and at sea, the technology, the diplomacy, and the impact of the war on the politics, society, economy, industry, and other aspects of various home fronts.</td>
</tr>
<tr>
<td>HIST 445</td>
<td>History of Modern Germany (5)</td>
<td>SPRING-ALTERNATE YEARS</td>
<td>History of Germany in the 19th and 20th centuries.</td>
</tr>
<tr>
<td>HIST 448</td>
<td>French Revolution and Napoleon (5)</td>
<td>FALL-ALTERNATE YEARS</td>
<td>The history of the French Revolution and Napoleon, from the development of conditions leading to the Revolution through the Congress of Vienna. Emphasizes political, military and diplomatic developments.</td>
</tr>
<tr>
<td>HIST 454</td>
<td>Diplomatic History of Europe, 1914 to the Present (5)</td>
<td>FALL-ALTERNATE YEARS</td>
<td><strong>violates international studies university graduation requirement</strong> European diplomatic history from World War I to the present.</td>
</tr>
<tr>
<td>HIST 455</td>
<td>Medieval Russia (5)</td>
<td>ALTERNATE YEARS</td>
<td>Prerequisite: Junior standing or permission of the instructor. The history of Russia to 1700. Major topics include the foundation of the Russian state and state expansion, Christianization, the Mongol conquest, the reign of Ivan the Terrible, and Muscovite society and politics.</td>
</tr>
<tr>
<td>HIST 456</td>
<td>Imperial Russia (5)</td>
<td>ALTERNATE YEARS</td>
<td>Russian history from 1700 to 1905. Major themes include: efforts at reform by Russian tsars, intellectuals, and peasants; the development of the revolutionary movement; and the social and political life of the Russian people.</td>
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<tr>
<td>HIST 457</td>
<td>Twentieth-Century Russia (5)</td>
<td>ALTERNATE YEARS</td>
<td>Russia in a century of unrest. The course will explore the intent and results of revolution, including the Marxist “victory” in 1917, Joseph Stalin’s “revolution from above,” and the Gorbachev “revolution” in the 1980s.</td>
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<tr>
<td>HIST 461</td>
<td>Colonial Latin America (5)</td>
<td>WINTER-ALTERNATE YEARS</td>
<td>An outline of the Spanish and Portuguese conquests in the Western hemisphere, and the two countries’ political, economic, and social development. An emphasis upon the process by which they attained independence.</td>
</tr>
<tr>
<td>HIST 463</td>
<td>Cultural History of Latin America (5)</td>
<td>WINTER/SPRING-ALTERNATE YEARS</td>
<td>Focuses on the evolution of institutions in Hispanic America related to the thought of their day.</td>
</tr>
<tr>
<td>HIST 464</td>
<td>History of Mexico (5)</td>
<td>SPRING-ALTERNATE YEARS</td>
<td>A study of Mexico from pre-conquest times to the present. Attention is given to social, cultural, and political developments with special emphasis on the National Period.</td>
</tr>
<tr>
<td>HIST 468</td>
<td>History or Modern American Women (4)</td>
<td>SPRING-ALTERNATE YEARS</td>
<td>This course explores the history of women in America from the 1990s to the present through the use of a wide range of contemporary documents that allow a variety of women to speak for themselves. (Cross-listed WMST 468)</td>
</tr>
<tr>
<td>HIST 470</td>
<td>The First American Frontier, 1607-1763 (4)</td>
<td>WINTER-ALTERNATE YEARS</td>
<td>The development of American life, thought, and institutions in the earliest settlements to the end of the French and Indian War. Topics include Puritanism, colonial wars, Native Americans, and the family.</td>
</tr>
<tr>
<td>HIST 471</td>
<td>The Era of the American Revolution, 1763-1809 (4)</td>
<td>FALL-ALTERNATE YEARS</td>
<td>Surveys the causes and consequences of the American Revolution. Course begins with the colonies in the British imperial system, explores the reasons for revolt, and covers the military, political, and social history of the Revolution. The class investigates the need for and the nature of the new constitution.</td>
</tr>
<tr>
<td>HIST 472</td>
<td>The Young Republic, The U.S. from 1783-1824 (5)</td>
<td>SPRING-ALTERNATE YEARS</td>
<td>Federalists, Jeffersonians, and the Era of Good Feelings. United States history from 1783 to 1824, emphasizing the conflict between nationalism and sectional interests.</td>
</tr>
<tr>
<td>HIST 473</td>
<td>The Age of Jackson (5)</td>
<td>SPRING-ALTERNATE YEARS</td>
<td>The causes, course, and effects of the Jacksonian Revolution, especially in their effect upon the development of the course of American nationality.</td>
</tr>
<tr>
<td>HIST 475</td>
<td>Civil War and Reconstruction (5)</td>
<td>FALL</td>
<td>The struggle over slavery and attendant problems. Particular emphasis is given to the philosophy and statesmanship of Abraham Lincoln.</td>
</tr>
<tr>
<td>HIST 481</td>
<td>History of American Foreign Relations from 1898 (5)</td>
<td>FALL</td>
<td>A topical approach to the expansion of America’s open-door empire from 1898 to the present, with emphasis on the patterns of U.S. intervention around the globe, the impact of World Wars, and the history of the Cold War.</td>
</tr>
<tr>
<td>HIST 482</td>
<td>History of the American Frontier (5)</td>
<td>SPRING-ALTERNATE YEARS</td>
<td>The development of the United States as seen in its advancing frontiers. The impact upon the political, social, and cultural development of the nation is emphasized.</td>
</tr>
<tr>
<td>HIST 483</td>
<td>History and Government of the Pacific Northwest (5)</td>
<td>WINTER/SUMMER</td>
<td>An intensive study of the principal events and institutions of the four states comprising the Pacific Northwest and especially their relations to the Federal Union. A comparative analysis of British Columbia is also included.</td>
</tr>
</tbody>
</table>
HIST 487
Economic History of the United States (5)
SPRING/ALTERNATE YEARS
Prerequisite: Junior standing.
Economic development of the United States from the early colonial period to the present; explorations, westward movement, labor, rise of great industries, world trade, and post-war economic problems. (Cross-listed ECON 412)

HIST 489
Labor History (5)
FALL/ALTERNATE YEARS
A chronological examination of labor movements in the United States. Focuses on trade union activity and the impact unions have had on their members and society. Draws occasional examples from European and Latin American labor history for purpose of comparison, and examines various labor history theories. (Cross-listed ECON 420)

HIST 490
Senior Capstone Seminar (5)
FALL/WINTER/SPRING
Prerequisite: Senior status in the History major and [HIST 290 or CSBS 310] and CSBS 351 or instructor permission. Senior Capstone Seminar includes a major history paper and end-of program assessment.

HIST 495
History Internship (1-5)
FALL/WINTER/SPRING/SUMMER
Prerequisites: Prior permission of the instructor and the department chair.
An opportunity for history students to work with historical agencies. Individual learning and career development contact is coordinated through the EWU Distance and Extended Learning.

HIST 497
History Workshop (1-5)
FALL/WINTER/SPRING/SUMMER

HIST 498
Seminar (1-5)
FALL/WINTER/SPRING/SUMMER

HIST 499
Directed Study (1-5)
FALL/WINTER/SPRING/SUMMER
Prerequisite: Prior permission of the instructor.
Directed study and research projects in various fields of history. Limited to senior and graduate students.

HIST 501
Introduction to Historical Studies (5)
A seminar on the nature and problems of historical study with an emphasis on recent historiographical trends and research methods.

Reading Courses are usually offered every other year - Choose four

HIST 512
British History (5)
Prerequisite: Prior permission of the instructor.
The study and analysis of a number of works by different authors representing a variety of views and interpretations of British history.

HIST 520
Modern European History (5)
Prerequisite: Prior permission of the instructor.
Readings on problems in European history since 1789, with the object of expanding the student's grasp of factual material as well as interpretation and bibliography.

HIST 527
Comparative Social History (5)
Prerequisite: Prior permission of the instructor.
A reading seminar focused on the sources and methods used to understand the historical significance of "ordinary" people's lives.

HIST 530
Latin American History (5)
Prerequisite: Prior permission of the instructor.
Readings on problems in Latin American History from colonial times, with the object of expanding the student's understanding of factual material as well as interpretation and bibliography.

HIST 532
American Colonial and Revolutionary History (5)
Prerequisite: Prior permission of the instructor.
A survey of problems of research and interpretation in American History to 1783.

HIST 534
19th Century U.S. America (5)
Prerequisite: Prior permission of the instructor.
A survey of problems of research and interpretation in the era from Jackson through Reconstruction, with the objective of preparing the student to conduct original research in the field.

HIST 536
Contemporary American History (5)
Prerequisite: Prior permission of the instructor.
Readings in selected topics relating to contemporary America.

HIST 538
History of the American West (5)
Prerequisite: Prior permission of the instructor.
The participants in this readings course will be expected to investigate and analyze original documents and secondary accounts.

HIST 540
Women in U.S. History (5)
Prerequisite: Prior permission of the instructor.
Readings and problems in the history of women in the United States. The course is designed to prepare students for more specialized research in the field.

HIST 542
Public History (5)
Prerequisite: Prior permission of the instructor.
Research using regional public and private collections to prepare both the general historian and the urban and regional planner for service in the fields of local history, museology, and historic preservation. Required of students in public history field.

HIST 550
Graduate Research Seminar (5)
Prerequisites: Prior permission of the instructor.
The Research Seminar introduces graduate students to advanced techniques in primary source research in history. With guidance from the instructor and appropriate faculty members, students must find a suitable topic for research, complete with a historiographical justification. Students must conduct primary source research on their topic with special focus on printed sources—periodicals, newspapers, diaries, and manuscripts—available through interlibrary loan. Students will prepare a historiographical essay, an annotated bibliography, and a detailed outline of their project. Moreover, students must give evidence of substantial research in the relevant primary sources.

HIST 590
Historical Writing and Editing (5)
This course sharpens students' research and writing skills and leads them into the realm of actual writing, editing and typesetting of historical articles for publication. The key feature of the class is a "hands on" approach to historical publication.

HIST 596
Experimental Course (1-5)

HIST 597
Workshops (1-5)
Note: Workshop credit cannot be used to fulfill graduate degree requirements.

HIST 598
Graduate Writing Seminar (5)
Prerequisites: HIST 550 and prior permission of the instructor.
Writing seminar involving presentation and critique of research papers.

HIST 599
Independent Study/Reading (1-5)
Prerequisites: Prior permission of the instructor and the department chair.

HIST 600
Thesis (1-15)
Graded Pass/No Credit.
Prerequisite: Prior permission of the department chair and the graduate research chair.
A bound research study conducted as partial fulfillment of a master's degree under the direction of a graduate committee.

HIST 601
Research Project (1-15)
Prerequisites: M.A. candidacy and prior permission of the department chair and the graduate research chair.
A research study in lieu of a bound thesis conducted as partial fulfillment of a master's degree under the direction of a graduate committee.

HIST 694
College Teaching Internship (2-5)
Prerequisite: Prior permission of the department.
Learn teaching techniques appropriate for university teachers. Includes course planning, arranging bibliographical and instructional aids, experience in classroom instruction and student course evaluation.

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HONORS
Undergraduate and Graduate Studies
Perry Higman, Director
204 Hargreaves Hall
(509) 359-2822
email address: Honors@mail.ewu.edu
Website: http://honors.ewu.edu
Faculty: C. Catier, P. Higman, J. Johnson, T. MacMullan, F. Preisig
Rotating Faculty: D. Elder, E. Evans, J. Hanegan, G. Kenney, W. Kraft,
A. LeBar, A. Sen, G. Smith, H-Y. Steiner

UNDERGRADUATE PROGRAM
Honors at Eastern Washington University cultivates excellence in undergraduate education by providing enhanced educational opportunities to superior students and special teaching opportunities to outstanding faculty. Honors courses and Honors activities seek to develop thorough knowledge and appreciation of the liberal arts and sciences; cultivate excellent writing, calculation and critical thinking skills; and inspire an attitude of self-responsibility, lifelong intellectual development, and engagement with the world. Admission to Honors at Eastern is based entirely on demonstrated and potential intellectual and academic qualifications.

Recognition as an honors scholar is beneficial to students who apply for admission to graduate or professional schools, it also strengthens applications for employment. Participation in University Honors gives gifted and academically accomplished students the opportunity to develop and apply their talents by providing closer intellectual interaction between faculty and peers. Honors students delve deeper into their major disciplines and gain a broader perspective of their personal roles in society. Participation in the program shows that students are serious about learning; therefore, they receive special attention. Faculty members honor this commitment by providing special courses, individualized instruction and special advisors.

University Honors has both general and departmental honors components:

- General Honors emphasizes academic excellence in liberal arts curriculum areas. These Honors Sequence courses (101, 102, 103 and 104) are interdisciplinary in nature and designed primarily for freshmen, they satisfy 6 of the General Education Core Requirements.
- University Honors 398 courses are interdisciplinary in nature and intended to encourage honors students to consider their own fields of study from the perspective of a broader cultural framework. These are offered for transfer students, sophomores, juniors and seniors.
- Departmental Honors emphasizes academic excellence in one of the academic disciplines.

Financial Assistance: Incoming freshmen and transfer students are likely to have an excellent chance to receive one of the following scholarships: Killin, Academic Honors, Scholastic Honors, Honors Assistantship, or the Transfer Honors Award. These awards are specifically for the academically gifted and accomplished. Contact University Honors for additional information.

Procedural Information for Honors: Incoming freshmen and transfer students who have exhibited outstanding scholastic ability and intellectual promise are invited to apply to University Honors. Those invited generally have GPAs of 3.6+ and combined 1200+ SAT or above.

Other criteria include the Washington Pre-College Test, class rank, the Scholastic Aptitude Test, letters of recommendation from teachers or counselors, and personal interviews. Special consideration is shown to students who have participated in honors programs while in high school or community college. National Merit Semifinalists or Finalists, National Achievement Semifinalists or Finalists, and National Achievement Commended students are automatically eligible. Students not admitted to University Honors upon initial enrollment may be accepted into the program no later than the middle of their junior year. Such students must have at least a 3.3 college GPA and must be recommended by a department, faculty member, or by the Director of University Honors, based on a personal interview.

Along with the college Admission Application, freshmen as well as transfers should complete the EWU General Scholarship Application to apply to the Honors Program. The Scholarship Application requires a current transcript, a letter of recommendation from an instructor or counselor, and a brief letter indicating academic interest areas.

Degree Requirements for Honors:
Honors Designations

1. Students fulfilling the following minimum degree requirements will be awarded the baccalaureate degree with Lower Division Honors:
   Minimum freshmen honors sequence courses 16 credits
   Lower Division Honors 16 credits

2. Students fulfilling the following minimum degree requirements will be awarded the baccalaureate degree with Transfer Honors:
   Minimum freshmen honors sequence courses 16 credits
   Honors Seminar 398 (taught Fall only) 4 credits
   Total honors seminar credits 4 credits
   Total senior capstone credits 4 credits
   Minimum total for University Transfer Honors 28 credits

3. Students fulfilling the following minimum degree requirements will be awarded the baccalaureate degree with University Honors:
   Minimum freshmen honors sequence 16 credits
   Total required honors 398 courses 8 credits
   Total required senior capstone credits 4 credits
   Minimum total for University Honors 28 credits

4. Students fulfilling the following minimum degree requirements will be awarded the baccalaureate degree with Departmental Honors:
   Minimum freshmen honors sequence 16 credits
   Total required departmental honors credits 12 credits
   Total required honors 398 courses 8 credits
   Minimum total credits for Departmental Honors 24 credits

5. Students fulfilling the following minimum degree requirements will be awarded the baccalaureate degree with both Departmental Honors and University Honors:
   Minimum freshmen honors sequence credits 16 credits
   Total required departmental honors 12 credits
   Total required honors 398 courses 12 credits
   Minimum total credits for Departmental Honors and University Honors 44 credits

www.ewu.edu
Honors Courses

See course descriptions under participating programs and departments.

Terms Offered: If no terms are indicated, check with department or quarterly Course Announcement.

HONS 101
The Intellectual Tradition: The Ancient World (8)
FALL
[satisfies the GECR as one humanities course, and one social sciences course.]
Introduces major ideas of Western and Eastern thought—ideas which find expression in great works of ancient literature, philosophy, history, drama, art, and science. Readings, class discussions, and written assignments help provide understanding of these ideas through close, detailed study of important primary texts, and through reading of secondary works which establish historical and cultural background for the primary texts.

HONS 102
The Intellectual Tradition: Middle Ages Through the Reformation (8)
WINTER
[satisfies the GECR as one humanities course, and one social sciences course.]
Introduces major ideas of Western thought during the late Middle Ages through the Renaissance and Reformation—ideas which find expression in great works of literature, philosophy, history, drama, art, music, and science. Readings, class discussions, and written assignments help provide understanding of these ideas through close, detailed study of important primary texts, and through reading of secondary works which establish historical and cultural background for the primary texts.

HONS 103
Modern Science and Society (8)
SPRING
[satisfies the GECR as one social sciences course, and one natural sciences course.]
Introduces major ideas of natural and social scientists of the 19th and 20th centuries. Readings, class discussions, and written assignments help provide understanding of these ideas through close, detailed study of important primary texts, and through reading of secondary works which establish historical and cultural background for the primary texts.

HONS 104
Honors Natural Science Lab (1)
SPRING
[the completed sequence of hons 103, 104 satisfies the GECR as one natural sciences course and hons 103 alone satisfies one social sciences course.]
Prerequisite: Must be taken concurrently with HONS 103. The Honors Lab employs the scientific method to investigate and process physical, statistical and aesthetic data. Experiments are generally student designed.

HONS 398
Honors Courses (3-5)
Subject matter varies according to faculty and student interest. Designed for sophomores, juniors and seniors.

HONS 495
Honors Internship (1-5)

HONS 499
Independent Study (1-5)

HUMAN RESOURCE MANAGEMENT

See BUSINESS ADMINISTRATION.

HUMANITIES

College of Arts and Letters
Grant W. Smith, Program Coordinator
100C Patterson Hall
(509) 359-6023

B.A.
Minor
Faculty: Varies

UNDERGRADUATE PROGRAMS

Study of the humanities is distinguished by an interest in the human aspect of all knowledge. The humanities are therefore broad in nature, and a variety of individual programs can be designed for students who want a non-vocational, liberal arts background.

Each student majoring in humanities is expected to give careful attention to the relationships among the courses chosen for major and supporting purposes, and he or she should consult with the program coordinator frequently regarding the most effective means for achieving a synthesis.

The following distribution requirements are expected to meet the needs of most students; other patterns may be developed with approval of the program coordinator. In addition to the courses listed below, individual study of the classical languages, Greek and Latin, may be arranged.

The Humanities program offers two minors—a twenty credit minor in Humanities proper and 21-25 credit minor in Religious Studies (see description page 163). The following programs of study may have prerequisites. Reference the course description section for clarification.

Bachelor of Arts (B.A.)

Humanities Major (64 credits minimum)

64 credits must be earned in courses not used for GECRs

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

Required Courses

Fine Arts
Select 2 or 3 courses from the following:
Art Department and/or
Music Department and/or
Theatre Department

Literature
Select 2 or 3 courses from the following:
English Department and/or
Modern Languages and Literature Department and/or
Humanities

Philosophy
Select at least 2 courses from the following:
Department of Philosophy and/or
Humanities

Social Sciences
Select 2 or 3 courses from the following:
Geography/Anthropology Department (courses in anthropology) and/or
Economics Department and/or
Government Department and/or
History Department and/or
**Humanities Courses**

**Electives required in the major**
Select any humanities courses not used for General Education Core Requirements. These courses may be taken from the participating departments’ offerings or from the Humanities program itself. Consult with the program coordinator: HUMN 490 Senior Thesis (4) or ITGS 400 Interdisciplinary Senior Capstone (4)

<table>
<thead>
<tr>
<th>Minimum required fine arts credits</th>
<th>10 credits</th>
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<tbody>
<tr>
<td>Minimum required literature credits</td>
<td>10 credits</td>
</tr>
<tr>
<td>Minimum required philosophy credits</td>
<td>10 credits</td>
</tr>
<tr>
<td>Minimum required social science credits</td>
<td>10 credits</td>
</tr>
<tr>
<td>Minimum required elective credits</td>
<td>20 credits</td>
</tr>
<tr>
<td>Minimum total credits for above Major</td>
<td>60 credits</td>
</tr>
</tbody>
</table>

Note: Because the above is an interdisciplinary major, all students are required to consult with the program coordinator when selecting courses for the above major.

Humanities courses emphasize analysis, history, and theory of a subject. Practicums, workshops, internships, studio and applied courses are not applicable.

**Terms Offered:** If no terms are indicated, check with department or quarterly Course Announcement.

**HUMN 101**
*Introduction to Women’s Studies (5)*
*(satisfies cultural and gender diversity university graduation requirement)*
Explores the struggle for equality, the message and impact of the media, power of language, influence of religion, and the effects of socialization, education, race, class, roles, stereotypes and romantic love on the experience of women. (Cross-listed WMST 101)

**HUMN 201**
*Dance in the Humanities (4)*
Studies the dance heritage of Western civilization through an examination of the development of dance forms from their primitive beginnings to the present. The dance forms are viewed as a reflection of the interrelationship of humans and their culture.

**HUMN 202**
*Theatre in the Humanities (5)*
*(satisfies the GECR for humanities and fine arts, list 2, fine arts)*
Elements of theatre, dramatic structure, types and styles, tradition, values and ideas of the theatre and humanity’s relationship to it. (Cross-listed THTR 202)

**HUMN 210**
*Classics in Literature (5)*
*(satisfies the GECR for humanities and fine arts, list 1, literature)*
Studies works generally considered among the best and most typical of the early (e.g., Hebrew and Greco-Roman) expressions of Western culture and traditions. Discusses the development of specific themes and ideas (e.g., humanism) as they are found in several different works.

**HUMN 211**
*Masterpieces of the Western World (5)*
*WIN/SP/SP/SP/SP/SUMMER*
*(satisfies the GECR for humanities and fine arts, list 1, literature)*
Literary works selected from the Early Middle Ages through the Renaissance which illustrate themes and ideas central to Western culture, especially the interaction of faith and individualism.

**Minor**

**Humanities Minor (20 credits)**
A Humanities minor is designed for students who wish to broaden and deepen their understanding and skills in selected areas of the traditional liberal arts.

**Required Courses**
20 credits in addition to courses used for GECRs
Select 15 credits in at least two of the following three areas:
- Fine Arts
- Literature
- Philosophy

Select 5 elective credits in one of the three areas listed above or in another area of study (e.g., social sciences)
At least 10 credits must be at the 300 level or above.
No more than 10 credits may be counted from any one department except HUMN.
Students should seek prior approval of the Program Coordinator for course selections.

Minimum courses emphasize analysis, history, and theory of a subject. Practicums, workshops, internships, studio and applied courses are not applicable.

<table>
<thead>
<tr>
<th>Total required credits</th>
<th>20 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total credits for above Minor</td>
<td>20 credits</td>
</tr>
</tbody>
</table>
HUMN 311
African and African American Art History (5)
Prerequisite: ENGL 100.
Surveys visual arts from prehistoric Africa to the modern African American artist. (Cross-listed ART 311, AAST 311)

HUMN 315
East-West Philosophies and Religions (5)
FALL/WINTER/SUMMER
Prerequisite: Sophomore standing.
Comparative study of the world's theological systems in their philosophical, historical, and ethical contexts.

HUMN 316
Human Values in the Modern World (5)
Prerequisite: Junior standing or prior permission of the instructor.
Confronts the question of values inherent in such timely and relevant issues as the worth of higher education; the new morality and its approach to such topics as abortion, euthanasia, and homosexuality; medical technology and human values; racism; and religion.

HUMN 317
Frontiers of Human Knowledge (5)
Prerequisite: Junior standing or prior permission of the instructor.
A survey (with regular guest presentations) of recent creative achievements in a variety of academic and artistic areas. Focus of the survey is on the roles of models and paradigms in science.

HUMN 319
Women Artists and Society (2)
Prerequisite: English cleardance.
Survey of women artists from antiquity to the modern period. The work of painters and sculptors will be discussed in terms of the social context and artistic style of their times. (Cross-listed WMST 319)

HUMN 320
The Human Prospect (5)
WINTER/SUMMER
Prerequisite: Sophomore standing.
Explores the biological and philosophical roots of human’s relationship with the environment. (Cross-listed BIOL 320)

HUMN 325
Women in the Judeo-Christian Tradition (3)
Explores ancient and Christian attitudes toward women.

HUMN 339
Human Values and Societal Expressions in Dress (4)
A survey of cultural and societal attitudes and their interrelationships with dress, manners, customs, morals, religion, sex, ego, and position.

HUMN 379
American Literature of Ethnic Minorities (5)
Prerequisite: English cleardance.
Course may be taken more than once with different subject matter.
Any one of several major areas of ethnicity may be focused on: Native American, Asian American, Latin American/Chicano, and Black American. Specialized sub-topics within these general areas may also be the subjects of this course in different offerings. Different subject matter will be indicated by words added to the title in the quarterly Course Announcement. (Cross-listed AAST 379, ENGL 379)

HUMN 381
Nationalism and Racism in Central European Film (4)
Prerequisite: English cleardance.
This course provides the basic elements of film analysis and examines the depiction of national socialism, racism and the legacy of the Nazi past in German-speaking films by German and other Central European directors from the 1970s to the present. Evaluating criteria will differ depending on whether the course is taken for German or Humanities credit. (Cross-listed GERM 381)

HUMN 410
Feminist Theory (4)
Prerequisite: WMST 101 or HUMN/WMST 310.
Feminist theories developed to explain women’s subordinate position in society and current trends in feminist thought. Includes psychoanalytic feminism, feminist literary criticism, and cross-cultural views of feminism. (Cross-listed WMST 410)

HUMN 415
Gay, Lesbian, Bisexual and Transgender Studies (5)
Prerequisite: One course in or cross-listed with Women’s Studies.
This course consists of a theoretical examination of gay, lesbian, bisexual and transgender identities. The course material will include texts from queer theory and a wide variety of academic disciplines. (Cross-listed WMST 415)

HUMN 440
Perspectives on Death (5)
WINTER-EVERY TWO YEARS
Prerequisite: Junior standing or prior permission of the instructor.
Attitudes and beliefs associated with every person’s confrontation with mortality. Topics include stages of dying, grief, suicide, etc.

HUMN 451
Comparative Drama: Tragedy (4)
Prerequisite: Junior standing or prior permission of the instructor.
Various tragedies based on a Greek myth, as presented by the Greek tragedians and adapted by dramatists such as Seneca, Racine, Jeffers, O’Neill, Gide.

HUMN 452
Comparative Drama: Comedy (4)
Prerequisite: Junior standing or prior permission of the instructor.
English translation of the comedies of dramatists such as Aristophanes, Menander, Plautus, Terence, Moliere, and Giraudoux.

HUMN 454
Comparative Satire (4)
Prerequisite: Junior standing or prior permission of the instructor.
Satire from classical times to the present.

HUMN 460
Mass Media and American Society (5)
Prerequisite: Junior standing or prior permission of the instructor.
The impact contemporary mass media have on all facets of American society: Audiovisual materials and guest speakers are an important element of this discussion-oriented course.

HUMN 490
Senior Thesis (4)
FALL/WINTER/SPRING/SUMMER
Prerequisites: 40 credits in the major.
Humanities majors present the results of a research project or creative work prepared under the direction of a mentor approved by the Coordinator of Humanities. A second reviewer must approve the final evaluation of the project. This course or ITGS 400 must be used as the Senior Capstone required for graduation.

HUMN 497
Workshops, Short Courses, Conferences (1-5)
FALL/WINTER/SPRING/SUMMER

HUMN 498
Seminar (1-5)
FALL/WINTER/SPRING/SUMMER

HUMN 499
Directed Study (1-5)
FALL/WINTER/SPRING/SUMMER
Prerequisites: Prior permission of the instructor and the department chair.
INDIAN STUDIES
See AMERICAN INDIAN STUDIES.

INTEGRATIVE STUDIES

Interim Dean of Graduate and Undergraduate Studies
Lawrence Briggs, Contact
207 Showalter Hall
(509) 359-4675

Integrative Studies Courses

Terms Offered: If no terms are indicated, check with department or quarterly Course Announcement.

ITGS 400
Interdisciplinary Senior Capstone (4)
FALL/WINTER/SPRING/SUMMER
Prerequisite: Senior standing.
The Interdisciplinary Senior Capstone carries students from the academic community into civic life. The course assembles students into teams for studying problems which graduates will confront as citizens in the Pacific Northwest. It asks students individually and in collaboration with others to produce documents which address these problems by drawing from an array of disciplinary perspectives. The University offers this course as an option for completing the senior capstone graduation requirement, depending on the student’s major. (Major advisors can inform students about their major senior capstone requirements.)
INTERDISCIPLINARY STUDIES

College of Social and Behavioral Sciences
John L. Neace, Director
213 Hargreaves Hall
(509) 359-2402 (Cheney)
(509) 623-4372 (Spokane)

B.A.
Faculty: Varies according to degree option.

UNDERGRADUATE PROGRAMS

The Interdisciplinary Studies degrees offer alternatives for students seeking programs which provide a broad background applicable to a variety of careers. The program has three options: a liberal arts, prior learning and interdisciplinary studies.

This program and its options are intended to serve:
- Students who prefer a broad liberal arts concentration in lieu of a major (Liberal Arts).
- Students who have acquired substantial specialized training and experience outside the academic classroom (Prior Learning).
- Students who wish to complete an interdisciplinary option (Interdisciplinary).

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

Bachelor of Arts (B.A.)

Interdisciplinary Studies: Liberal Arts Option

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

The Liberal Arts option is designed to give students a breadth of academic experience to enrich their lives and broaden their understanding of the human experience. Students participating in this program complete 60 upper division credits from the following three categories: Humanities, Sciences, and Social Sciences. A 20/20/20 credit combination must be completed in these three breadth areas. These categories parallel the GECRs but are broader categories and are not restricted to those particular departments and courses. These courses must be completed in addition to Eastern Washington University’s GECR requirement. Final approval of the degree plan is required by the Director of Interdisciplinary Studies.

Total required credits 60 credits
Total credits for above Major 60 credits

Interdisciplinary Studies: Prior Learning Option

Interdisciplinary Studies: Prior Learning option requires a fee for the portfolio evaluation, please contact the program for current cost.

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

This program is designed for the returning adult who comes to Eastern with a specialized professional or paraprofessional preparation and experience. Selection is based upon assessment of documentary evidence describing each student’s competencies, skills, level of responsibility and areas of expertise.

Students design a 60 credit, upper division emphasis that meets their specific goals and objectives. Specific courses are not required other than the Portfolio Development course (ITDS 300). This course enables the adult learner to translate their prior learning into elective credit through the development of a portfolio. Portfolios are submitted to faculty members who determine the credit awarded. A student may earn up to 45 credits for prior learning experience that can be applied to the prior learning option.

Total required credits 60 credits
Total credits for above Major 60 credits

Interdisciplinary Studies Major: Interdisciplinary Option

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

This option is for students who prefer an interdisciplinary option, combining 60 upper division credits from two or three academic departments or programs. Interdisciplinary Studies students follow the guidance of department chairs to design their courses in an area in which a traditional major does not exist. Pre-approval is required from departments included in an Interdisciplinary Studies program.

Courses selected for this program may require prerequisite and advanced standing.

Total required credits 60 credits
Total credits for above Major 60 credits

Interdisciplinary Studies Major: Occupational Therapy

Note: See Occupational Therapy.

Interdisciplinary Study Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Terms Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITDS 295</td>
<td>Contracted Learning (1-15)</td>
<td>FALL/WINTER/SPRING/SUMMER</td>
</tr>
<tr>
<td>ITDS 397</td>
<td>Workshops, Short Courses Conferences (1-15)</td>
<td>FALL/WINTER/SPRING/SUMMER</td>
</tr>
<tr>
<td>ITDS 395</td>
<td>Contracted Learning (1-15)</td>
<td>FALL/WINTER/SPRING/SUMMER</td>
</tr>
<tr>
<td>ITDS 300</td>
<td>Portfolio Development (4)</td>
<td>FALL/WINTER/SPRING/SUMMER</td>
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</tbody>
</table>

Graded Pass/No Credit.
Pre-requisite: Permission of the instructor.
Significant prior learning is documented for evaluation and awarded elective academic credit.

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INTERNATIONAL BUSINESS
See BUSINESS ADMINISTRATION.

INTERNATIONAL AFFAIRS
College of Social and Behavioral Sciences
Lui Hebron, Director
208J Patterson Hall
(509) 359-2363
B.A.
Faculty: Varies

UNDERGRADUATE PROGRAM
The International Affairs Program in the department of government is designed to provide students interested primarily in the fields of international relations and comparative politics with a body of knowledge, perspectives and critical skills for understanding the political, economic, historical and sociocultural relationships and issues shaping today's global community. It offers a thoughtfully integrated, relatively flexible, interdisciplinary set of courses in the social sciences leading to the degree of Bachelor of Arts in International Affairs. The goal of this major is to provide students with a solid foundation for employment and/or advanced study in an international field.

The program of study provides students a choice of two concentrations—one in Global Studies and another in Area Studies (i.e., Asia or Europe). The Interdisciplinary curriculum of both concentrations, afford students the opportunity to gain an appreciation of competing theoretical perspectives, to grapple with multiple and overlapping economic, political, and social linkages between and among global and domestic actors and events, and to apply this knowledge and understanding of complex global interdependence to the analysis of a wide range of issues. IA students learn to consider issues broadly, to see how issues and problems are interconnected, and to engage in critical and creative thinking. The IA major's focus on preparing students for employment and lifelong learning into the 21st century clearly embodies the spirit of liberal arts education coupled with meaningful career preparation as we understand it at Eastern Washington University.

Students who major in International Affairs tailor their plan of study to their individual educational and career goals by choosing courses in Government, Economics, Sociology, History, Communications, Anthropology, Geography, and Foreign Language. IA majors are also encouraged to pursue foreign study or internship opportunities with public and private agencies as part of their undergraduate education. The IA major culminates in a Senior Capstone in which students demonstrate their ability to analyze a complex issue or question, bringing to bear both the depth of their knowledge and the breadth of their liberal arts education.

Students majoring in international studies will gain competency in global relations, proficiency in a foreign language, and skills in research, writing and oral communications. Students will be prepared to go on to graduate study in a wide array of disciplines such as: international studies, development, education or law. They will also be well equipped for career opportunities in the private, public and non-profit sectors.

Government department and program recognition of outstanding students are additional features of the International Affairs Program. Outstanding International Affairs graduates are honored during the graduation ceremonies with the Eastern Washington University H. Kent Goodspeed Diplomate-in-Residence Award.

The program, in conjunction with the International Affairs Club, sponsors regular lectures, forums, and debates on campus which encourage students and faculty to confront and consider the integrated character of global and areal political, economic and social issues.

Admission Requirements/Preparation
Prerequisites: 40 credits (includes GECRs)
- ANTH 101 Cultural Anthropology (5)
- ECON 200 Introduction to Microeconomics (5)
- ECON 201 Introduction to Macroeconomics (5)
- Foreign Language Second Year (10)

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

Bachelor of Arts (B.A.)
Note: Two years of a single high school foreign language or one year of a single college level foreign language is required.

International Affairs Major (72 - 74 credits)
Introduction Course
Choose one:
- GOVT 203 Introduction to Comparative Politics (Area Studies) (5)
- GOVT 204 Introduction to International Politics (Global Studies) (5)

Foundation Courses
Choose one course selected from:
- CSBS 310 Foundations of Social and Behavioral Sciences Theory (5)

Plus one course selected from:
- CSBS 320 Introductory Statistics for the Social Sciences (5)
- CSBS 330 Integrated Social Science Methods (5)
- CSBS 331 Documents-Based Research Methods (5)

Core Requirements
- INST 200 Global Issues (4)
- INST 490 Governance - Senior Capstone (5)
- CMST 440 International Communication (5)
- GOVT 322 International Political Economy (5)
- HUMN 210 Classics in Literature (5)
- SOCI 362 Sociology of Politics (5)

Concentration I: Global Studies
This concentration is for those students who are interested in a more general, broad-based understanding of global affairs.

GOVT 5 credits selected from:
- GOVT 320 The International System (5)
- GOVT 321 International Organization (5)
- GOVT 323 American Foreign Policy (5)
- GOVT 326 Politics of Western Europe (5)
- GOVT 327 Politics of the Developing Nations (5)
- GOVT 328 Politics of the People's Republic of China (5)
- GOVT 329 Survey of the Pacific Rim: Asia (5)
- GOVT 402 Topics in International Relations and Comparative Politics (5)

ANTH/GEOG 3-5 credits selected from:
- ANTH 342 Tribes, Bands and Chiefdoms (5)
- ANTH 348 Peasant Societies (5)
- ANTH 366 Revolution and Development in the Third World (5)
- GEOG 459 Political Geography (3)

ECON 5 credits selected from:
- ECON 415 History of Economic Thought (5)
- ECON 417 Political Economy (5)
- ECON 421 Labor Economics (5)
- ECON 424 Economics of Poverty and Discrimination (5)
- ECON 450 Public Finance and Public Policy (5)
- ECON 470 International Economics (5)
- ECON 474 International Finance (5)
- ECON 475 Economic Development (5)

HIST 5 credits selected from:
- HIST 301 History of the Present (5)
- HIST 306 Modern Europe (5)
- HIST 310 History of Early Modern China (5)
- HIST 350 War and Society (5)
- HIST 410 China in the 19th and 20th Centuries (5)
- HIST 412 Republican China (5)
- HIST 416 Modern Japan (5)
- HIST 454 Diplomatic History of Europe, 1914 to the Present (5)
- HIST 481 History of Foreign Relations from 1898 (5)

FOREIGN LANGUAGE (Study Abroad) (10 credits)
or
INTERNSHIP (Government or Corporate) (10 credits)
or
International Affairs Courses

Terms Offered: If no terms are indicated, check with department or quarterly Course Announcement.

See course descriptions listed under the participating programs and departments: Economics, Geography/Anthropology, Government, History, Humanities, Management (School of Business), and Modern Languages and Literatures.

INST 200
Global Issues (4)

WINTER

Prerequisites: ENGL 101 is required; 201 is recommended. A survey of important large-scale issues and transformations in international politics, the global economy, technology, the world’s environment. The importance of context - from the global and holistic to the local and personal - is emphasized throughout the course, requiring corresponding research, analysis and reflection. Students will better understand and gain deeper insight into the dynamics of change, the forces which shape our present and future. Furthermore, the course encourages personal engagement, in the interest of relevance and pragmatism, through individual study and group interaction. The seminar combines conventional pedagogy with computer-mediated instruction and research on the internet. Students will become proficient in applying principal internet tools - email, web browsers, telnet and search engines - working extensively with resources available on the internet. (Cross-listed GOVT 490)

INST 380
Japan Today (4)

(Fulfills international studies university graduation requirement.) Prerequisite: ENGL 201 or instructor permission.

A broad survey of contemporary Japan including society, culture, geography, government and economy. No knowledge of Japanese language is required. (Cross-listed JAPS 380)

INST 490
Governance - Senior Capstone (5)

(Fulfills senior capstone university graduation requirement.)

This seminar examines issues of Global Governance in the 21st Century, inviting students to explore trends and transformations in international politics, the global economy, technology, the world’s environment. The importance of context - from the global and holistic to the local and personal - is emphasized throughout the course, requiring corresponding

Electives (10 credits)

Electives (300-level and above) are to be selected in consultation with the program director from appropriate disciplines in the Social Sciences, Humanities, Philosophy, the Sciences, Business and relevant special curricula, including interdisciplinary/cross-cultural programs.

Total required introduction credits 5 credits
Total required foundation credits 10 credits
Total required core credits 29 credits
Minimum total required concentration credits 28 - 30 credits
Minimum credits for above Major 72 - 74 credits

Concentration II: Area Studies

This concentration is geared for those students who are interested in a specialized, in-depth focus on a particular region of the world - i.e., Asia, Europe or Latin America.

Asian Area Studies

GOVT 5 credits selected from:

INST 380 Japan Today (4)
GOVT 327 Politics of Developing Nations (5)
GOVT 328 Politics of the People’s Republic of China (5)
GOVT 329 Survey of the Pacific Rim: Asia (5)
GOVT 402 Topics in International Relations and Comparative Politics (5)

ANTH/GEOG 3-5 credits selected from:

ANTH 342 Tribes, Bands and Chiefdoms (5)
ANTH 346 Revolution and Development in the Third World (5)
GEOG 459 Political Geography (5)

ECON 5 credits selected from:

ECON 415 History of Economic Thought (5)
ECON 417 Political Economy (5)
ECON 421 Labor Economics (5)
ECON 424 Economics of Poverty and Discrimination (5)
ECON 426 Economics of Poverty and Public Policy (5)

HIST 5 credits selected from:

HIST 306 History of Modern Europe (5)
HIST 360 History of Spain (5)
HIST 382 20th Century Germany (5)
HIST 433 Recent Britain Since 1945 (5)
HIST 445 History of Modern Germany (5)
HIST 454 Diplomatic History of Europe, 1914 to the Present (5)
HIST 455 Medieval Russia (5)
HIST 456 Imperial Russia (5)
HIST 457 Twentieth-Century Russia (5)

FOREIGN LANGUAGE (Study Abroad) (10 credits)

or INTERNSHIP (Government or Corporate) (10 credits)

or Electives (10 credits)

Electives (300-level and above) are to be selected in consultation with the program director from appropriate disciplines in the Social Sciences, Humanities, Philosophy, the Sciences, Business and relevant special curricula, including interdisciplinary/cross-cultural programs.

Total required introduction credits 5 credits
Total required foundation credits 10 credits
Total required core credits 29 credits
Minimum total required concentration credits 28 - 30 credits
Minimum credits for above Major 72 - 74 credits

International Affairs Courses
JOURNALISM

College of Arts and Letters
Stephen D. Blewett, Program Director
EWU Spokane Center, Spokane
(509) 623-4347

B.A., B.S.
Minor
Faculty: S. Blewett, W. Stimson

UNDERGRADUATE PROGRAMS

The Journalism Program, located in Spokane, is designed to prepare students
for professional journalism careers in print and electronic news reporting,
public relations, public information and electronic publishing.

Few careers demand a more varied body of knowledge than does journalism.
Journalists today are constantly working with far-ranging and complex issues.
The journalism curriculum at Eastern recognizes that the profession is both a
discipline of its own and yet a fusion of many disciplines in our culture.

General Admissions Requirements for Transfer Students: Transfer
students should contact a Journalism program advisor during their
application to the University. Freshmen and Sophomores: Journalism
majors should try to complete their GECRs during their first two years.
Freshmen are encouraged to take JRNM 100 (Easterner Staff). Freshmen and
sophomores should contact the Journalism Program’s advisors to identify
those courses needed to prepare for their selected degree option. Completion
of ENGL 101 and ENGL 201 are required for admission to the Journalism
Program.

Because journalism courses build upon one another and are not repeated
during the year, it is recommended that students begin study in the fall.

The B.A. News-Editorial Option prepares students for traditional roles in print
and electronic journalism. During their freshman, sophomore and senior
years News-Editorial majors attend classes on the Cheney Campus. News
Editorial Option journalism students take approximately three-fourths of their
courses outside the professional program. In their junior year, students enter
the Journalism Center in Spokane for a year-long program of study, using the
City of Spokane as a learning laboratory. With few exceptions, only journalism
courses will be taken during this time.

Students entering the B.S. degree in Public Relations take courses both in
Spokane and Cheney. The major provides students with the theoretical and
practical knowledge and skills required to enter the field of public relations,
community relations and allied disciplines.

The interdisciplinary Technology and Computer Science options are
designed to prepare students for careers in web design, internet and intranet
information system design and management.

Internships: Students completing the News-Editorial Option are encouraged
to complete an internship. Those completing either the Technology or the
Computer Science Option or the Public Relations Option are required to complete
an internship.

While the Program’s residency in Spokane is designed primarily for students
entering the program in their junior year, exceptions may be made for
students who decide to enter the program and major in journalism during
their senior year.

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

Bachelor of Arts (B.A.)

Students working toward the B.A. degree may either major or
minor in journalism.

Journalism Major with Computer Science Option
(72 - 83 credits)

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

Required Core Courses
JRNM 330 Mass News Media (5)
JRNM 352 News Writing (5)
JRNM 353 Advanced News Writing (5)
JRNM 337 Editing and Publishing (4)
JRNM 341 Reporting (5)
JRNM 351 Law of Journalism (4)
JRNM 395 In-Service Training (5-16)
JRNM 470 Desktop Publication Design (4)

Take the following courses or others in consultation with the Computer
Science Department
CPLA 215 Internet and WWW Basics (2)
CSCD 225 Programming Principles I (5)
CSCD 226 Programming Principles II (5)
CSCD 325 Object Oriented Programming (3)
CSCD 378 Web Programming (4)
CSCD 411 Multimedia Techniques (4)
CSCD 414 Object Oriented Programming for Multimedia (4)
CSCD 419 Multimedia Design and Implementation (4)
TECH 368 Introduction to Web Page Design (4)

Minimum required core credits 37 - 48 credits
Total required computer science department credits 35 credits
Minimum total credits for above Major 72 - 73 credits

Journalism Major with News Editorial Option
(90 credits)

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

Required Core Courses
JRNM 330 Mass News Media (5)
JRNM 332 News Writing (5)
JRNM 353 Advanced News Writing (5)
JRNM 337 Editing and Publishing (4)
JRNM 341 Reporting (5)
JRNM 349 Photojournalism (4)
JRNM 351 Law of Journalism (4)
JRNM 442 Advanced Reporting (5)

Elective Core Courses
JRNM 334 Magazine Article Writing (4)
JRNM 395 In-Service Training (5-16)
JRNM 451 Introduction to Public Relations Theory (4)
JRNM 452 Advanced Public Relations Theory (4)
JRNM 453 Public Relations Writing (4)
JRNM 470 Desktop Publication Design (4)

Second Concentration
Select courses in consultation with Journalism advisor.

Total required core credits 37 credits
Total elective core credits 8 credits
Total required second concentration credits 45 credits
Total credits for above Major 90 credits

Journalism Major with Technology Option
(69 - 82 credits)

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

Required Core Courses
JRNM 330 Mass News Media (5)
JRNM 332 News Writing (5)
JRNM 353 Advanced News Writing (5)
JRNM 337 Editing and Publishing (4)
JRNM 341 Reporting (5)
JRNM 351 Law of Journalism (4)
JRNM 395 In-Service Training (5-16)
JRNM 470 Desktop Publication Design (4)

Take the following courses or others in consultation with the
Engineering and Design Department
TECH 216 Computer Graphics (4)
TECH 260 Desktop Publishing (4)
TECH 263 Visual Communication Design 1 (4)
TECH 368 Introduction to Web Page Design (4)  
TECH 375 Intro to Multimedia Design (4)  
CPLA 215 Internet and WWW Basics (2)  
or HTML Knowledge  
CSCD 378 Web Programming (4)  
CSCD 414 Object Oriented Programming for Multimedia (4)  
CSCD 419 Multimedia Design and Implementation (4)  

**Minimum total required core credits**: 37 - 48 credits  
**Minimum total required engineering and design department credits**: 32 - 34 credits  
**Minimum total credits for above Major**: 69 - 82 credits

## Bachelor of Science (B.S.)

### Journalism Major with Public Relations Option (83-90 credits)

The Journalism Program participates in an interdisciplinary major in Public Relations. Requirements for the major, when taken under the Journalism Program, are listed below; requirements for the same major, when taken under the Department of Communication Studies, are listed under that department. The major provides the graduate with the theoretical and applied knowledge and skills required to competently enter the field of public relations in either the profit or not-for-profit sectors.

#### Required Courses
- JRNM 330 Mass News Media (5)  
- JRNM 332 News Writing (5)  
- JRNM 395 Inservice Training (5-10)  
- JRNM 451 Introduction to Public Relations Theory (4)  
- JRNM 452 Advanced Public Relations Theory (4)  
- JRNM 453 Public Relations Writing (4)  
- JRNM 470 Desktop Publication Design (4)  
- CMST 430 Communications in Organizations (5)  
- CMST 470 Applied Quantitative Research Methods (5)  
- TECH 260 Desktop Publishing (4)

**One of 5 credits**
- CMST 201 Public Speaking (5)  
- CMST 400 Message Design (5)

### Journalism Minor (18 credits)

**Minimum total required credits** 58 - 65 credits  
**Total required minor technical writing credits** 10 credits  
**Total required upper-division credits** 15 credits  
**Minimum total credits for above Major** 83 - 90 credits

### Electives

Select from upper-division journalism courses.

#### Total required credits 14 credits
- Total elective credits 4 credits  
- Total credits for above Minor 18 credits

## Technical Writing faculty

- Engr 271 Introduction to Technical Writing (5)  
- ENGL 271 Introduction to Poetry (5)

### Terms Offered: If no terms are indicated, check with department or quarterly Course Announcement.

#### JRNM 100 Easterner Staff (3)  
FALL/WINTER/SUMMER  
Graded Pass/No Credit.  
Prerequisite: Prior permission of the instructor.  
Reporting and editorial assignments on the staff of the University paper. Total of nine credits allowed.

#### JRNM 299 Individual Study (1-3)  
FALL/WINTER/SUMMER  
Prerequisite: Prior permission of the instructor.

#### JRNM 330 Mass News Media (5)  
FALL  
A survey of scope, function, standards, and career opportunities in mass news media.

#### JRNM 332 News Writing (5)  
FALL/WINTER  
Students study, cover, and write about local education, labor, business, law enforcement, crime and criminal law, religion, science and sports.

#### JRNM 333 Advanced News Writing (5)  
WINTER  
Prerequisite: JRNM 332, In-depth reporting and news writing methods.

#### JRNM 334 Magazine Article Writing (4)  
WINTER  
Prerequisite: JRNM 332 or permission of the instructor.  
Special stress is put on the development of article ideas, the preparation of manuscripts and analysis of various markets with a view of selling articles.

#### JRNM 337 Editing and Publishing (4)  
WINTER  
Newspaper and magazine copy editing and makeup and the preparation of copy, art and photography for the printer.

#### JRNM 341 Reporting (5)  
WINTER  
Prerequisite: JRNM 332, Local government procedures at the city level, from a reporter’s view. Coverage of the Federal Building.

#### JRNM 349 Photjournalism (4)  
SPRING  
Photography for newspaper and magazine illustration.  
Analysis of picture newsworthiness. Practical experience in taking and developing pictures.

#### JRNM 351 The Law of Journalism (4)  
FALL  
Prerequisite: Prior permission of the instructor.  
Laws relating to journalism including freedom of the press, libel, privacy, contempt of court and property rights in news.

#### JRNM 395 In-Service Training (5-16)  
FALL/WINTER/SUMMER  
Prerequisite: Prior permission of the instructor.  
Students spend one quarter in professional news media, including newspapers, radio and television or working in PR with an organization. Time may be divided equally among all three or restricted to a single medium of major interest. An opportunity to work with and observe professional newsmen in the gathering, preparation and distribution of news.
JRNM 435  
Critical Writing (4)  
SPRING  
Prerequisite: JRNM 322 or permission of the instructor.  
Focuses on editorial and column writing and the reviewing of books, films, plays, and television.

JRNM 442  
Advanced Reporting (5)  
SPRING  
Prerequisite: JRNM 341.  
Local government at the county level, from a reporter’s view. Coverage of court trials and the state legislature.

JRNM 450  
Public School Journalism (3)  
SUMMER  
Planning and design of school newspapers, using desktop publishing principles.

JRNM 451  
Introduction to Public Relations Theory (4)  
FALL  
Prerequisite: Junior standing.  
Explores a broad range of concepts, elements, skills and impacts, including theory and applications; examines the role of public relations in business and society and as a profession.

JRNM 452  
Advanced Public Relations Theory (4)  
WINTER  
Prerequisite: JRNM 451 or permission of the instructor.  
Applies journalism, communications and public relations theories and skills to case study examples in organizations and communication environments.

JRNM 453  
Public Relations Writing (4)  
SPRING  
Prerequisites: JRNM 332, 451 or permission of the instructor.  
Methods of preparing and producing messages for organizations in print and other media forms.

JRNM 470  
Desktop Publication Design (4)  
SPRING  
Prerequisite: TECH 260 or permission of the instructor.  
Applies the theories and principles of publication design to newspaper, newsletter, magazine and brochure formats as produced with desktop publishing technology.

JRNM 497  
Workshops, Short Courses, Conferences (1-5)  
FALL/WINTER/SPRING/SUMMER

JRNM 498  
Seminar in Journalism Problems (1-5)  
FALL/WINTER/SPRING/SUMMER

JRNM 499  
Directed Study (1-5)  
FALL/WINTER/SPRING  
Prerequisite: Prior permission of the instructor.

LIBRARY SCIENCE

See EDUCATION.

LINGUISTICS

College of Social and Behavioral Sciences  
Elwyn C. Lapoint, Advisor  
Department of Geography/Anthropology  
123 Isle Hall  
(509) 359-7031

Minor

UNDERGRADUATE PROGRAM

Linguistics is a broad-based discipline concerned with the study of language. The minor in linguistics is an interdisciplinary program designed for students who require a background in this field as part of their baccalaureate preparation in an allied discipline. It is also intended for those students, regardless of their major, who have a general interest in language and linguistics.

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

Linguistics Minor (26 credits)

Required Courses  
ANTH 445 Anthropological Linguistics (5)  
or ENGL 360 Language Structure and Use (5)  
ANTH 446 Sociolinguistics (3)  
ENGL 460 Modern Grammar (5)  
ENGL 461/COMD 407 Survey of Psycholinguistics (3)

Electives  
Select from among the following:  
COMD 304 Phonetics (4)  
COMD 331 Language Development (4)  
ENGL 468 History of the English Language (4)  
Modern Languages and Literatures: 5 maximum—see Note below

Total required credits 16 credits  
Total elective credits 10 credits  
Total credits for above Minor 26 credits

Note: One to five credits in language courses, as approved by the program advisor, may be applied towards meeting the requirements of the linguistic minor.

Courses

See course descriptions listed under participating programs and departments; Communication Disorders, English, Anthropology, and Modern Languages and Literatures.
MANAGEMENT

See BUSINESS ADMINISTRATION.

MANAGEMENT INFORMATION SYSTEMS

See BUSINESS ADMINISTRATION.

MARKETING

See BUSINESS ADMINISTRATION.

MATHEMATICS

College of Science, Math and Technology
Christian Hansen, Chair
(509) 359-6068
216 Kingston Hall

B.A., B.A.E.

Minors

M.S.


UNDERGRADUATE PROGRAMS

Mathematics is both an art and a science: it has the unique feature that, while it is typically studied for its own sake, throughout history its results have been crucial in the advancement of other sciences. Presently there is a shortage of American mathematicians. Many professionals at the forefront of the behavioral, social, and pure sciences also must have a solid background in advanced mathematics.

Among the degrees offered by the department are Bachelors of Arts degrees in Mathematics or Mathematics with an option in Computer Science, Economics, or Statistics which are designed to prepare students for graduate work in mathematics or in related disciplines such as statistics or economics or to equip students for work in industry. Well-prepared entering freshmen may opt to combine the Bachelor of Arts in Mathematics program with the Master of Science in Mathematics in the Five-Year Bachelor of Arts/Master of Science in Mathematics Program.

The program leading to the B.A. in Mathematics is especially strong and is unique within the region. The department strives to promote excellence; it fields teams for the Putnam competition and prepares students for actuarial exams. It also sponsors a chapter of the mathematical honorary society, Pi Mu Epsilon. Recent graduates are successfully pursuing doctoral work at top-level universities.

The purpose of the Five-Year program is to provide mathematically talented high school students in the State of Washington the opportunity to earn a Bachelor’s Degree and a Master’s Degree in Mathematics in five years. This program is highly competitive and prepares students for careers in industry, for careers in community college teaching, and for further graduate studies.

The other degrees offered by the department are the Bachelor of Arts in Education in secondary and in elementary mathematics education. The preparation of mathematics teachers is a major emphasis of the department. Six department faculty members have expertise in mathematics education and experience teaching elementary, middle, and/or high school mathematics. Employment opportunities for teaching mathematics at elementary, middle and secondary levels are substantial and expected to remain high for the foreseeable future.

The department’s mathematics education programs prepare future teachers by providing background in mathematics content, history of mathematics, teaching methods, learning theories, problem solving, the use of technology in teaching mathematics, and current developments in curriculum. The Secondary Mathematics Education program is one of the strongest in the state and provides students with a mathematics background that approaches that of the B.A. in Mathematics. Completion of a major or minor in Secondary Mathematics Education satisfies the current requirements for a mathematics teaching endorsement (certificate) for the State of Washington. The Elementary Mathematics Education program is unique in the state; it provides a balance of mathematics content and teaching methods courses to give prospective K-8 teachers a deeper background in mathematics and the teaching of K-8 mathematics. Graduates of this program have the background to be Mathematics content specialists at their schools.

www.ewu.edu
The department has been strengthening its faculty, and its faculty members are increasingly active in research. On occasion, undergraduates have been involved in research. Currently, faculty members are active in the areas of statistics, higher algebra, real and harmonic analysis, numerical analysis, complex variables, differential geometry, convexity and topology, and in various areas of mathematics education including concept maps, functions, number sense in primary children, and construction of mathematical understanding.

An important function of the department is to provide services to students from a wide range of disciplines. Mathematics Tutoring Labs provide employment for high-achieving students and assistance to students in all mathematics courses.

In addition, computers equipped with mathematics software and tutorials are used in conjunction with several courses offered by the department and allow students the practice needed to be successful in their mathematics courses.

General Admissions Requirements for Mathematics: High school students who want to pursue a major in this department (except the B.A.E. Elementary Mathematics) should complete four years of high school mathematics, which includes two years of algebra, one year of geometry, and one year of pre-calculus mathematics. All prospective department majors should contact the Mathematics Department office as soon as possible after being admitted to EWU to obtain an advisor and to plan a program of study.

Transfer students should contact their counseling office or the EWU Mathematics Department to identify appropriate lower-division and major/minor preparatory courses.

Five-Year Bachelor of Arts/Master of Science in Mathematics Program:

Students seeking entrance into the Five-Year Bachelor of Arts/Master of Science in Mathematics program are required to:

1. Take a year of Calculus in their senior year at a college or at their high school. If the student takes Calculus at a college, he or she must average 3.50 or better. If the student takes Calculus in high school, he or she must take the Calculus Advanced Placement Exam (preferably the BC) and earn a 4 or a 5.

2. Apply to the Mathematics Department for admission into the program; a letter of recommendation from a high school mathematics teacher is required.

Placement Testing Policy: All students admitted to Eastern Washington University without an A.A. direct transfer degree must take the Mathematics Placement Test (MPT) prior to registering for classes at Eastern. The only exceptions are students who have received a score of 3.0 or higher on the Advanced Placement test and students who have received a grade of 2.0 or higher from a post-secondary institution in a course equivalent to the level of intermediate Algebra or above.

There are two tests: The Intermediate Mathematics Placement Test and the Advanced Mathematics Placement Test. The Intermediate MPT has 35 questions from the topics of Elementary Algebra, Intermediate Algebra, and Precalculus I (topics from Algebra I and II in high school). The Advanced MPT has 30 questions from the topics of Intermediate Algebra, Precalculus, and Calculus. The test you take depends on your background in mathematics, and placement in a mathematics course is determined by the percentage of problems answered correctly.

A photo ID card is required at testing time. No calculators are allowed. The Mathematics Placement Test may be taken twice a year, with at least two weeks between test times. Contact the Mathematics Department for more information.

Prerequisite Policy: Students must have earned a grade of 2.0 or better in any mathematics course that is to be used to satisfy a prerequisite requirement for a subsequent mathematics course offered by the Eastern Washington University Mathematics Department.

Academic Progress Policy:

The intent of the Academic Progress Policy is to support Mathematics Department declared majors and minors who experience difficulty in mathematics courses required in their programs. Department experience has shown that with very few exceptions, requiring a student who has failed to earn a 2.0 in a required mathematics course to meet with an advisor will be beneficial to the student in terms of maximizing the student's academic performance and minimizing the expected time to graduation.

A mathematics student is any Eastern Washington University student who intends to complete a major or minor in Mathematics. Mathematics with an option in Computer Science, Economics, or Statistics; Mathematics/Secondary; or Mathematics/Elementary.

Mathematics students who fail to make at least a 2.0 grade in any mathematics course taken at EWU must review the circumstances with an academic advisor during the term following the failure. A letter from the student explaining the circumstances must be placed in the student's file. Mathematics students failing to follow this procedure will not be allowed to enroll in subsequent mathematics courses.

Mathematics students who fail to make at least a 2.0 grade in mathematics courses taken at EWU on any two quarters during their undergraduate program must meet during the term following the second occurrence with a committee consisting of the student's appointed advisor and two other members of the mathematics faculty: one designated by the department chair and one chosen by the student. The committee will review the circumstances including the letter submitted after the first occurrence and recommend one of the following actions:

(a) The student be allowed to continue in the program without specific remediation.

(b) The student be required to remediate specific deficiencies in a way prescribed by the committee.

Mathematics students who fail to make at least a 2.0 grade in mathematics courses on three quarters during their undergraduate program must again meet with a committee of at least three faculty members who will decide if the student will be allowed to continue in the program. Students who are dropped from mathematics programs may be reinstated only by demonstrating the capability of academic excellence and a commitment to complete an undergraduate program in a reasonable time frame. This demonstration must be made before a committee of at least three members of the mathematics faculty.

Mathematics students who are dropped from mathematics programs will not be allowed to take subsequent mathematics courses except for those courses required by another department in the student's major program. The Department of Mathematics will not submit a letter of recommendation for Professional Degree Candidacy for any student who has been dropped from departmental programs.

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

Bachelor of Arts (B.A.)
Mathematics Major (90 credits)

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

Required Courses
MATH 161 Calculus I (5)
MATH 162 Calculus II (5)
MATH 163 Calculus III (5)
MATH 225 Foundations of Mathematics (5)
MATH 231 Linear Algebra (5)
MATH 241 Calculus IV (5)
MATH 360 or 460 Continuous Functions (4)
MATH 431 Introduction to Modern Algebra I (4)
MATH 432 Introduction to Modern Algebra II (4)
MATH 461 Advanced Calculus I (4)
MATH 462 Advanced Calculus II (4)
MATH 494 Senior Seminar (2) (2.0 must be obtained for graduation)
Mathematics Electives
Select six courses from the following:

- MATH 345 Numerical Analysis I (4)
- MATH 347 Introductory Differential Equations (4)
- MATH 385 Probability and An Introduction to Statistics (4)
- MATH 430 Advanced Linear Algebra (4)
- MATH 433 Introduction to Modern Algebra I (4)
- MATH 445 Numerical Analysis II (4)
- MATH 447 Differential Equations (4)
- MATH 470 Foundations of Geometry (4)
- MATH 481 Complex Analysis (4)
- MATH 485 Theoretical Probability and Mathematical Statistics (4)

Supporting Courses
Courses satisfying this requirement must be selected from the following two lists, with at least 6 credits from List A and at least 6 credits from List B.

List A
- CSCD 205 Programming Principles I Lab (1)
- CSCD 225 Programming Principles I (5)
- CSCD 226 Programming Principles II (5)
- CSCD 234 Visual Basic Programming (3)
- CSCD 325 Object-Oriented Programming (3)
- CSCD 334 Advanced Techniques in Visual Basic (4)

List B
- CHEM 421 Physical Chemistry (4)
- CHEM 422 Physical Chemistry (3)
- CHEM 423 Physical Chemistry (3)
- CSCD 420 Finite State Automata (4)
- CSCD 421 Automata and Languages (4)
- CSCD 501 Theory of Computing I (4)
- CSCD 502 Theory of Computing II (4)
- ECON 430 Mathematical Economics (5)
- PHYS 151 General Physics I (4)
- PHYS 152 General Physics II (4)
- PHYS 153 General Physics III (4)

Total required credits: 52 credits
Total mathematics elective credits: 24 credits
Total required supporting credits: 14 credits
Total credits for above Major: 90 credits

Mathematics Major with Computer Science Option (107 credits)

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

Required Courses
- MATH 161 Calculus I (5)
- MATH 162 Calculus II (5)
- MATH 163 Calculus III (5)
- MATH 225 Foundations of Mathematics (5)
- MATH 231 Linear Algebra (5)
- MATH 241 Calculus IV (5)
- MATH 345 Numerical Analysis I (4)
- MATH 385 Probability and An Introduction to Statistics (4)
- MATH 494 Senior Seminar (2) (2.0 must be obtained for graduation)

Electives
Select three courses from one of two categories and two courses from the remaining category (for a total of 5 courses):

Category 1:
- MATH 347 Introductory Differential Equations (4)
- MATH 431 Introduction to Modern Algebra I (4)
- MATH 445 Numerical Analysis II (4)
- MATH 447 Differential Equations (4)
- MATH 485 Theoretical Probability and Mathematical Statistics (4)

Any other four credit Mathematics course numbered at or above 400 with the approval of the designated advisor for this degree.

Category 2:
- CSCD 421 Automata and Languages (4)
- CSCD 441 Operating Systems I (4)
- CSCD 442 Operating Systems II (4)
- CSCD 480 Intelligent Systems (4)

Any other four credit Computer Science course numbered at or above 400 with the approval of the designated advisor for this degree.

Total required credits: 87 credits
Total elective credits: 20 credits
Total credits for above Major: 107 credits

Mathematics Major with Economics Option (83 credits)

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

Required Courses
- MATH 161 Calculus I (5)
- MATH 162 Calculus II (5)
- MATH 163 Calculus III (5)
- MATH 225 Foundations of Mathematics (5)
- MATH 231 Linear Algebra (5)
- MATH 241 Calculus IV (5)
- MATH 345 Numerical Analysis I (4)
- MATH 385 Probability and An Introduction to Statistics (4)
- MATH 445 Numerical Analysis II (4)

Electives
Courses satisfying this requirement must come from outside the Department of Mathematics and are to be selected in consultation with the department advisor.

Total required credits: 52 credits
Total mathematics elective credits: 24 credits
Total required supporting credits: 14 credits
Total credits for above Major: 83 credits

Mathematics Major with Statistics Option (87 credits)

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

Required Courses
- MATH 161 Calculus I (5)
- MATH 162 Calculus II (5)
- MATH 163 Calculus III (5)
- MATH 225 Foundations of Mathematics (5)
- MATH 231 Linear Algebra (5)
- MATH 241 Calculus IV (5)
- MATH 345 Numerical Analysis I (4)
- MATH 385 Probability and An Introduction to Statistics (4)
- MATH 445 Numerical Analysis II (4)
- MATH 485 Theoretical Probability and Mathematical Statistics (4)
- MATH 486 Advanced Topics in Statistics (3)
- MATH 487 Advanced Topics in Statistics (3)
- MATH 494 Senior Seminar (2) (2.0 must be obtained for graduation)

Electives
Courses satisfying this requirement must come from outside the Department of Mathematics and are to be selected in consultation with the department advisor.

Total required credits: 79 credits
Total elective credits: 8 credits
Total credits for above Major: 87 credits

Note: If this is your chosen program, you should meet with a department advisor to plan your schedule before taking classes. See the EWU catalog for details, and...
see a department advisor at least twice a year to review your program. Make an appointment with Christian Hansen by calling (509) 359-6068.

Five-Year Bachelor of Arts (B.A.)/Master of Science (M.S.) in Mathematics (130 credits)

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

Required Courses

MATH 161 Calculus I (5)  MATH 162 Calculus II (5)  MATH 165 Calculus III (5)  MATH 225 Foundations of Mathematics (5)  MATH 231 Linear Algebra (5)  MATH 241 Calculus IV (5)  MATH 360 or 460 Continuous Functions (4)  MATH 431 Introduction to Modern Algebra I (4)  MATH 432 Introduction to Modern Algebra II (4)  MATH 461 Advanced Calculus I (4)  MATH 462 Advanced Calculus II (4)  MATH 494 Senior Seminar (2) (2.0 must be obtained for graduation)

MATH 531 Algebra I (4)  MATH 532 Algebra II (4)  MATH 533 Algebra III (4)  MATH 551 General Topology I (4)  *MATH 561 Real Analysis I (4)  *MATH 562 Real Analysis II (4)  MATH 573 Topics in Applied Analysis (4)  *MATH 581 Complex Analysis I (4)  *MATH 582 Complex Analysis II (4)  MATH 600 Thesis (8)

Mathematics Electives

Select five courses from the following:


(For students wishing to pursue careers in industry, the Mathematics Department recommends the following five courses: MATH 345, MATH 385, MATH 445, MATH 470, and MATH 485; for students wishing to pursue a Ph.D. in Mathematics, we recommend MATH 385, MATH 430, MATH 452, MATH 470, and any other from the list.)

Supporting Courses

Courses satisfying this requirement must be selected from the following two lists, with at least 6 credits from List A and at least 8 credits from List B.

List A

CSCD 205 Programming Principles I Lab (1)  CSCD 225 Programming Principles I (5)  CSCD 226 Programming Principles II (5)  CSCD 234 Object-Oriented Programming (3)  CSCD 334 Advanced Techniques in Visual Basic (4)

List B

CHEM 421 Physical Chemistry (4)  CHEM 422 Physical Chemistry (3)  CHEM 423 Physical Chemistry (3)  CSCD 420 Finite State Automata (4)  CSCD 421 Automata and Languages (4)  CSCD 502 Theory of Computing I (4)  CSCD 503 Theory of Computing II (4)  ECON 430 Mathematical Economics (5)  PHYS 151 General Physics I (4)  PHYS 152 General Physics II (4)  PHYS 153 General Physics III (4)

Master's Thesis

A Master's thesis in mathematics should make an original and constructive contribution to its field, at least in exposition if not in new mathematics. To this end, a thesis should demonstrate:

(a) a mastery of a substantial body of mathematics,

(b) the ability to search the mathematics literature, and

(c) a talent for presenting mathematics clearly in correct English.

Ideally, a Master's thesis may establish a new result, but new results are not required. Instead, a thesis may present mathematics from other research works, in an exposition accessible to mathematicians who do not specialize in the topic of the thesis. The final version of the thesis may follow either a local format or a format required for submission to a professional mathematics journal.

Final Comprehensive Examination

A two-hour final examination conducted by the chair of the candidate's graduate committee is required. The candidate will present his or her thesis for the first hour. The remaining time is to be left for questions from the committee on the thesis as well as material selected from the candidate's course work.

Note: After having completed 180 credits and met all university graduation requirements for a B.A., the students in this program will have the option not to take the fifth year and instead graduate with a B.A. in Mathematics provided one of the following conditions is met: a) The student has met all departmental requirements for a B.A. in Mathematics. b) The student has met alternative requirements approved by the Department Chair. Students apply for admission to the graduate program in the spring quarter of the fourth year and must meet the entrance requirements of the Graduate School. Upon acceptance to the graduate school (ordinarily when the student reaches 180 credits), the student officially becomes a graduate student, will pay graduate tuition, and may apply for a graduate instructorship.

Total required undergraduate credits 52 credits
Total required graduate credits 44 credits
Total mathematics elective credits 20 credits
Total required supporting credits 14 credits
Total credits for above Major 130 credits

Bachelor of Arts in Education (B.A.E.)

Mathematics/Elementary Major (43 credits)

Completion of this major, the General Degree Completion Requirements for Education, Elementary, and a minor field of study satisfies the state requirements for an Elementary Education teaching endorsement. This major is not designed to satisfy the state mathematics endorsement (secondary, grade levels 5-12). The Mathematics/Secondary Major and Minor for programs are designed to satisfy the requirements for a 5-12 mathematics endorsement.

Required Courses

MATH 211 Structure of Elementary Mathematics I (5)  MATH 212 Structure of Elementary Mathematics II (5)  MATH 311 Functions and Relations (5)  MATH 312 Geometry for the K-8 Teacher (5)  MATH 390 Methods of Teaching Elementary School Mathematics (5)  MATH 411 Development of the Number System (4)  MATH 412 Advanced Methods of Teaching K-8 Mathematics (5)  MATH 420 Problem Solving for K-8 Teachers (4)  MATH 490 Senior Capstone: Mathematics Practicum/Elementary (5)

Total required credits 43 credits
Total credits for above Major 43 credits

Professional Education Requirements/Elementary Education: 111-115 credits

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

Total credits for above Major and Professional Education 154 - 158 credits

Mathematics/Secondary Major (72 credits)

Completion of this major and the General Degree Completion Requirements for Education, Secondary, satisfies the state requirements for a state mathematics teaching endorsement (secondary, grade levels 5-12).

Required Courses

MATH 161 Calculus I (5)  MATH 162 Calculus II (5)  MATH 163 Calculus III (5)  MATH 225 Foundations of Mathematics (5)
Mathematics/Secondary Minor (39 credits)

Required Courses
- MATH 225 Foundations of Mathematics (5)
- MATH 311 Functions and Relations (5)
- MATH 211 Structure of Elementary Mathematics I (5)
- MATH 212 Structure of Elementary Mathematics II (5)
- MATH 360 or 460 Continuous Functions (4)
- MATH 370 Survey of Geometries (5)
- MATH 385 Probability and An Introduction to Statistics (4)
- MATH 420 Problem Solving for K-8 Teachers (4)
- MATH 490 Methods of Teaching Elementary School Mathematics (5)
- MATH 493 Methods of Teaching Secondary Mathematics (6)
- MATH 494 Seminar Seminar (2) (2.0 must be obtained for graduation)

Total required credits: 29 credits

Total credits for above Minor: 39 credits

Total required credits: 72 credits

Professional Education Requirements/Secondary Education: 50-52 credits

Mathematics/Elementary Minor (29 - 30 credits)

Required Courses
- MATH 161 Calculus I (5)
- MATH 162 Calculus II (5)
- MATH 165 Calculus III (5)
- MATH 225 Foundations of Mathematics (5)
- MATH 231 Linear Algebra (5)

Select one course from the following: (4-5 credits)
- MATH 345 Numerical Analysis I (4)
- MATH 346 or 460 Continuous Functions (4)
- MATH 370 Survey of Geometries (5)
- MATH 385 Probability and An Introduction to Statistics (4)

Total required credits: 25 credits

Minimum total required select one: 4 - 5 credits

Minimum total credits for above Minor: 29 - 30 credits

Mathematics/Secondary Minor (39 credits)

Completion of this minor, the General Degree Completion Requirements for Education, Elementary, and a major field of study satisfies the state requirements for an Elementary Education teaching endorsement. This minor is not designed to satisfy the state mathematics endorsement (secondary, grades 5-12). The Mathematics/Secondary Major and Minor for programs are designed to satisfy the requirements for a 5-12 mathematics endorsement.

Required Courses
- MATH 211 Structure of Elementary Mathematics I (5)
- MATH 212 Structure of Elementary Mathematics II (5)
- MATH 311 Functions and Relations (5)
- MATH 390 Methods of Teaching Elementary School Mathematics (5)
- MATH 412 Advanced Methods of Teaching K-8 Mathematics (5)
- MATH 420 Problem Solving for K-8 Teachers (4)

Total required credits: 29 credits

Total credits for above Minor: 29 credits

Mathematics/Elementary Minor (29 - 30 credits)

Completion of this minor, the General Degree Completion Requirements for Education, Elementary, and a major field of study satisfies the state requirements for a state mathematics teaching endorsement (secondary, grades 5-12).

Required Courses
- MATH 161 Calculus I (5)
- MATH 225 Foundations of Mathematics (5)
- MATH 231 Linear Algebra (5)
- MATH 320 History of Mathematics (4)
- MATH 370 Survey of Geometries (5)
- MATH 380 Elementary Probability and Statistics (5)
- MATH 431 Introduction to Modern Algebra I (4)
- MATH 493 Methods of Teaching Secondary Mathematics (6)

Total required credits: 39 credits

Total credits for above Minor: 39 credits

Note: Certain Mathematics courses will be offered every other year, alternating according to the following schedule:

Even numbered years: 342, 430, 445, 481, 486, 552, 581, 582
Odd numbered years: 347, 433, 447, 470, 485, 561, 562

(2006-2007 is an even year; 2005-2006 is an odd year)

Students need to take this into account when planning a program of study in the Mathematics Department.

GRADUATE PROGRAM

The Mathematics Department at Eastern Washington University offers the Master of Science degree. The program is designed to meet the needs of students seeking employment in business and industry, those seeking careers in education at the elementary, secondary, and post-secondary level, as well as students preparing for doctoral study in mathematics. The programs are rigorous and prepare the student for an increasingly competitive workplace. Graduates of these programs are highly successful professionals, scientists, and teachers; many have earned doctorates.

The master of science curriculum includes core courses in algebra, complex analysis, real analysis, and topology, courses on advanced topics; a research-expository thesis is required for all programs with the exception of the teaching options, which require a research report. Overall, the program is designed to develop competence in the central areas of mathematics, algebra, analysis, and geometry, to such a point that the student can begin to see the profound interconnections between them. The thesis demands an in-depth study of a subject at or near the forefront of mathematics. Theses have been written in theoretical computer science, theoretical physics, applied mathematics, and statistics, as well as pure mathematics; research reports focus on specific aspects of teaching mathematics at the high school or community college level. Well prepared entering undergraduates at Eastern Washington University may opt to combine the master of science program with the bachelor of arts in mathematics in the five-year bachelor of arts/master of science in mathematics program. Please consult the information in the undergraduate programs for Mathematics listed above for the complete description of this program.

The department offers three options with the M.S. Mathematics program, as well as special interdisciplinary master of science programs. The Applied Mathematics option provides an opportunity to complete a year-long sequence of courses in an applied field and write a thesis on the use of mathematics in such a field. This applied option retains most of the theoretical courses from the Master of Science curriculum, which also form the foundations of applications, so that student retain the flexibility to pursue applied or teaching careers or further research in doctoral programs. To achieve such breadth and depth, however, this applied option may require up to one additional year to complete. The Community College Instruction option is specifically tailored for the needs of an individual seeking a profession in community college or junior college teaching. The Secondary School Instruction option is designed for high school teachers who wish to extend both their knowledge of mathematics and mathematics education. Both curricula include core graduate courses in mathematics and mathematics education, a research project, and an internship. Interdisciplinary programs typically combine two fields (e.g., business and mathematics or computer science and mathematics); these programs are highly individualized and planned in conjunction with the two departments involved.

Graduate assistantships and graduate instructorships, with a partial tuition waiver, are available competitively to qualified applicants with a bachelor’s degree in mathematics, mathematics education or equivalent. Graduate Assistantships receive approximately $7,100 per academic year and typically teach one course per quarter. Instructors receive approximately $12,500 per academic year and teach two courses per quarter. All graduate instructors are required to take a year long three credit method course during their first year of instructorship.

Admission Requirements/Preparation

Entrance requirements: In addition to applying for admission to the program, prospective M.S. students will need to apply for admission to the graduate school according to procedures described elsewhere in this catalog. The GRE general test is required for all graduate programs in mathematics. Expected preparation for M.S. students is a year of modern algebra along with introductory level courses in advanced calculus and topology.

EASTERN WASHINGTON UNIVERSITY 2005-06

www.ewu.edu
Master of Science

Yves Nievergelt, Program Advisor
127 Kingston Hall
(509) 359-4259

Graduate Core
MATH 531 Algebra I (4)
MATH 532 Algebra II (4)
MATH 533 Algebra III (4)
MATH 551 General Topology I (4)
*MATH 561 Real Analysis I (4)
*MATH 562 Real Analysis II (4)
MATH 573 Topics in Applied Mathematics (4)
*MATH 581 Complex Analysis I (4)
*MATH 582 Complex Analysis II (4)
MATH 600 Thesis (8)

Other Supporting Credits (For teaching assistants only)
*MATH 521 Methods of Teaching Mathematics I (1)
*MATH 522 Methods of Teaching Mathematics II (1)
*MATH 523 Methods of Teaching Mathematics III (1)

Elective
Additional mathematics courses (1-6)

Total credits for above Master's Degree 48 - 50 credits

Secondary School Instruction Option

Required Courses
EDUC 520 Methods of Educational Research (4)
MATH 521 Methods of Teaching Mathematics I (1)
MATH 522 Methods of Teaching Mathematics II (1)
MATH 523 Methods of Teaching Mathematics III (1)
MATH 531 Algebra I (4)
MATH 533 Algebra III (4)
*MATH 561 Real Analysis I (4)
*MATH 581 Complex Analysis I (4)
MATH 592 Theory and Research in Mathematics Education (3)
MATH 695 Mathematics Education Internship (6)
MATH 601 Research Report (8)

Three of the following:
*MATH 435 Introduction to Modern Algebra III (4)
MATH 468 Advanced Topics in Statistics (3)
or Approved upper division statistics course
*MATH 470 Foundations of Geometry (4)
*MATH 485 Theoretical Probability and Mathematical Statistics (4)
MATH 492 Problem Solving Seminar (5)
MATH 493 Methods of Teaching Secondary Mathematics (6)
MATH 532 Algebra II (4)
MATH 551 General Topology I (4)

Total required credits 51 - 55 credits
Total credits for above Master's Degree 51 - 55 credits

Master's Thesis

A Master's thesis in mathematics should make an original and constructive contribution to its field, at least in exposition if not in new mathematics. To this end, a thesis should demonstrate:

(a) a mastery of a substantial body of mathematics,
(b) the ability to search the mathematics literature, and
(c) a talent for presenting mathematics clearly in correct English.

Ideally, a Master's thesis may establish a new result, but new results are not required. Instead, a thesis may present mathematics from other research works, in an exposition accessible to mathematicians who do not specialize in the topic of the thesis. The final version of the thesis may follow either a local format or a format required for submission to a professional mathematics journal.

Final Comprehensive Examination

A two-hour final examination conducted by the chair of the candidate's graduate committee is required. The candidate will present his or her thesis or research report for the first hour. The remaining time is to be left for questions from the committee on the thesis as well as material selected from the candidate's course work.

*Note: Certain Mathematics courses will be offered every other year, alternating according to the following schedule:
Even numbered years: 342, 430, 445, 481, 486, 552, 581, 582
Odd numbered years: 347, 433, 447, 470, 485, 561, 562
(2006-2007 is an even year; 2005-2006 is an odd year)

Students need to take this into account when planning a program of study in the Mathematics Department.
Mathematics Courses

Terms Offered: If no terms are indicated, check with department or quarterly Course Announcement.

MATH 100, 101, 102
Basic/Intermediate Algebra
Combined (5 each)
Does not count toward the 180 credit requirement.
Prerequisites: Math Placement Test score of 3 or less, and/or recommendation by Advising and Developmental Mathematics Coordinator.
MATH 100, 101, 102 is offered as a three-quarter sequence alternative to MATH 103 and 104. Students who have a history of difficulty in mathematics may benefit from the slower pace of this course. Placement is determined by the Developmental Mathematics Coordinator and a student’s advisor, and/or a math placement test score of 3 or less. Completion of MATH 100 and 101 with a grade of 2.0 or higher provides MATH 103 clearance, and completion of MATH 102 with a grade of 2.0 or higher provides MATH 104 clearance.

MATH 103
Basic Algebra for College Students (5)
FALL/WINTER/SPRING
Does not count toward the 180 credit requirement.
Prerequisites: A satisfactory score on the Mathematics Placement Test or MATH 103 or equivalent.
Fundamentals of algebra. Designed for students who have had less than three semesters of high school algebra.

MATH 104
Intermediate Algebra (5)
FALL/WINTER/SPRING
Does not count toward the 180 credit requirement. Topics include algebraic properties of number systems, the algebra of polynomials, systems of equations, inequalities, rational functions, and solutions to equations of the first and second degree. This course is designed to assist students in preparing for the Basic Skills in Mathematics clearance examination. You are encouraged to have mastered this material before entering EWU.

MATH 105
Precalculus Mathematics I (5)
FALL/WINTER/SPRING
Prerequisite: MATH 104 or equivalent, or a satisfactory score on the Mathematics Placement Test.
Functions, graphing, polynomials, rational functions, logarithmic and exponential functions, and complex numbers. Graphing calculators are used throughout the course.

MATH 106
Precalculus Mathematics II (5)
FALL/WINTER/SPRING
Prerequisite: MATH 104 or equivalent. Does not count toward the 180 credit requirement.
Prerequisite: A satisfactory score on the Mathematics Placement Test.
Prerequisite: MATH 105 or equivalent. Trigonometric and inverse trigonometric functions, identities, complex numbers, sequences, series, and mathematical induction. Graphing calculators are used throughout the course.

MATH 115
Mathematical Reasoning (5)
FALL/WINTER/SPRING
Prerequisite: Recommended placement above MATH 104 on the Mathematics Placement Test or MATH 104 or equivalent, Computer Literacy Clearance.
Explores sets, basic logic, truth tables, elementary probability and statistics, geometry, and the connections between mathematics and art, exponential functions, logarithms, and geometric series. The spirit of the course is one of reasoning and problem solving. This proficiency may be satisfied by examination.

MATH 161
Calculus I (5)
FALL/WINTER/SPRING
Prerequisite: MATH 106 and ENGL 100.
A review of the concepts of functions, absolute value, open and closed intervals, and solutions of inequalities. Limits, derivatives of single variable functions and their applications, anti-derivatives, the definite integral.

MATH 162
Calculus II (5)
FALL/WINTER/SPRING
Prerequisite: MATH 161.
Applications of the definite integral, inverse functions, transcendental functions, techniques of integration, improper integrals, Taylor’s formula.

MATH 163
Calculus III (5)
FALL/WINTER/SPRING
Prerequisite: MATH 162.
Polar coordinates, a brief treatment of conic sections, vectors, in $\mathbb{R}^2$ and $\mathbb{R}^3$, parametric equations, introduction to partial differentiation, sequences and series.

MATH 196
Experimental Course (1-5)
FALL/WINTER/SPRING
Prerequisite: MATH 161.
This course is designed to assist students in preparing for the university proficiency in mathematical induction. Graphing calculators are used throughout.

MATH 199
Special Studies (1-5)
FALL/WINTER/SPRING
Prerequisite: MATH 161.
Does not count toward the 180 credit requirement.
Prerequisite: Prior permission of the instructor and the department chair.

MATH 200
Finite Mathematics (5)
FALL/WINTER/SPRING
Prerequisite: MATH 161.
 Provides a transition from freshman-level to higher-level mathematics and is required for higher-level courses. Topics include logic, methods of proof, set theory, relations and functions, and cardinality.

MATH 211
Calculus IV (5)
FALL/WINTER/SPRING
Prerequisite: MATH 163.
Differentiation of functions of several variables, multiple integrals, vector calculus. Should be taken as soon after Math 163 as possible.

MATH 225
Foundations of Mathematics (5)
FALL/WINTER/SPRING
Prerequisite: MATH 106.
Theory and practice of vector geometry in $\mathbb{R}^2$ and $\mathbb{R}^3$, systems of linear equations, matrix algebra, determinants, vector spaces, bases and dimension, linear transformations, rank and nullity, and applications.

MATH 231
Linear Algebra (5)
FALL/WINTER
Prerequisite: MATH 106.
Provides a foundation in linear algebra and vector geometry that is necessary for higher-level mathematics courses.

MATH 299
Seminar (1-5)
FALL/WINTER/SPRING
Prerequisite: MATH 161.
An introduction to the mathematical systems encountered in the study of the behavioral sciences. A study of matrices, linear systems, linear programming, set theory and probability.

MATH 297
Experimental Course (1-5)
FALL/WINTER/SPRING
Prerequisite: MATH 161.
This course is designed to assist students in preparing for the university proficiency in mathematical induction. Graphing calculators are used throughout.

MATH 299
Special Studies (1-5)
FALL/WINTER/SPRING/Summer
Prerequisite: Prior permission of the instructor and the department chair.
MATH 300
Mathematics and Rational Thought (4)
Prerequisites: Recommended placement above MATH 104 or the Mathematics Placement Test or MATH 104 or equivalent, junior standing, and ENGL 201.
Discusses pattern recognition, inductive and deductive reasoning, sources of knowledge, and set theory. Examines the actions of consistency, completeness, independence, categoricity, and models of axiomatic systems.

MATH 301
Discrete Mathematics (5)
FALL-EVEN YEARS/WINTER-ODD YEARS/SPRING-EVEN YEARS
You may not receive credit for both MATH 301 and MATH 225. Prerequisites: Mathematics proficiency clearance and a previous course in a high-level programming language. The theory and application of the mathematics most relevant to computer science. Set theory, logic, graph theory, combinatorics, number theory, discrete probability theory, mathematical induction, and recursion.

MATH 302
Calculus and Hypothesis Testing (5)
Prerequisites: MATH 200 or MATH 301 or equivalent. A study of business calculus, applied statistical measures and hypothesis.

MATH 311
Functions and Relations (5)
FALL/WINTER
Prerequisites: MATH 211 and 212 or prior permission of the instructor. A discussion of the algebraic concepts of functions and relations from numeric, graph, and symbolic viewpoints.

MATH 312
Geometry for the K-8 Teacher (5)
FALL
Prerequisite: (1) MATH 311 or prior permission of the instructor; and (2) CPLA 100 and CPLA 101 or the equivalent. Concepts from two and three-dimensional geometry are explored and demonstrated. The course includes geometric proofs and requires the use of technology widely used in the K-12 system (and available in the Mathematics Department)

MATH 320
History of Mathematics (4)
FALL-ODD YEARS
Prerequisites: ENGL 201; MATH 225 or permission of the instructor. A historical development of mathematical ideas and methods. Emphasizes the individuals involved, the development of the intellectual activity called mathematics, and the ebb and flow of mathematics in history.

MATH 328
Introduction to Graph Theory (4)
Prerequisite: MATH 225 or 301. Definition of graphs and digraphs, paths, cycles, and semi paths. Types of connectedness, degrees, cutpoints, and bridges. Definitions of trees, binary trees, balanced trees, ordered trees, and spanning trees. Applications of the concepts to such diverse topics as electrical networks, food chains, ecological phase spaces, traffic control, and colorability of maps.

MATH 341, 342, 343
Topics in Applied Analysis I, II and III (4 each)
Prerequisite: for MATH 341: MATH 163; for MATH 342 and 343: MATH 241. Selected topics in applied mathematics such as vector analysis, complex variables, partial differential equations, etc.

MATH 345
Numerical Analysis I (4)
WINTER-EVEN YEARS/SUMMER-ODD YEARS
Prerequisites: MATH 225 and 231 and a high-level computer language. Develops numerical linear algebra essential for scientific computing: algorithms for solving systems of linear equations for eigenvalues (LU, QR, Jacobi’s, and SVD), and theory of error estimates through condition numbers; may include such applications as linear regression, linear programming, or cubic splines.

MATH 347
Introductory Differential Equations (4)
FALL-ODD YEARS
Prerequisite: MATH 163. An introduction to ordinary differential equations, a nonprognostic, problem-solving approach including Laplace transforms and Fourier series with applications.

MATH 360
Continuous Functions (4)
FALL
Prerequisites: MATH 225 and 231. This course develops the topology of the n-dimensional real Euclidean space. Topics include the completeness of the real numbers, topological spaces, continuity and properties preserved by continuous functions, compactness, and connectedness.

MATH 370
Survey of Geometries (5)
WINTER-SUMMER
Prerequisite: (CPLA 100 and 101) or equivalent; and MATH 225. Introduction to various finite and infinite geometries, both Euclidean and non-Euclidean. The logical notions of consistency, independence, interpretation and models, and completeness will be explored. Properties and theorems of each geometric system will be developed synthetically, analytically, and through use of technology.

MATH 380
Elementary Probability and Statistics (5)
FALL/WINTER/SUMMER
Prerequisites: (1) MATH 105 or Math Proficiency (for university proficiencies, course may be substituted for math 115); (2) MATH 163, 225 or equivalent; and (3) (CPLA 100 and CPLA 101) or the equivalent. An introduction to probability and statistics: probability, random variables, discrete and continuous random variables, binomial random variables and normal distribution, descriptive statistics, measures of location and spread, and association. An introduction to statistical inference including confidence intervals and hypothesis testing.

MATH 385
Probability and An Introduction to Statistics (4)
FALL/WINTER-ODD YEARS/SUMMER-EVEN YEARS
Prerequisites: MATH 163, 225, Computer Literacy Clearance. Mathematical theory of probability: proofs of simple theorems; Bayes’ theorem and its applications to real world problems; discrete and continuous random variables; probability distributions for the binomial, geometric, Poisson, exponential and normal random variables; the distribution of the sample mean. Statistics: an introduction to confidence intervals and hypothesis testing.

MATH 386
Applied Statistics (4)
WINTER
Prerequisite: MATH 380 or 385 or equivalent. Statistical methods for research in the natural sciences. The course includes analysis of variance, multiple regression, analysis of covariance and nonparametric statistical procedures.

MATH 390
Methods of Teaching Elementary School Mathematics (5)
FALL/WINTER/SUMMER
Prerequisites: MATH 211 and 212 or equivalent courses approved by the department; EDUC 303, junior standing. Course designed to teach current methods for teaching math (grades K-8).

MATH 399
Special Studies in Mathematics (1-5)
FALL/WINTER/SUMMER
Prerequisites: Prior permission of the instructor and the department chair.

MATH 401
Advanced Formal Logic (5)
Prerequisites: PHIL 301 or equivalent and successful completion of ENGL 101, and recommended placement above MATH 104 on the Mathematics Placement Test or MATH 104 or equivalent. Advanced study of formal deductive systems. Develops predicate logic on a rigorous basis, establishes some important metatheorems for logical systems and introduces some concepts in semantics and issues in the philosophy of logic.

MATH 411
Development of the Number System (4)
WINTER
Prerequisite: MATH 311 or prior permission of the instructor. A rigorous development of the rational number system by applying the basic rules of logic.

MATH 412
Advanced Methods of Teaching K-8 Mathematics (5)
FALL/SUMMER
Prerequisites: (1) MATH 300 and MATH 311 or MATH 493 or approval of the instructor; and (2) (CPLA 100 and CPLA 101) or the equivalent. Advanced course in methods of teaching math (grades K-8), including the (required) use of technology. Focused on the teaching of topics in measurement, probability and statistics, algebraic reasoning, ratio and proportion, and geometry.

MATH 420
Problem Solving for K-8 Teachers (4)
FALL/SUMMER
Prerequisites: (1) MATH 390 or math teaching experience, and (2) (MATH 311 or equivalent course approved by the department); and (3) (CPLA 100 and CPLA 101) or the equivalent. This math content course for prospective K-8 teachers requires students enrolled in the class to solve a large variety of problem-solving problems using a variety of strategies including the use of manipulatives, technology, and mathematical representations. Techniques for teaching problem solving are discussed in the course. The use of a variety of types of technology is a required component of the course.

MATH 430
Advanced Linear Algebra (4)
SPRING-EVEN YEARS
Prerequisites: MATH 225 and 231. Advanced study of linear algebra, including the structure theory of linear transformations, the Cayley-Hamilton Theorem, and multilinear algebra.

MATH 451
Introduction to Modern Algebra I (4)
FALL
Prerequisites: MATH 225, 231. Sets, groups, cyclic and permutation groups, Lagrange’s Theorem, quotient groups, and the isomorphism theorems.
MATH 432
Introduction to Modern Algebra II (4)
WINTER
Prerequisite: MATH 431
Basic theory of rings and ideals. Polynomial rings, principal ideal domains, and unique factorization domains. Modules.

MATH 433
Introduction to Modern Algebra III (4)
SPRING-ODD YEARS
Prerequisite: MATH 432
Field theory; Splitting fields, Galois groups, fundamental Theorem of Galois Theory. Applications to classical problems of Euclidean constructibility and solvability by radicals.

MATH 445
Numerical Analysis II (4)
SPRING-EVEN YEARS
Prerequisite: MATH 345.
Combines numerical linear algebra with calculus for scientific computing: numerical differentiation and Gaussian quadrature; existence, uniqueness, stability, and numerical approximation of solutions of nonlinear systems, and of ordinary or partial differential equations; fast Fourier or wavelet transforms; may include such applications to the sciences as fluid dynamics, image processing, or nonlinear regression.

MATH 447
Differential Equations (4)
WINTER-ODD YEARS
Prerequisites: MATH 225, 231 and 347.
Advanced study of differential equations including power series solutions, systems, numerical solutions, and partial differential equations.

MATH 460
Continuous Functions (4)
FALL
Prerequisites: MATH 225 and 231.
This course develops the topology of the n-dimensional real Euclidean space. Topics include the completeness of the real numbers, topological spaces, continuity and properties preserved by continuous functions, compactness, and connectedness.
Homework and examinations in Math 460 focus more on designing proofs new to the student than they do in Math 360.

MATH 461
Advanced Calculus I (4)
WINTER
Prerequisites: MATH 241 and 360 or 460.
This course applies notions from linear algebra and continuous functions to develop the calculus of functions of several variables. Topics include differentiability, the derivative as a linear transformation, extreme value problems, and the implicit and inverse function theorems.

MATH 462
Advanced Calculus II (4)
SPRING
Prerequisite: MATH 461.
This course builds on topics introduced in Math 460 to treat integration. Topics include line integrals, exterior algebra, and a general form of Stoke’s Theorem, with selected applications to algebra, topology, and fluid dynamics if time permits.

MATH 470
Foundations of Geometry (4)
SPRING-ODD YEARS
Prerequisite: MATH 225 and 231 or concurrent enrollment.
A treatment of plane Euclidean and projective geometries, including the theory of conics, utilizing analytic methods and linear algebra.

MATH 481
Complex Analysis (4)
FALL-EVEN YEARS
Prerequisite: MATH 360.
The algebra and calculus of complex functions. Series, holomorphic maps, Cauchy’s Theorem, applications.

MATH 485
Theoretical Probability and Mathematical Statistics (4)
SPRING-ODD YEARS
Prerequisites: MATH 241, 385.
Mathematical theory of probability; discrete and continuous multivariate distributions, moment generating functions, proof and application of the central limit theorem. Theory of statistical inference: topics in estimation and hypothesis testing; maximum likelihood estimates, the Neyman Pearson lemma, likelihood ratio tests. Other selected topics.

MATH 486
Advanced Topics in Statistics (3)
FALL-EVEN YEARS
Prerequisites: MATH 385, 386, 485.
Students will apply general theory from MATH 385, 386 and 485 to an area of statistics new to them. One or more advanced topics will be selected by the students in consultation with the instructor teaching the course, typically among the following: generalized linear models, categorical data analysis, time series analysis, survival analysis. The course will have a theoretical component dealing with mathematical aspects of the given topic(s), as well as a practical component typically taking form of a student project involving the analysis of a real-world data set.

MATH 490
Senior Capstone: Mathematics Practicum/ Elementary (5)
FALL/WINTER/SPRING
(satisfies senior capstone university graduation requirement.)
Prerequisites: MATH 390 and MATH 412 and senior standing, EDUC 340 is a recommended but not required prerequisite.
This course is a practicum for students majoring in Mathematics (Elementary Education). The students will do a pre-student teaching classroom experience in an elementary school mathematics classroom (3 credits) and participate in a seminar (2 credits). Lessons will be planned and taught. Emphasis will be on putting educational theory into practice and reflecting on this process, particularly in areas of problem solving, the NCTM Standards, use of manipulative materials, and assessment. The course will fulfill the Senior Capstone Course requirement for the B.A.E. Math/Elementary major.

MATH 492
Methods of Teaching Mathematics III (1)
Prerequisites: Concurrent enrollment in MATH 451 or 460 or 531.
Math 521 is the first course in a three-sequence designed to expose mathematics graduate instructors to a variety of instructional techniques of teaching mathematics at the precolllege and introductory college level. This course focuses on designing effective lessons.

MATH 493
Methods of Teaching Mathematics II (1)
Prerequisites: MATH 521 or permission of instructor.
Math 522 is the second course in a three-sequence designed to expose mathematics graduate instructors to a variety of instructional techniques for teaching mathematics at the precolllege and introductory college level. This course focuses on developing effective questioning techniques and classroom discourse.

MATH 494
Methods of Teaching Mathematics III (1)
Prerequisites: MATH 522 or permission of instructor.
Math 523 is the third course in a three-sequence designed to expose mathematics graduate instructors to a variety of instructional techniques for teaching mathematics at the precolllege and introductory college level. This course focuses on developing teaching select topics from the developmental mathematics curriculum and assessing student learning.

MATH 531
Algebra I (4)
FALL
Prerequisite: MATH 431 or permission of the instructor.
The theory of groups, starting at the Sylow Theorems. Topics: group actions, normal series, solvable and nilpotent groups, structure theorem for abelian groups, semidirect products, extensions.
MATH 532  
Algebra II (4)  
WINTER  
Prerequisite: MATH 432 and 531 or permission of the instructor.  
The theory of rings and modules. Topics: modules over principal ideal domains, Jacobson radical, chain conditions, Setherian and Artinian rings, commutative algebra.

MATH 533  
Algebra III (4)  
SPRING  
Prerequisite: MATH 532 or permission of the instructor.  
The theory of fields and character theory. Topics: Galois theory, finite fields, cyclotomic extensions, transcendental extensions, group rings, Wedderburn's Theorem, Schur orthogonailty relations.

MATH 539  
Seminar in Special Topics (1-5)  

MATH 551  
GENERAL TOPOLOGY I (4)  
FALL  
Prerequisite: MATH 360 or 460 or a course in Topology.  
Examines properties of abstract topological spaces and mappings including compactness and connectedness, conditions for metrizability.

MATH 552  
General Topology II (4)  
WINTER-EVEN YEARS  
Prerequisite: MATH 551.  
Discusses uniformities and proximities, nets and filters, compactification, completeness, function spaces, quotient spaces, and related concepts.

MATH 553  
Topics from Topology (4)  
Prerequisite: MATH 552.  
Selected topics, depending on the interest of the class and instructor, chosen from such areas as point-set topology, linear topological spaces, homotopy theory, homology theory, topological groups and topological dynamics.

MATH 561  
Real Analysis I (4)  
WINTER-ODD YEARS  
Prerequisites: MATH 551.  
This course presents the concepts of general measure and integration theory including the Lebesque integral and its properties.

MATH 562  
Real Analysis II (4)  
SPRING-ODD YEARS  
Prerequisite: MATH 561.  
Examines the concept of derivative in a measure theoretic setting, as well as product measures and Fubini's theorem.

MATH 573  
Topics in Applied Mathematics (4)  
FALL  
Prerequisite: MATH 561 or 581 or prior permission of the instructor.  
Selected topics depending on interest of class and instructor. (Possible topics include: Fourier analysis, fractals, algebraic applications, information theory).

MATH 581  
Complex Analysis I (4)  
WINTER-EVEN YEARS  
Prerequisite: MATH 551.  
This course establishes the basic properties of holomorphic functions, including complex derivatives, power series, singularities, residues and the general integral formula of Cauchy. In particular, the course proves such classical results as the Fundamental Theorem of Algebra, the Open Mapping Theorem, the Maximum Principle, and the theorems of Weierstrass, Montel, or Loosan-Menchoff. This course also presents examples of elementary conformal mappings, with optional applications to cartography or physics, from geometric or analytic points of view.

MATH 582  
Complex Analysis II (4)  
SPRING-EVEN YEARS  
Prerequisite: MATH 581.  
Continues MATH 581 through the proofs of advanced results, such as the general Riemann Mapping Theorem, or properties of the special functions of Riemann and Weierstrass. If time permits, may include application to Algebraic Geometry, Number Theory and Coding, or extensions to Several complex Variables, for example.

MATH 590  
Math Methods for Elementary Teachers (5)  
Prerequisite: Bachelor's degree or permission of instructor.  
Designed to expose participants to a variety of instructional techniques for teaching mathematics concepts and skills at the K-8 level. Strengths and weaknesses of different techniques, such as lecture demonstration, small-group activities and problem solving are modeled and discussed.

MATH 592  
Theory and Research in Mathematics Education (3)  
Prerequisite: graduate standing.  
This course is designed for graduate students in mathematics education who intend to pursue or further teaching careers. This course will explore the history of research in mathematics education; discuss various theories of mathematics learning; evaluate, synthesize, and critique mathematics education research; and become acquainted with a diverse sample of quantitative and qualitative studies in mathematics education, as well as, with issue of current interest within the community. The course will be focused on issues that mathematics teachers should understand and investigate; including both content and research methods. In addition, students will be expected to select a mathematics content and/or pedagogical topic for particular emphasis in the course and conduct a research review. Students will leave the course with an understanding of the history of mathematics education research and of the use of research to inform teaching practice.

MATH 596  
Experimental Course (1-5)  

MATH 597  
Workshops (1-5)  
Note: Workshop credit cannot be used to fulfill graduate degree requirements.

MATH 598  
Seminar (1-5)  
Prerequisite: Prior permission of the instructor.

MATH 599  
Independent Study (1-6)  
Prerequisites: Prior permission of the instructor and the department chair.

MATH 600  
Theory (1-15)  
A research thesis under the direction of a graduate committee.

MATH 601  
Research Report (1-15)  
A research study in lieu of a bound thesis conducted as partial fulfillment of a master's degree in education under the direction of a graduate committee.

MATH 695  
Mathematics Education Internship (6)  
Prerequisites: graduate standing.  
The theories of teaching and learning mathematics explored in the Theory and Research in Mathematics Education course (MATH 592) are made practically relevant in this course, as student teach classes such as MATH 211 or 212 while being mentored by faculty having experience with those classes. One-hour weekly seminars complement the in-class teaching assignment.

MATH 696  
College Teaching Internship (1-5)  
Teaching a lower-division college course under supervision of a regular faculty member. Includes course planning, arranging bibliographical and instructional aids, conferences with students, experience in classroom instruction and student course evaluation.
MILITARY SCIENCE

College of Social and Behavioral Sciences
Lieutenant Colonel Kevin A. Arbanas, Chair
203A Cadet Hall
(509) 359-6109

B.A.
Minor
Faculty: D. Cherry, W. Schustrom, J. Strodahl, R. Van Aken

UNDERGRADUATE PROGRAMS

The Military Science Department offers a four year curriculum in leadership, both theoretical and practical. Students learn the fundamentals of leadership and then progress through increasing leadership responsibilities in order to improve individual level of proficiency. Many other “Life Skills,” such as time management, oral and written communications, first aid and personal fitness as well as Adventure Training are also integrated into the program.

The Military Science Department is part of the Army Reserve Officer Training Corps (ROTC) program. The Army Reserve Office Training Corps (ROTC) is included as part of the Military Science curriculum. Students who wish to enroll as a cadet, or to contract as a cadet must meet certain medical, physical, and military screening standards. The program requires a leadership laboratory, off-campus training, and internship opportunities. Both a major and a minor are offered by the department.

ROTC is traditionally a four-year program. Students with prior service, members of Army Reserve or National Guard units and ROTC Basic Camp graduates may be eligible to waive the lower division courses and complete the program in two years. The ROTC program consists of two phases: the Basic Course (normally taken during the freshman and sophomore years) and the Advanced Course (normally taken during the junior and senior years).

Basic Course: The Basic Course is open to all students interested in basic leadership and military skills training without any military obligation. The Freshman 100-level courses are 2-credit hours and consist of a one-hour classroom session and a two-hour leadership laboratory (3 hours weekly). The sophomore 200-level courses are 3-credit hours and consist of a two-hour classroom session and a two-hour leadership laboratory (4 hours weekly). Basic Course focus is on leader development and small group dynamics combined with basic military skills training which offer students personal challenges and an opportunity to take ROTC for a test drive. Development of critical thinking and problem solving skills and improvement of oral and written communicative skills in a variety of different situations provide each student an environment within which to become a better leader and influencer within a chosen profession, local government, community service, church, or military officer. Students are also offered the opportunity to apply and compete for on-campus ROTC 2- and 3-year scholarships.

Advanced Course: Upon completion of the Basic Course or equivalent, students become eligible for entrance into the Advanced Course. Eligible students must be selected prior to enrollment in the Advanced Course. Students may attend a four-week Leader’s Training Course at Ft. Knox, KY between their sophomore and junior year to meet Basic Course Requirements. Students receive pay during Basic Camp. Three hours of classroom instruction plus a 2-hour lab.

The Advanced Course is a two year curriculum consisting of classroom instruction, leadership training and military field training. Students also attend a 35 day Leadership Development and Assessment Course Camp during the summer between their junior and senior years for which they are paid both for the time at camp and for travel expenses to and from the camp location.

Completion of the Advanced Course qualifies the student to apply and compete for a commission in the United States Army either on active duty, the Reserves or National Guard.

Financial Assistance: Each Advanced Course student receives a tax free stipend allowance of $350-400 a month for up to ten months a year.

There are also cooperative programs with the Army Reserve and Army National Guard that pay 100% up to $4500/school year of tuition, monthly drill pay and stipend for M.S. II, III and IV.

Scholarships: The ROTC program offers several scholarships: 4-year, 3-year advanced designee, three and two-year scholarships for eligible students. Every scholarship provides full tuition, $900 annual allowance for books and class fees in addition to the tax free stipend of $250 and $500 per month for contracted Freshmen and Sophomores, $350 per month for Juniors, and $400 per month for Seniors.

Four-Year National Advanced Designee Scholarship Program: This program is for high school seniors only. Application should be made, completed, and submitted before the annual deadline of 15 November each year. An early decision cycle is offered for applications submitted by 15 July each year between the junior and senior years. Interested applicants DO NOT incur any military obligation by simply applying for a scholarship. Scholarship decisions and notification of scholarship winners begin after 15 Jan each year. Interested students should contact the EWU ROTC Scholarship Officer @ 359-6110 for an application or nationwide 1 (800) USA-ROTC.

Three-Year National Advanced Designee Scholarship Program: This program is open to qualified students on campus. Interested students do not incur any military obligation by simply applying for a scholarship. Contact the EWU ROTC Scholarship Officer @ (509) 359-6110 to apply.

Extracurricular Activities:

Special Qualification Training: Advanced course and select Basic Course students may participate in confidence-building schools such as Air Assault School, Airborne School, Northern Warfare School, and Cadet Troop Leader Training.

Ranger Club: An ROTC sponsored activity designed to provide its members with additional training in such subjects as patrolling, rappelling, and cross country navigation. Members are not required to enroll in Military Science to participate in club activities. Club members also go on outings every quarter that include hiking, skiing, and rafting.

Color Guard: The Eastern Washington University Color Guard participates in a variety of school and civic functions where precision drill or presentation of the United States Flag is required.

Intramural Sports: The department sponsors teams which participate in basketball, volleyball, softball and other sports of the Eastern Washington University intramural teams. Uniforms and equipment are provided by the Military Science Department.

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

Bachelor of Arts (B.A.)

Military Science Major (83 credits)

Although not required for completion of the basic course or the advanced course, the department does offer both a major and a minor in military science with permission only. The major in military science is designed to give the student interested in a military career a broad background in various academic areas.

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

Required Courses

ROTC 201 Basic Navigation Techniques (3)
The following is a list of courses and programs offered by Eastern Washington University.

**Military Science Minor (37 credits)**

**Required Courses**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ROTC 301</td>
<td>Military Science and Tactics I (4)</td>
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<tr>
<td>ROTC 302</td>
<td>Military Science and Tactics II (4)</td>
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<tr>
<td>ROTC 303</td>
<td>Military Science and Tactics III (4)</td>
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**Military Science Courses**

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</tbody>
</table>

**Minor**

- Military Science Minor (37 credits)
- Total required credits 83 credits
- Total credits for above Minor 37 credits

**Terms Offered**

- ROTC 101 Military Values and Leadership I (2)
  - FALL
  - Open to all students. Prerequisite: None.
  - An introduction to the fundamentals of military values, leadership and decision making. This course is the first in a series that focuses on developing student critical thinking and problem solving with the goals of promoting team building and improving oral and written communicative skills. Students are exposed to basic map navigation skill as a confidence building technique. Leadership labs provide exposure to larger group dynamics while learning basic military skills.

- ROTC 102 Military Values and Leadership II (2)
  - WINTER
  - Open to all students. Prerequisite: None.
  - An introduction to the fundamentals of military values, leadership and decision making. This course is a continuation in a series that focuses on developing student critical thinking and problem solving with the goals of promoting team building and improving oral and written communicative skills. Students are exposed to basic map navigation skill as a confidence building technique. Leadership labs provide exposure to larger group dynamics while learning basic military skills.

- ROTC 103 Military Values and Leadership III (2)
  - SPRING
  - Open to all students. Prerequisite: None.
  - This course builds on the fundamentals developed in ROTC 101/102. This course focuses on allowing the individual student to become acquainted with problem solving and decision making processes (what the student actually does as a leader). Students continue to be placed in various small group leadership situations that demand leader decisions to ethical and moral problems. In the labs, students continue to learn confidence building skills, such as winter survival and other basic military skills.

- ROTC 204 Basic Navigation Techniques (3)
  - FALL
  - Open to all students. Addresses land navigation techniques and communication skills. Included is a study of the fundamentals and use of topographic maps and the magnetic compass to determine locations, directions, and terrain features. Students are also given the features. Students are also given the opportunity to give presentations and to lead small groups.

- ROTC 205 Military Science Tactics Laboratory IV (Land Navigation) (1)
  - FALL
  - Open to all students. Study of outdoor tactical land navigation theory and skills. Drill and ceremonies, first aid, ranger skills, and field communication are taught with practical application in a realistic field environment.

- ROTC 206 ROTC Qualification (1-5)
  - SUMMER
  - Open to all students. Prerequisite: Prior permission of the instructor. Prepares the nonenrolled student for enrollment in the ROTC Advanced Program. Consists of courses offered in the basic course program and includes land navigation, first aid, drill and ceremonies, leadership, professional knowledge subjects and field training.

- ROTC 299 Individual Studies (1-5)
  - FALL/WINTER/SPRING/SUMMER
  - Prerequisites: Prior permission of the instructor. Topics are mutually agreed upon by students and the department chair.

- ROTC 301 Military Science and Tactics I (4)
  - FALL
  - Prerequisite: Permission of the instructor. This course covers advanced land navigation techniques, leadership techniques, communication and an introduction to small unit tactics. The laboratory portion consists of extensive practical, training and an intensive physical fitness training program.

- ROTC 302 Military Science and Tactics II (4)
  - WINTER
  - Prerequisite: Permission of the instructor. This course covers leadership techniques using small unit tactics. The laboratory portion consists of extensive practical training and an intensive physical fitness training program.

- ROTC 303 Military Science and Tactics III (4)
  - SPRING
  - Prerequisite: Permission of the instructor. This course reviews advanced land navigation techniques, leadership techniques, communication and an introduction to small unit tactics. The laboratory portion consists of extensive practical training and an intensive physical fitness training program.

- ROTC 304 Military Science and Tactics III (National Advanced Leadership Camp) (1-8)
  - SUMMER
  - Prerequisite: Prior permission of the department chair. Practical exercise in individual soldier skills, leadership, and small unit tactics. 30 day camp at Fort Lewis, WA.
**ROTC 395**  
**CO-OP Fieldwork (1-5)**  
**FALL/WINTER/SPRING/SUMMER**  
Open to all students. Prerequisite: Prior permission of the instructor.  
Practical exercise in small unit leadership and basic tactics. Designed for nonenrolled students and fulfills prerequisites for entry into the Advanced Course program.

**ROTC 399**  
**Individual Studies (1-5)**  
**FALL/WINTER/SPRING/SUMMER**  
Prerequisite: Prior permission of the instructor.  
Topics are mutually agreed on by the student and the instructor.

**ROTC 401, 402, 403**  
**Military Science and Tactics IV (4 each)**  
**FALL(401)/WINTER(402)/SPRING(403)**  
Prerequisite: Prior permission of the department chair.  
A study of the principles of war, law of war, the military justice system, and ethical and professional behavior theory. Discusses force structuring, consequences and requirements of defense policy, organization and functioning of the staff, logistics, training, administration, and effective leadership.

**ROTC 495**  
**Professional Internship (1-5)**  
**FALL/WINTER/SPRING/SUMMER**  
Prerequisites: Prior permission of the instructor and the department chair.  
Provides practical military experience through participation in a work experience program. Requires a detailed written report. The program is mutually agreed upon by students and instructor.

**ROTC 499**  
**Individual Studies (1-5)**  
**FALL/WINTER/SPRING/SUMMER**  
Prerequisites: Prior permission of the instructor and the department chair.  
Topics are mutually agreed on by students and the instructor.

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**MODERN LANGUAGES AND LITERATURES AND PHILOSOPHY**

**College of Arts and Letters**  
Wayne Kraft, Chair  
350F Patterson Hall  
(509) 359-2859

**B.A., B.A.E.**

**Minors**

**M.E.D.**

Faculty: M. Andrews (Spanish), J. García-Sánchez (Spanish), M. Heady (French), P. Higman (Spanish), W. Kraft (German), C. Mount (Spanish), T. Otozca (Spanish), F. Preisig (French), J. Stewart-Strobelt (German), T. Stradling (Japanese), G. Walas (Spanish), S. Winkle (German)

Learning Center Director: P. Foster

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**UNDERGRADUATE PROGRAMS**

**Major and Minor Programs; Basic Language Instruction**

The Department of Modern Languages and Literatures offers full major programs in French and Spanish, leading to this degree: bachelor of arts. Minor programs in German and Japanese are also offered by the department. The department also offers courses in Russian. Graduate work leading to the Master of Education in Foreign Languages for French is offered in summer sessions as well as during the academic year (see Graduate Program listed below).

The Department of Modern Languages and Literatures promotes several kinds of values within the academic community and the pursuit of these values constitutes, in a broad sense, the educational mission of the department.

**Practical Values.** The instruction of basic, intermediate and advanced foreign or second language skills allows students to acquire practical knowledge in the speaking, listening comprehension, reading, and writing of the “target” language.

**Intellectual Values.** Through all levels of learning in language and literature programs the student pursues (1) an understanding about the phenomenon of language, (2) enhanced skills in inquiry, analysis and the exercise of critical faculties, and (3) an understanding about the individual nature of the more specialized discourse in cultural and literary studies.

**Aesthetic Values.** The study of the literature and of other creative forms of human expression associated with a given national culture promotes greater discrimination and greater enjoyment in aesthetic experience.

**Cultural Values.** The language, literature and culture courses within the language program promote (1) the knowledge and appreciation of cultural history and (2) the awareness of the ideas, manners, customs, skills and other cultural attributes that define a particular people as well as a sensitivity to the phenomenon of cultural diversity.

**Study Abroad Opportunities:** The Department of Modern Languages and Literatures recommends that students complete the equivalent of at least two years of university language study before taking advantage of a study abroad program.

Summer study abroad programs are available in France at the University of Nice, in Spain at the Escuela Internacional, and in Germany at the Technical University in Lübeck. Eastern also has established student exchanges with one or more universities in Australia, Japan, Mexico and Germany (as well as with several universities where English is the language of instruction). Since there are often such programs in the development stage and since students have access to the study abroad programs of other American universities as well, students who are interested in exchange opportunities should check with Modern Languages and Literatures and with the Study Abroad Office for the latest information.

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www.ewu.edu
Academic Policy: Language Placement—Guidelines for students for determining where they should place themselves in a language course sequence, based on where they ended previous language study.

The first- and/or second-year courses in languages need to be taken in a sequence. This statement intends to provide guidelines for students in determining where they should place themselves in a language course sequence, based on where they ended previous language study. (A separate set of guidelines—“Advanced Placement (A. P.) Test Credit”—governs credit and placement for students who have taken the national A. P. Test.)

No Previous Study—Students who have no prior study or knowledge of a language should begin study with 101, normally Fall Quarter.

High School Language Experience

The state of Washington has established equivalency standards for high school and college/university language instruction. Under those official standards, one year of high school language study equals one quarter of university study; two years of high school equal two quarters at university; three years high school equal the entire first-year college/university sequence.

The following guidelines show where students should begin university study, according to their high school language background. Students ought normally to begin at the highest level indicated. This makes them eligible for maximum “Proficiency Placement Credit” (see separate policy guidelines). They may elect to begin at a lower level and/or be advised to do so for reasons of weak background and/or a considerable lapse of time between high school study and university enrollment.

Students with one year of high school language study should place themselves in a 102 section (normally Winter Quarter) at EWU. After completing 102, they become eligible for proficiency placement credit. They may also elect to begin with 101 (Fall Quarter).

Students with two years of high school language study should place themselves in a 103 section (Spring Quarter) at EWU. After completing 103 (and additional course work), they become eligible for proficiency placement credit. They may also elect to begin with 102 (Winter Quarter), but they must have a written waiver from the Department of Modern Languages and Literatures in order to receive credit if they begin with 101.

Students with three years of high school language study should place themselves in a 201 section (Fall Quarter) at EWU. After completing 201 (and additional course work), they become eligible for proficiency placement credit. They may also elect to begin with 103 (Spring Quarter), but they must have a written waiver from the Department of Modern Languages and Literatures in order to receive credit if they begin with 101.

Students with more than three years of high school study should place themselves in a 201 section (Fall Quarter) at EWU. After completing 201 (and additional course work), they become eligible for proficiency placement credit. They may also elect to begin with 103 (Spring Quarter), but they must have a written waiver from the Department of Modern Languages and Literatures in order to receive credit if they begin with 102 or lower.

College/University Language Experience

Students who have prior university credit for language study may not repeat equivalent courses at EWU for additional credit. They should continue language study in sequence from the point they ended previous study.

Other Intermediate or Advanced Language Experience

Students who believe that they have attained intermediate or advanced knowledge in a language through previous experience may take the proficiency test offered by a program or otherwise consult the program faculty before or at the time of initial enrollment in language courses. (A separate set of guidelines deals with “Proficiency Placement Credit” at the second-year level.)

Initial Enrollment

When students enroll initially, they should follow the preceding guidelines. If they are in any doubt about appropriate placement, they should consult with their teachers during the first day or two of the quarter.

Students are welcome to consult with the chair of the department and/or with a language program faculty member in advance of enrollment. The Department of Modern Languages and Literatures is in Patterson Hall, Suite 350. The reception number of the department is 559-2481. The phone numbers and email addresses of the chair and program faculty are also available on the University’s website.

Proficiency Placement Credit—Guidelines to explain the conditions under which students may receive placement credit for previous language study.

The Department of Modern Languages and Literatures offers proficiency placement credit to students who enter EWU with some prior training and knowledge of foreign languages at the first- and/or second-year levels.

First-Year Language Study

Students who have prior training or knowledge are able to skip 101, 102 and/or 103 classes in any foreign language may receive proficiency placement credit for those classes. To do this, they must complete an equivalent number of credit hours in the language program in question at appropriately higher course levels in the Department of Modern Languages and Literatures at EWU. The maximum proficiency placement credit for first-year study in one language is 15 credits.

Proficiency placement credit for first-year language study does not carry a grade and is not assigned a particular course number, but it does appear on the student’s transcript and does count toward the student’s 180 credit hour requirement for graduation.

Second-Year Language Study

Students who believe that they have attained intermediate or advanced knowledge in a language through previous experience may take the proficiency test offered by a program (or otherwise consult the program faculty for proficiency screening) to determine an appropriate placement.

We emphasize that it is extremely important for students in this situation to consult with the program faculty before or at the time of initial enrollment in language courses.

Proficiency placement credit for second-year language study carries a grade of “PASS” (P) for 201, 202 and/or 203 and is awarded contingent upon:

(1) on passing the proficiency test or other proficiency screening by the program faculty before or at the time of initial enrollment in language courses and

(2) on completing a minimum of 15 credits at the 200- and/or 400-level.

Students who receive a P credit for second-year language study are also eligible for proficiency credit for first-year language study.

A. P. Test Credit—Guidelines to explain how the department awards course credit for students who have scored from 3 to 5 in a given language on the College Board’s Advanced Placement Test.

The Eastern Washington University Department of Modern Languages and Literatures has a proficiency placement policy under which students may receive credit for course work ‘skipped’ after completing an equivalent number of credits in residence at EWU (see current university catalog).

We also acknowledge the results of the College Board’s Advanced Placement Test according to the following summary:

Students scoring

3 may receive credit for 201 (5 credits)

4 may receive credit for 201, 202 (10 credits)

5 may receive credit for 201, 202, 203 (15 credits)

in French, German, Japanese, Russian or Spanish with a grade of P when they matriculate at EWU.
General Degree Requirements for Modern Languages and Literatures:

**Grade Requirement for majors and minors:**
2.50 cumulative average

**Policy on Spanish Upper-Division Core Courses:** The Spanish Program has established a policy which applies to certain upper-division core courses. The program requires all students wishing to major or minor in Spanish at EWU to take SPAN 310, 311, 520 and 521, as well as GNML 390 on campus (to the extent that these courses are necessary part of any major or minor). Other upper-division courses may be taken at other universities, and transferred in with the consultation and approval of the Spanish faculty advisors and/or Spanish program director. [For extended periods of study (6-12 months) at a Hispanic University consult your advisor about possible exceptions to these core requirements.]

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

### Bachelor of Arts (B.A.)

#### French Major (45 credits)

**Required Courses (27 credits)**
- FREN 201 French Grammar and Composition (5)
- FREN 202 French Grammar and Composition (5)
- FREN 203 Introduction to Literature (5)
- FREN 310 Advanced Grammar and Composition (5)
- FREN 320 French Civilization and Culture I (4)
- or FREN 321 French Civilization and Culture II (4)
- FREN 330 French Literary Centres (3)

**Select 9 credits from the following courses**
- FREN 410 French Stylistics (3)
- FREN 430 17th Century French Literature and Culture (3)
- FREN 431 18th Century French Literature and Culture (3)
- FREN 432 19th Century French Literature and Culture (3)
- FREN 440 20th Century French Literature and Culture (3)
- FREN 496/497 Workshops/Special Topics (2-4)

**Electives**
- FREN 305 French Conversation (2)
- FREN 306 French Conversation (2)
- FREN 311 Grammar Review (2)
- FREN 320 French Civilization and Culture I (4)
- or FREN 321 French Civilization and Culture II (4)
- FREN 496/497 Workshops/Special Topics (2)

**Total required credits**
- 27 credits

**Total required from the following credits**
- 9 credits

**Total elective credits**
- 9 credits

**Total credits for above Major**
- 45 credits

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

#### Spanish Major (60 credits)

**Required Courses**
- SPAN 201 Second-Year Spanish (5)
- SPAN 202 Second-Year Spanish (5)
- SPAN 203 Introduction to Advanced Spanish (5)
- SPAN 310 Advanced Grammar and Composition (3)
- SPAN 311 Advanced Grammar and Composition (3)
- SPAN 320 Spanish Civilization (5)
- SPAN 321 Spanish-American Civilization and Culture (5)
- SPAN 338 Survey of Spanish Literature (3)
- or SPAN 339 Survey of Spanish-American Literature (3)

**Electives**
- Select courses above SPAN 300 (except SPAN 370)

**Total required credits**
- 34 credits

**Total elective credits**
- 11 credits

**Total credits for above Major**
- 45 credits

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

### Bachelor of Arts in Education (B.A.E.)

**French/Elementary or Secondary Major (49 credits)**

This major satisfies the endorsement for Preschool to grade 12.

**Required Courses**
- FREN 201 French Grammar and Composition (5)
- FREN 202 French Grammar and Composition (5)
- FREN 203 Introduction to Literature (5)
- FREN 310 Advanced Grammar and Composition (5)
- FREN 320 French Civilization and Culture I (4)
- or FREN 321 French Civilization and Culture II (4)
- FREN 330 French Literary Centres (3)

**Select 9 credits from the following courses:**
- FREN 410 French Stylistics (3)
- FREN 430 17th Century French Literature and Culture (3)
- FREN 431 18th Century French Literature and Culture (3)
- FREN 432 19th Century French Literature and Culture (3)
- FREN 440 20th Century French Literature and Culture (3)
- FREN 496/497 Workshops/Special Topics (2-4)

**Electives**
- FREN 305 French Conversation (2)
- FREN 306 French Conversation (2)
- FREN 311 Grammar Review (2)
- FREN 320 French Civilization and Culture I (4)
- or FREN 321 French Civilization and Culture II (4)
- FREN 496/497 Workshops/Special Topics (2)

**Total required credits**
- 31 credits

**Total required from the following credits**
- 9 credits

**Total elective credits**
- 9 credits

**Total credits for above Major**
- 49 credits

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

**English/Secondary Education: 50-52 credits**

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

**Total credits for above Major and Elementary Professional Education**
- 160 - 164 credits

**Total credits for above Major and Secondary Professional Education**
- 199 - 201 credits

**Note:** Students who do not have sufficient high school language preparation to begin 201 will require more than 12 quarters to complete the B.A.E.

**Note:** Students who want to have a second endorsement in a minor field will required more than 12 quarters to complete the B.A.E.

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

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Bachelor of Arts in Education (B.A.E.)

Spanish/Elementary or Secondary Major (49 credits)

This major satisfies the endorsement for Preschool to grade 12.

**Required Courses**
- SPAN 201 Second-Year Spanish (5)
- SPAN 202 Second-Year Spanish (5)
- SPAN 203 Introduction to Advanced Spanish (5)
- SPAN 310 Advanced Grammar and Composition (3)
- SPAN 311 Advanced Grammar and Composition (3)
- SPAN 320 Spanish Civilization (5)
- SPAN 321 Spanish-American Civilization and Culture (5)
- SPAN 338 Survey of Spanish Literature (3)
- or SPAN 339 Survey of Spanish-American Literature (3)
- GNML 390 Foreign Language Methods (4)

**Electives**
- Select courses above SPAN 300 (except SPAN 370)

<table>
<thead>
<tr>
<th>Total required credits</th>
<th>38 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total elective credits</td>
<td>11 credits</td>
</tr>
<tr>
<td>Total credits for above Major</td>
<td>49 credits</td>
</tr>
</tbody>
</table>

Professional Education Requirements/Elementary Education: 111-115 credits

Secondary Education: 50-52 credits

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

<table>
<thead>
<tr>
<th>Total credits for above Major and Elementary Professional Education</th>
<th>160 - 164 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total credits for above Major and Secondary Professional Education</td>
<td>99 - 101 credits</td>
</tr>
</tbody>
</table>

Note: Students who do not have sufficient high school language preparation to begin 201 will require more than 12 quarters to complete the B.A.E.

Note: Students who want to have a second endorsement in a minor field will require more than 12 quarters to complete the B.A.E.

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

**Minors**

French Minor (15 credits)

**Required Courses**
- FREN 201 French Grammar and Composition (5)
- FREN 202 French Grammar and Composition (5)
- FREN 203 Introduction to Literature (5)

<table>
<thead>
<tr>
<th>Total required credits</th>
<th>15 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total credits for above Minor</td>
<td>15 credits</td>
</tr>
</tbody>
</table>

French/Elementary or Secondary Minor (30 credits)

This minor satisfies the endorsement for Preschool to grade 12.

**Required Courses**
- FREN 201 French Grammar and Composition (5)
- FREN 202 French Grammar and Composition (5)
- FREN 203 Introduction to Literature (5)
- FREN 305 French Conversation (2)
- or FREN 306 French Conversation (2)
- FREN 310 Advanced Grammar and Composition (3)
- FREN 320 French Civilization and Culture I (4)
- or FREN 321 French Civilization and Culture II (4)
- GNML 390 Foreign Language Methods (4)

<table>
<thead>
<tr>
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<th>30 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total credits for above Minor</td>
<td>30 credits</td>
</tr>
</tbody>
</table>

German Minor (17 credits)

**Required Courses**
- GERM 201 Second-Year German (5)
- GERM 202 Second-Year German (5)
- GERM 203 Second-Year German (5)

**Electives**
- Select courses above GERM 300

<table>
<thead>
<tr>
<th>Total required credits</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Total elective credits</td>
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</tr>
<tr>
<td>Total credits for above Minor</td>
<td>17 credits</td>
</tr>
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</table>

German/Elementary or Secondary Minor (30 - 31 credits)

This minor satisfies the endorsement for Preschool to grade 12.

**Required Courses**
- GERM 201 Second-Year German (5)
- GERM 202 Second-Year German (5)
- GERM 203 Second-Year German (5)
- GNML 390 Foreign Language Methods (4)

**Electives**
- Select two courses 5-6 credits from the following:
  - GERM 305 German Conversation (2)
  - GERM 310 Advanced Grammar and Composition (3)
- Select one 3 credit course from the following:
  - GERM 320 German Civilization and Culture (3)
  - GERM 321 German Civilization and Culture (3)
  - GERM 331 Contemporary Issues (3)

<table>
<thead>
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<td>Minimum total required elective credits</td>
<td>11 - 12 credits</td>
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<tr>
<td>Minimum total credits for above Minor</td>
<td>30 - 31 credits</td>
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</tbody>
</table>

Japanese Minor (15 credits)

**Required Courses**
- JAPN 201 Second-Year Japanese (5)
- JAPN 202 Second-Year Japanese (5)
- JAPN 203 Second-Year Japanese (5)

<table>
<thead>
<tr>
<th>Total required credits</th>
<th>15 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total credits for above Minor</td>
<td>15 credits</td>
</tr>
</tbody>
</table>

Spanish Minor (17 credits)

**Required Courses**
- SPAN 201 Second-Year Spanish (5)
- SPAN 202 Second-Year Spanish (5)
- SPAN 203 Introduction to Advanced Spanish (5)

**Electives**
- Select courses above SPAN 300 (except SPAN 370)

<table>
<thead>
<tr>
<th>Total required credits</th>
<th>15 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total elective credits</td>
<td>2 credits</td>
</tr>
<tr>
<td>Total credits for above Minor</td>
<td>17 credits</td>
</tr>
</tbody>
</table>

Spanish/Elementary or Secondary Minor (30 credits)

This minor satisfies the endorsement for Preschool to grade 12.

**Required Courses**
- SPAN 201 Second-Year Spanish (5)
- SPAN 202 Second-Year Spanish (5)
- SPAN 310 Advanced Grammar and Composition (3)
- SPAN 311 Advanced Grammar and Composition (3)
- SPAN 320 Spanish Civilization (5)
- SPAN 321 Spanish-American Civilization and Culture (5)

<table>
<thead>
<tr>
<th>Total required credits</th>
<th>30 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total credits for above Minor</td>
<td>30 credits</td>
</tr>
</tbody>
</table>
**GRADUATE PROGRAM**

**Master of Education**
Margaret Heady, Program Advisor
354K Patterson Hall
(509) 359-2861

The Master of Education in Modern Languages allows students to specialize in French only. Individual programs are planned with an appropriate advisor from the Modern Languages Department. This specialization is offered principally for secondary foreign language teachers.

Students must follow all of the requirements for the Master of Education.

**Chinese Courses**

*Terms Offered:* If no terms are indicated, check with department or quarterly Course Announcement.

**CHN 101, 102, 103**
First-Year Chinese I, II, III (5 each)
Prerequisite for CHN 102: CHN 101 or equivalent; for CHN 103: CHN 102 or equivalent.
The beginning Chinese sequence of courses, covering grammar, composition, conversation, and discussion of cultural topics.

**French Courses**

*Terms Offered:* If no terms are indicated, check with department or quarterly Course Announcement.

**FREN 101, 102, 103**
First-Year French I, II, III (5 each)
FALL/WINTER/SPRING (10 each)
Prerequisite for FREN 102: FREN 101 or equivalent; for FREN 103: FREN 102 or equivalent.
Grammar, composition, conversation, and discussion of cultural topics.

**FREN 170**
Introduction to Literature [In English] (5)
(satisfies the GECR for humanities and fine arts, list 1, literature)
No knowledge of French required.
Examines the literary expression of the human experience, analyzing the highlights of French literature in English translation for an understanding of the traditional genres as well as the evolution of ideas and values.

**FREN 201**
French Grammar and Composition (5)
FALL
Prerequisite: First-year French or equivalent.
A review of basic French grammar and intensive practice of basic French composition.

**FREN 202**
French Grammar and Composition (5)
WINTER
Prerequisite: FREN 201 or equivalent.
A review of basic French grammar and intensive practice of basic French composition.

**FREN 203**
Introduction to Literature (5)
SPRING
Prerequisite: FREN 202 or equivalent.
Reading integral texts of intermediate difficulty and writing compositions based on these texts.

**FREN 299**
Special Studies (1-5)
Prerequisite: Prior permission of the instructor. Subjects vary according to faculty and student interest.

**FREN 305, 306**
French Conversation (2 each)
Prerequisite: FREN 201 or prior permission of the instructor.
Concentrated drill in French conversation, discussing such subjects as the culture, civilization and current events of France.

**FREN 310**
Advanced Grammar and Composition (5)
FALL
Prerequisite: FREN 203 or prior permission of the instructor.

**FREN 311**
Grammar Review (2)
WINTER
Prerequisite: FREN 203 or prior permission of the instructor.
An advanced French course stressing the review of grammar in such practical applications as writing and translation.

**FREN 320**
French Civilization and Culture I (4)
WINTER
Prerequisite: FREN 203 or prior permission of the instructor.
Political, social, intellectual and artistic development of French culture from the beginning through 1789, the French Revolution.

**FREN 321**
French Civilization and Culture II (4)
SPRING
Prerequisite: FREN 203 or prior permission of the instructor.
Political, social, intellectual and artistic development of French culture from the French Revolution of 1789 to the present.

**FREN 330**
French Literary Genres (3)
SPRING
Prerequisite: FREN 203;
Reading and discussion of selections in French prose, drama and poetry. Content varies; course may be repeated.

**FREN 297**
Workshops, Short Courses, or Conferences (1-5)

**FREN 398**
Seminar (1-5)
Prerequisite: FREN 203 or prior permission of the instructor.

**FREN 399**
Directed Study (1-5)
Prerequisite: Prior permission of the instructor and the department chairman.

**FREN 410**
French Stylistics (3)
Prerequisite: FREN 203 or prior permission of the instructor.
Developing proficiency in writing and in reading comprehension through the study of a variety of stylistic models.

**FREN 415**
Phonetics and Applied Linguistics (5)
Prerequisite: FREN 203 or prior permission of the instructor.
Theory and practice of French pronunciation, with drills on phonetic transcription of conversational materials and literary texts. Special attention to the application of linguistics to the teaching of French.

**FREN 430**
17th Century French Literature and Culture (3)
Prerequisite: FREN 203 or prior permission of the instructor.
A survey of the major movements and the outstanding writers of the Classical Period in the context of their society.

**FREN 431**
18th Century French Literature and Culture (3)
Prerequisite: FREN 203 or prior permission of the instructor.
A survey of the major movements and the outstanding writers of the Age of Reason in the context of their society.

**FREN 433**
19th Century French Literature and Culture (3)
Prerequisite: FREN 203 or prior permission of the instructor.
A survey of the major movements and the outstanding writers of the 19th Century in the context of their society.

**FREN 440**
20th Century French Literature and Culture (3)
Prerequisite: FREN 203 or prior permission of the instructor.
A survey of the major movements and the outstanding writers from the turn of the century to the present in the context of their society.

**FREN 496**
Experimental Courses (1-5)

**FREN 497**
Workshops, Short Courses, Conferences (1-5)
FREN 498
Seminar (1-5)

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**Common Credit Requirements**

- EDUC 520 Methods of Educational Research or alternate as designated (4)
- Psychological Foundations of Education: CEDP 515, 518, or 519 (4)
- Historical, Philosophical and Social Foundations of Education: EDUC 502, 503, 505, 506, or 507; any two (8)
- Course work in French, 400-500 level (Selected with the approval of the French advisor)

**Approved electives**

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Description</th>
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<tbody>
<tr>
<td>16 credits</td>
<td>Total common requirement credits</td>
</tr>
<tr>
<td>24 credits</td>
<td>Total French 400-500 level credits</td>
</tr>
<tr>
<td>8 credits</td>
<td>Total elective credits</td>
</tr>
<tr>
<td>48 credits</td>
<td>Minimum total credits for above Master’s Degree</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Terms Offered</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 499</td>
<td>Directed Study (1-5)</td>
<td></td>
<td>Prerequisites: Prior permission of the instructor and the department chairman.</td>
</tr>
<tr>
<td>FREN 525</td>
<td>French Cultural Traditions (5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREN 530</td>
<td>French Literary Studies (5)</td>
<td></td>
<td>The study of a period, a literary movement, or a particular author. Since the course content varies, the course may be repeated for credit.</td>
</tr>
<tr>
<td>FREN 539</td>
<td>Seminar on Special Topics (1-5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREN 596</td>
<td>Experimental Course (1-5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREN 597</td>
<td>Workshops (5)</td>
<td></td>
<td>Note: Workshop credit cannot be used to fulfill graduate degree requirements.</td>
</tr>
<tr>
<td>FREN 598</td>
<td>Seminar (1-5)</td>
<td></td>
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<tr>
<td>FREN 599</td>
<td>Independent Study (1-5)</td>
<td></td>
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</tr>
<tr>
<td>FREN 696</td>
<td>College Teaching Internship (1-5)</td>
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**General Modern Languages Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Terms Offered</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNML 212</td>
<td>Modern World Masterpieces [In English] (5)</td>
<td></td>
<td>Prerequisites: Completion of second year of a foreign language, 2.00 GPA, junior standing or prior permission of the instructor, pass comprehensive exam. A survey of modern practices in the teaching of foreign languages.</td>
</tr>
<tr>
<td>GNML 309</td>
<td>Foreign Language Methods (4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GNML 310</td>
<td>311</td>
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</tr>
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**Advanced Courses**

<table>
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<tr>
<th>Course</th>
<th>Title</th>
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<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERM 101, 102, 103</td>
<td>First-Year German I, II, III (5 each)</td>
<td></td>
<td>Prerequisite for GERM 102: GERM 101 or equivalent; for GERM 103: GERM 102 or equivalent. The beginning German sequence of courses, covering grammar, composition, conversation, and discussion of cultural topics.</td>
</tr>
<tr>
<td>GERM 170</td>
<td>Introduction to Literature [In English] (5)</td>
<td></td>
<td>Prerequisite for GERM 100: GERM 101 or equivalent. No knowledge of German required. Explores, on the basis of selected German works in English translation, how literature, as a special mode of language usage, reflects human experience; emphasizes the formal aspects of the major categories of literature: poetry, prose, and drama.</td>
</tr>
<tr>
<td>GERM 201, 202, 203</td>
<td>Second-Year German (5 each)</td>
<td></td>
<td>Prerequisite for GERM 201: First-Year German or equivalent; for GERM 202: GERM 201 or equivalent; for GERM 203: GERM 202 or equivalent. Intensive oral exercises and conversation, written exercises and composition, readings of intermediate difficulty.</td>
</tr>
<tr>
<td>GERM 205</td>
<td>German Folk Song and Dance (1)</td>
<td></td>
<td>Prerequisite: GERM 101 or high school equivalent. Introduces the folk culture of German-speaking cultural regions through traditional songs and/or dances.</td>
</tr>
<tr>
<td>GERM 299</td>
<td>Special Studies (1-5)</td>
<td></td>
<td>Prerequisites: Prior permission of the instructor and the department chairman. Subjects vary according to faculty and student interest.</td>
</tr>
<tr>
<td>GERM 305</td>
<td>German Conversation (2)</td>
<td></td>
<td>Prerequisite: GERM 201 or prior permission of the instructor. Concentrated drill in German conversation, discussing such subjects as the culture, civilization and current events of the German-speaking countries.</td>
</tr>
<tr>
<td>GERM 310, 311</td>
<td>Advanced Grammar and Composition (3 each)</td>
<td></td>
<td>Prerequisite for GERM 310: GERM 203 or prior permission of the instructor; for GERM 311: GERM 310 or prior permission of the instructor. Advanced review of grammar, vocabulary building, extensive practice in writing, readings of intermediate/advanced level.</td>
</tr>
<tr>
<td>GERM 320, 321</td>
<td>German Civilization and Culture (3 each)</td>
<td></td>
<td>Prerequisite: GERM 203 or prior permission of the instructor. An examination of political, social, intellectual and artistic development of German culture from the beginnings to the present day.</td>
</tr>
<tr>
<td>GERM 330</td>
<td>Selections of German Writings (3)</td>
<td></td>
<td>Prerequisite: GERM 203 or prior permission of the instructor. Surveys various aspects of German writings, such as great themes in German literature, popular literature, essays and biographical writings.</td>
</tr>
<tr>
<td>GERM 331</td>
<td>Contemporary Issues (3)</td>
<td></td>
<td>Prerequisite: GERM 203 or prior permission of the instructor. Examines major issues in contemporary German-speaking regions. Sample topics: school reform, women’s issues, environmental problems, peace movement, foreign workers, reunification, etc.</td>
</tr>
<tr>
<td>GERM 381</td>
<td>Nationalism and Racism in Central European Film (4)</td>
<td></td>
<td>Prerequisite: GERM 203. This course provides the basic elements of film analysis and examines the depiction of national socialism, racism and the legacy of the Nazi past in German-speaking films by German and other Central European directors from the 1970s to the present. Evaluating criteria will differ depending on whether the course is taken for German or humanities credit. (Cross-listed HUMN 381)</td>
</tr>
<tr>
<td>GERM 382</td>
<td>20th-Century Germany. From World Wars to Cold War: Culture, Political Conflict, and National Identity (5)</td>
<td></td>
<td>Offered every other year. [satisfies international studies university graduation requirement.] Prerequisite: GERM 203. This interdisciplinary course introduces students to central problems in German history and culture, from the end of World War I to the end of the Cold War. Topics addressed include: the impact of World War I on German National Identity, avant-garde culture in the Weimar Republic; the rise of Fascism and daily life in Nazi Germany; the Holocaust; cultural and political divides between East and West Germany. GERM 383, “Readings/Discussion of 20th-Century Germany” -1 credit, is a companion course for German language students. (Cross-listed HIST 382)</td>
</tr>
<tr>
<td>GERM 383</td>
<td>Readings/Discussion of 20th Century Germany (1)</td>
<td></td>
<td>Prerequisite: ENGL 201 or permission of the instructor. This interdisciplinary course introduces students to central problems in German history and culture, from the end of World War I to the end of the Cold War. Topics addressed include: the impact of World War I on German National Identity, avant-garde culture in the Weimar Republic; the rise of Fascism and daily life in Nazi Germany; the Holocaust; cultural and political divides between East and West Germany. GERM 383, “Readings/Discussion of 20th-Century Germany” -1 credit, is a companion course for German language students. (Cross-listed HIST 382)</td>
</tr>
<tr>
<td>GERM 397</td>
<td>Workshop, Short Courses, or Conferences (1-5)</td>
<td></td>
<td>Prerequisite: GERM 203 or prior permission of the instructor.</td>
</tr>
</tbody>
</table>
GERM 399
Directed Study (1-5)
Prerequisites: Prior permission of the instructor and the department chairman.

GERM 415
Phonetics and Applied Linguistics (2)
Prerequisite: GERM 203 or prior permission of the instructor.
Theory and practice of German pronunciation with drills on phonetic transcription of conversational materials and literary texts. Special attention to the application of linguistics to the teaching of German.

GERM 430
18th Century German Literature (3)
Prerequisite: GERM 203 or prior permission of the instructor.
A survey of the major movements and outstanding writers of the Enlightenment, the Storm and Stress, and the Classical Period in the context of their society.

GERM 431
19th Century German Literature (3)
Prerequisite: GERM 203 or prior permission of the instructor.
A survey of the major movements and outstanding writers of Romanticism, Realism and/or other movements in the context of their society.

GERM 432
20th Century German Literature (3)
Prerequisite: GERM 203 or prior permission of the instructor.
A survey of the major movements and outstanding writers from the turn of the century to 1945 in the context of their society.

GERM 433
Contemporary Literature (3)
Prerequisite: GERM 203 or prior permission of the instructor.
A survey of the major movements and outstanding writers of the period after 1945 in the context of their society.

GERM 434
Studies in German Writings (3)
Prerequisite: GERM 203 or prior permission of the instructor.
Focus on a specific aspect of German letters and literature, for example, biographies, memoirs and correspondence, popular literature, a particular writer or genre. Content varies; course may be repeated.

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

GERM 498
Seminar (1-5)

GERM 499
Directed Study (1-5)
Prerequisites: Prior permission of the instructor and the department chairman.

Japanese Courses
Terms Offered: If no terms are indicated, check with department or quarterly Course Announcement.

JAPN 101, 102, 103
First-Year Japanese I, II, III (5 each)
FALL(101)/WINTER(102)/SPRING(103)
Prerequisite for JAPN 101: First-Year Japanese or equivalent; for JAPN 201: JAPN 101 or equivalent; for JAPN 202: JAPN 201 or equivalent. The beginning Japanese sequence of courses, covering grammar, composition, conversation and discussion of cultural topics.

JAPN 201, 202, 203
Second-Year Japanese I, II, III (5 each)
FALL(201)/WINTER(202)/SPRING(203)
Prerequisite for JAPN 201: First-Year Japanese or equivalent; for JAPN 202: JAPN 201 or equivalent; for JAPN 203: JAPN 202 or equivalent. The intermediate Japanese sequences of courses. Continued progress in conversational skill and study of kanji. Reading of Japanese texts.

JAPN 305
Japanese Conversation (2)
Prerequisite: JAPN 201 or permission of the instructor.
Concentrated drill in Japanese conversation discussing such subjects as the culture, civilization and current events of Japan.

JAPN 331, 332
Contemporary Issues I and II (2 each)
Prerequisite: JAPN 203 or instructor’s permission.
Examines and discusses major contemporary issues in Japan. Topics include housing conditions, marriage and women’s social progress, the aging society, education, Japanese-style management, etc.

JAPN 380
Japan Today (4)
(satisfies international studies university graduation requirement.)
Prerequisite: ENGL 201 or instructor permission.
A broad survey of contemporary Japan including society, culture, geography, government and economy. No knowledge of Japanese language required. (Cross-listed INST 380)

Spanish Courses
Terms Offered: If no terms are indicated, check with department or quarterly Course Announcement.

SPAN 101, 102, 103
First-Year Spanish I, II, III (5 each)
FALL(101)/WINTER(102)/SPRING(103)
Prerequisite for SPAN 101: First-Year Spanish or equivalent; for SPAN 201: SPAN 101 or equivalent. The beginning Spanish sequence of courses, covering grammar, composition, conversation and discussion of cultural topics.

SPAN 170
Introduction to Literature [In English] (5)
(satisfies the GECR for humanities and fine arts, list 1, literature.)
No knowledge of Spanish is required.
Examines, on the basis of selected Spanish works in English translation, literary approaches to human experience, including the short story, novel, poetry, and drama. Emphasizes the elements of literature with supporting discussion of ideas, attitudes, problems and values.

SPAN 201, 202
Second-Year Spanish (5 each)
FALL(201)/WINTER(202)
Prerequisite for SPAN 201: First-Year Spanish or equivalent; for SPAN 202: SPAN 201 or equivalent.
Intensive oral work to develop fluency, written composition and reading of medium difficulty from Spanish literature.

SPAN 203
Introduction to Advanced Spanish (5)
SPRING
Prerequisite: SPAN 202 or equivalent.
Grammar review and intensive oral work to develop fluency, written composition and reading of medium difficulty from Spanish literature.

SPAN 260
Spain in America (4)
No knowledge of Spanish needed.
A study of the governmental, ecclesiastical, and cultural experience of areas of the United States as they were created and evolved for 300 years under Spain and Mexico.

SPAN 299
Special Studies (1-5)
Prerequisites: Prior permission of the instructor and the department chairman.
Subjects vary according to faculty and student interest.

SPAN 305
Spanish Conversation (2)
Prerequisite: SPAN 201 or prior permission of the instructor.
Concentrated drill in Spanish conversation, discussing such subjects as the culture, civilization and current events of Spain and Latin America.

SPAN 310, 311
Advanced Grammar and Composition (3 each)
FALL(310)/WINTER(311)
Prerequisite: SPAN 203 or prior permission of the instructor.

SPAN 312
Spanish for Heritage Speakers (5)
Prerequisites: Being a “heritage speaker”, take an advanced placement test.
A grammar course oriented to Spanish heritage speakers. The course will concentrate on specific linguistic problems of the Hispanic population.
SPAN 320  
**Spanish Civilization (5)**  
Prerequisite: SPAN 203 or prior permission of the instructor.  
Political, social, intellectual and artistic development of Spanish culture from the beginnings to the present day.

SPAN 321  
**Spanish American Civilization and Culture (5)**  
Prerequisite: SPAN 203 or prior permission of the instructor.  
Political, social, intellectual and artistic development of Spanish American culture with emphasis on Spanish America today.

SPAN 330, 331  
**Spain and Spanish America Through News Media (5 each)**  
Prerequisite: SPAN 310 or prior permission of the instructor.  
Contemporary Spain and/or Spanish America through newspapers, magazines and such other media as radio, sound recordings, film and videotape.

SPAN 338  
**Survey of Spanish Literature (3)**  
Prerequisite: SPAN 310 or prior permission of the instructor.  
Readings and discussion of some of the most significant works by writers and thinkers in Spain. (Cross-listed WMST 475)

SPAN 339  
**Survey of Spanish American Literature (3)**  
Prerequisite: SPAN 310 or prior permission of the instructor.  
Significant novels and/or short stories within a designated thematic or period framework. Content varies; course may be repeated.

SPAN 340  
**Spanish Narrative Prose (3)**  
Prerequisite: SPAN 310 or prior permission of the instructor.  
Significant novels and/or short stories within a designated thematic or period framework. Content varies; course may be repeated.

SPAN 450  
**Spanish Drama (3)**  
Course may be repeated. Prerequisite: SPAN 310 or prior permission of the instructor.  
Significant dramas within a designated thematic or period framework. Content varies.

SPAN 460  
**Spanish Poetry (3)**  
Course may be repeated. Prerequisite: SPAN 310 or prior permission of the instructor.  
Selected poems within a designated thematic or period framework. Content varies.

SPAN 470  
**Spanish American Literature: Colonial Through Modernism (3)**  
Prerequisite: SPAN 310 or prior permission of the instructor.  
Selected poems within a designated thematic or period framework. Content varies.

SPAN 471  
**20th Century Spanish American Novel (3)**  
Prerequisite: SPAN 310 or prior permission of the instructor.  
Significant novels of Spanish America. Content varies; course may be repeated.

SPAN 472  
**20th Century Spanish American Poetry and Drama (3)**  
Prerequisite: SPAN 310 or prior permission of the instructor.  
Selected poems and plays of modern Spanish America. Content varies; course may be repeated.

SPAN 473  
**Political and Philosophical Thought in Spain (3)**  
Prerequisite: SPAN 310 or prior permission of the instructor.  
Readings and discussion of some of the most significant works by writers and thinkers in Spain.

SPAN 474  
**Political and Philosophical Thought in Spanish America (3)**  
Prerequisite: SPAN 310 or prior permission of the instructor.  
Readings and discussion of some of the most significant works by writers and thinkers in Spanish America.

SPAN 475  
**Women's Writing in Latin America (4)**  
Prerequisites: SPAN 310 or equivalent and SPAN 321 or HIST 365.  
This course offers an introduction to women's writing in Latin America, focusing on narrative productions of the 20th century. We will discuss issues such as feminine representation and identity, women's perspective and subjectivity through the reading and analysis of contemporary texts by Latin American Women. (Cross-listed WMST 475)

SPAN 491  
**Spanish Senior Thesis (4)**  
Prerequisites: SPAN 310, 311, 320, and 321 and at least one literature elective.  
A course oriented toward the general research of cultural and literary aspects of the Hispanic world. Each student will select a topic at the beginning of the quarter from a number of topics suggested by the instructor. Discussion, critique and analysis of the cultural and literary topics selected by the student will configure the body of the thesis. Selected bibliography will be recommended by the instructor.

SPAN 497  
**Workshops, Short Courses, Conferences (1-5)**

SPAN 498  
**Seminar (1-5)**

SPAN 499  
**Directed Study (1-5)**  
Prerequisites: SPAN 310 or prior permission of the instructor and the department chairman.  
(“The term ‘heritage’ speaker is used to refer to a student who is raised in a home where Spanish language is spoken; who speaks or merely understands the heritage language, and who to some degree bilingual in English and the heritage language, Spanish.”

EASTERN WASHINGTON UNIVERSITY 2005-06
**MUSIC**

College of Arts and Letters  
Patrick Winters, Chair  
119 Music Building  
(509) 359-6129

**B.A., B.A.E., B.M.**

**Minors**  
M.A.


**UNDERGRADUATE PROGRAMS**

The Department of Music is committed to students who seek careers in music as well as to providing music instruction and experience for the general university student. Four degrees with a total of eleven options are offered for students who wish to become performers, composers, conductors, theorists, teachers, or scholars. Four music minor options are also available. Several courses in music literature are open to all students. Some of these courses can be counted toward the General Education Core Requirements (GECR). Opportunities also exist for private instruction in voice and instruments, as well as participation in musical ensembles—chorus, band, orchestra, opera, workshops, and music theatre. Numerous public concerts and recitals are presented throughout the school year, by faculty and students of the Department of Music.

The goal of the department is to provide students with musical instruction and experience of the highest possible quality. Our belief is that the study of music significantly enables students to become informed, responsible, and appreciative members of a democratic society—which is a professed goal of Eastern. We recognize differing needs of those for whom music is to become a profession and those for whom it will be an avocation or a listener's art.

**Outstanding Facilities:** Music students enjoy modern facilities featuring an excellent piano laboratory with 22 units, 32 practice rooms, electronic music laboratory, and an extensive collection of recordings, scores, and music reference materials located in the JFK Library. In addition, the department houses music classrooms, two large rehearsal rooms (vocal and instrumental), a 500-seat capacity recital hall. The renovated Showalter Hall serves as an additional performance venue.

**Opportunities (Scholarships):** The Department of Music has scholarships available to incoming freshmen as well as upper classmen. Scholarships available include Meritorious Music Scholarships, International Scholarships and Music Ensemble Awards. Players of orchestral stringed instruments may also qualify for an EWU-Spokane Symphony Scholarship. For information on auditions and scholarship details, write the Department of Music or phone (509) 359-2241.

**Employment Outlook or Placement:** Our students have fared well in receiving employment following graduation. Other students receive employment in music businesses and performing groups (bands, symphonies, jazz/rock, etc.) as well as individual performances. Though the placement record of graduates of the Department of Music is excellent, employment is not guaranteed just because one receives a degree in music.

The Bachelor of Music degree is intended for students planning for professional performance careers or composers. Students entering this major are required to have a high level of competence in their chosen performance area. The Bachelor of Arts in Music is recommended for students planning for music education, music merchandising, general studies in music, or graduate studies in music history and literature.

**Accreditation Information:** The Department of Music is accredited by the National Association of Schools of Music. The department was awarded full accreditation in 1963.

**Attention High School Students:** Those students considering a major in music should have a competent level of performance on an instrument or voice. Participation in the school band, orchestra, or choir is encouraged.

**Admission Requirements for Transfer Students:** Students transferring from community colleges should refer to the EWU Community College Transfer Handbook available in your advising office. All transfers should have enrolled in a major ensemble (band, orchestra, or choir) every term of attendance. In addition, you should have taken music lessons in your major performance area.

Students enrolling as music majors should go directly to the Department of Music office for advising. This refers to both entering freshmen and transfer students.

Each transfer student will be administered a theory placement exam before classes begin. In some instances students may be required to repeat some theory classes in order to assure success in the music program upper division classes. In addition, transfer students are required to pass a piano proficiency exam or register for piano class (MUSC 120).

**Music Ensemble:** All students seeking a major in music are expected to participate in a major music ensemble appropriate to their principle area of performance each quarter of their university career except as noted in one degree program: Music Education. Major music ensembles, course numbers, and credits are: MUSC 331 Band (2), (MUSC 332 Orchestra (2), and MUSC 333 Symphonic Choir (2); Minor ensembles are: MUSC 335 Instrumental Ensemble, MUSC 336 Vocal Ensemble and MUSC 337 Contemporary Music Ensemble. Instrumental groups include Jazz Ensemble; Percussion Ensemble; Trombone Choir; and Brass, Woodwind, String, and Piano Ensembles. Vocal groups include Collegians, Music Theatre, Opera Workshop, and other vocal ensembles.

**Instruction on Instruments or in Voice:** All students pursuing a major in music are expected to study their chosen medium of performance each quarter in residence with a resident instructor (except during student teaching). Every student who is registered for an applied lesson must be concurrently registered for a large ensemble.

All students without previous credit in applied music at the University level must audition with a faculty member. Students registered for courses with multiple sections (piano and voice) should contact the instructor prior to preregistration for correct assignments.

Music instruction is offered in the following performance concentrations: baritone, bassoon, clarinet, flute, French horn, oboe, percussion, piano, saxophone, string bass, trombone, trumpet, tuba, viola, violin, violoncello, harp, and voice.

Students registered for individual instruction in applied music may be required to attend lessons of another student or special group. Recital appearances, arranged by the instructor, may be required of students studying applied music. Permission of the instructor must be obtained prior to a public appearance by a student. Recital attendance is required of music students.

Lessons in individual applied music missed by a student may not be made up unless the instructor is notified 24 hours before the regularly scheduled time of the lesson. Lessons missed by the instructor will be made up within the quarter. Lessons falling on a legal holiday will not be made up.

MUSC 100, 220, 240: Instruction on instruments or in voice and audition with a jury panel.

MUSC 300, 320, 420: Advanced instruction requires proficiency demonstrated in MUSC 220, Instruction on Instruments or in Voice and audition with a jury panel.

**Major Ensemble Requirement:** All students who are accepted for private applied music study are required to participate in a major ensemble. Exceptions are allowed only with the joint approval of the department chair, advisor the appropriate major ensemble director, and the applied instructor.

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EASTERN WASHINGTON

Recital Attendance Policy: Students enrolled in MUSC 220, 240, 320,
420, and Music Majors enrolled in 120, 130 or 140 are required to attend
six departmentally-approved recitals each quarter. Weekly convocation
attendance is required of all music majors and minors.
Minimum Grade Standards: The minimum acceptable grade for any music
course required for graduation in all majors offered by the Music Department
is 2.8. This standard also applies to courses transferred from other institutions.
Piano Proﬁciency Exam: Students must pass a piano proﬁciency exam as a
prerequisite to MUSC 201. Exams are usually taken at the conclusion of the
second quarter of MUSC 120. All incoming Freshman and Transfer students
must take a Piano Placement exam prior to registration. Students who place
out of MUSC 120 will be placed in MUSC 126 in order to complete the Piano
Proﬁciency requirements. Piano Proﬁciency Requirements are available in
the Music Ofﬁce.
Required courses in the following programs of study may have
prerequisites. Reference the course description section for
clariﬁcation.

Bachelor of Arts (B.A.)
Music Major with Liberal Arts Option (71 credits)

226 / MUSIC

A major in music history and literature is designed for students
who intend to enter college teaching, music librarianship,
music journalism, music publishing, and some branches of the
recording industry. This course of study presupposes that the
student will have a strong background in musical performance.
This is a program designed for the study of music within a
liberal arts curriculum.
Note: Two years of a single high school foreign language or one year of a single
college level foreign language is required.

Required Courses
MUSC 101 Music Theory I (3)
MUSC 102 Music Theory I (3)
MUSC 103 Music Theory I (3)
MUSC 104 Sight Singing and Aural Skills (1)
MUSC 105 Sight Singing and Aural Skills (1)
MUSC 106 Sight Singing and Aural Skills (1)
MUSC 120 Piano Class (1+1)
MUSC 201 Music Theory II (3)
MUSC 202 Music Theory II (3)
MUSC 203 Music Theory II (3)
MUSC 204 Sight Singing and Aural Skills (1)
MUSC 205 Sight Singing and Aural Skills (1)
MUSC 250 Music History and Literature I (3)
MUSC 251 Music History and Literature II (3)
MUSC 252 Music History and Literature III (3)
MUSC 310 Basic Conducting Skills (2)
MUSC 356 History of Jazz (3)

Select courses from the following: 6-7 credits

MUSC 382 Stringed Instrument Techniques (1+1)
MUSC 383 Woodwind Instrument Techniques (1+1+1)
MUSC 384 Brass Instrument Techniques (1)
MUSC 385 Percussion Instrument Techniques (1)

Minimum total required credits
Minimum total; credits for above Major
Professional Education Requirements/
Elementary Education: 108-112 credits

87 - 92 credits
87 - 92 credits

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

Total credits for above Major and
Elementary Professional Education
Total credits for above Major and
Secondary Professional Education

195 - 204 credits
137 - 144 credits

Students in this program are excused from major ensemble
participation during the quarter of student teaching.

Bachelor of Music (B.M.)
In programs leading to the Bachelor of Music, the department
seeks to provide thoroughly professional training, in addition to
the requirements set for the liberally educated student. Options
under this degree include majors in performance, theory, and
composition. This course of study presupposes that the student
will have a strong background in musical performance.
39 credits
32 credits
71 credits

Bachelor of Arts in Education (B.A.E.)
Music: Instrumental, Choral, General/Elementary or
Secondary Major (87 - 92 credits)
Elementary music majors should enroll in Education 300,
Introduction to Classroom Experience (1-4) in the Fall Quarter
prior to student teaching. See music education advisor for
details. Music clearance must be obtained by departmental
interview prior to admission to Education 420, Admission to
Professional Candidacy (2).
This major satisfies the endorsement for Preschool to
grade 12.
MUSC 101 Music Theory I (3)
MUSC 102 Music Theory I (3)

MUSC 103 Music Theory I (3)
MUSC 104 Sight Singing and Aural Skills (1)
MUSC 105 Sight Singing and Aural Skills (1)
MUSC 106 Sight Singing and Aural Skills (1)
MUSC 120 Piano Class (1+1)
MUSC 130 Voice Class (1)
MUSC 201 Music Theory II (3)
MUSC 202 Music Theory II (3)
MUSC 203 Music Theory II (3)
MUSC 204 Sight Singing and Aural Skills (1)
MUSC 205 Sight Singing and Aural Skills (1)
MUSC 220 Applied Instruction on Instrument or Voice (1+1+1)
MUSC 244 Computers in the Music Classroom (2)
MUSC 250 Music History and Literature I (3)
MUSC 251 Music History and Literature II (3)
MUSC 252 Music History and Literature III (3)
MUSC 310 Basic Conducting Skills (2)
MUSC 312 Advanced Conducting Skills (2)
MUSC 320 Applied Instruction on Instruments or Voice (1+1)
MUSC 356 History of Jazz (3)
MUSC 441 Music Methods For the Elementary Music Specialist (3)
MUSC 445 Choral Methods and Materials in the Secondary School (2)
MUSC 446 Instrumental Methods and Materials (Band and Orchestra) (2)
MUSC 447 Jazz Ensemble Methods and Materials (2)
MUSC 331, 332, 333 Major Ensemble (22)
(String, wind, and percussion majors in music education shall participate in one
quarter of a major vocal ensemble. Vocal and piano majors in music education
shall participate in one quarter of a major instrumental ensemble.)
MUSC 470 Senior Recital (1-5)

Secondary Education: 50-52 credits

MUSC 220 Applied Instruction on Instrument or Voice (1+1+1)
MUSC 320 Applied Instruction on Instrument or Voice (1+1+1)
Music Ensembles (12 credits)
MUSC 331 Band (2)
MUSC 332 Orchestra (2)
MUSC 333 Symphonic Choir (2)
Music Electives at the 300 and 400 level (14)

Required Courses

2 0 0 5-0 6

(Normally, this requirement carries 111-115 credits; however,
this major already carries one professional education course for
Elementary Education: Music 441 Music Methods for the Elementary
Music Specialist (3).)

Music performance and electives

Total required credits
Total music performance and elective credits
Total credits for above Major

U N IV E R S I TY

Music Major with Instrumental Performance Option
(93 - 97 credits)
Required Courses
MUSC 101 Music Theory I (3)
MUSC 102 Music Theory I (3)
MUSC 103 Music Theory I (3)
MUSC 104 Sight Singing and Aural Skills (1)
MUSC 105 Sight Singing and Aural Skills (1)
MUSC 106 Sight Singing and Aural Skills (1)
MUSC 120 Piano Class (1+1)
MUSC 201 Music Theory II (3)
MUSC 202 Music Theory II (3)
MUSC 203 Music Theory II (3)
MUSC 204 Sight Singing and Aural Skills (1)
MUSC 205 Sight Singing and Aural Skills (1)
MUSC 240 Applied Instruction on Instrument or Voice (10)
MUSC 250 Music History and Literature I (3)
MUSC 251 Music History and Literature II (3)
MUSC 252 Music History and Literature III (3)

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MUSC 310 Basic Conducting Skills (2)
MUSC 312 Advanced Conducting Skills (2)
MUSC 356 History of Jazz (3)
MUSC 420 Applied Instruction on Instrument or Voice (12)
MUSC 470 Senior Recital (1-5)

Music performance and electives
Select one of the following courses applicable to the student’s major instrument: 3 credits
- MUSC 462 String Pedagogy (3)
- MUSC 463 Woodwind Pedagogy (3)
- MUSC 464 Brass Pedagogy (3)
- MUSC 468 Percussion Pedagogy (3)
- Admission to Performance Major (0)
- Junior Recital (0)
- Major Ensemble (24)
- Minor Ensemble (2)

Minimum total required credits: 64 - 68 credits
Total music performance and elective credits: 29 credits
Minimum credits for above Major: 93 - 97 credits

Music Major with Music Composition Option (85 - 89 credits)
A program with a liberal arts orientation designed to prepare students for teaching at the college level, the composition and presentation of concert music, careers in film scoring, and theater/dance work. This course of study presupposes that the student will have a strong background in musical performance. Entry into this degree program is by departmental interview and with the consent of the head of composition studies.

Required Courses
MUSC 101 Music Theory I (3)
MUSC 102 Music Theory I (3)
MUSC 103 Music Theory I (3)
MUSC 104 Sight Singing and Aural Skills (1)
MUSC 105 Sight Singing and Aural Skills (1)
MUSC 106 Sight Singing and Aural Skills (1)
MUSC 120 Piano Class (1+1)
MUSC 201 Music Theory II (3)
MUSC 202 Music Theory II (3)
MUSC 203 Music Theory II (3)
MUSC 204 Sight Singing and Aural Skills (1)
MUSC 205 Sight Singing and Aural Skills (1)
MUSC 209 Compositional Techniques (2)
MUSC 240 Applied Instruction on Instrument or Voice (3)
MUSC 250 Music History and Literature I (3)
MUSC 251 Music History and Literature II (3)
MUSC 252 Music History and Literature III (3)
MUSC 305 Counterpoint (2)
MUSC 310 Basic Conducting Skills (2)
MUSC 320 Applied Instruction on Instrument or Voice (1+1+1)
Major Ensemble:
- MUSC 331 Band (2)
- MUSC 332 Orchestra (2)
- MUSC 333 Symphonic Choir (2)
- MUSC 401 Advanced Analysis (2)
- MUSC 409 Composition (15)
- MUSC 670 Senior Composition Recital (1-5)

Music Electives
Choose 400-level courses

Minimum total required credits: 64 - 68 credits
Total required music ensemble credits: 12 credits
Total music elective credits: 9 credits
Minimum total credits for above Major: 85 - 89 credits

Music Major with Vocal Performance Option (96 - 106 credits)

Required Courses
MUSC 101 Music Theory I (3)
MUSC 102 Music Theory I (3)
MUSC 103 Music Theory I (3)
MUSC 104 Sight Singing and Aural Skills (1)
MUSC 105 Sight Singing and Aural Skills (1)
MUSC 106 Sight Singing and Aural Skills (1)
MUSC 201 Music Theory II (3)
MUSC 202 Music Theory II (3)
MUSC 203 Music Theory II (3)
MUSC 204 Sight Singing and Aural Skills (1)
MUSC 205 Sight Singing and Aural Skills (1)
MUSC 240 Applied Instruction on Instrument or Voice (12)
MUSC 250 Music History and Literature I (3)
MUSC 251 Music History and Literature II (3)
MUSC 252 Music History and Literature III (3)
MUSC 335 Music Ensemble: Instrumental (Piano) (3)
(One year of Piano Ensemble may be substituted in lieu of one year of a major ensemble)
MUSC 340 Advanced Functional Keyboard (2)
MUSC 356 History of Jazz (3)
MUSC 420 Applied Instruction on Instrument or Voice (12)
MUSC 458 Piano Pedagogy I (2)
MUSC 459 Piano Pedagogy II (2)
MUSC 460 Piano Pedagogy III (2)
MUSC 467 Accompanying (5)
MUSC 470 Senior Recital (1-5)
MUSC 480 Keyboard Literature I (2)
MUSC 481 Keyboard Literature II (2)
MUSC 482 Keyboard Literature III (2)

Performance Ensembles
- Admission to Performance Major (0)
- Junior Recital (0)
- MUSC 331, 332, 333 Major Ensemble (24)
- MUSC 331 Band (2)
- MUSC 332 Orchestra (2)
- MUSC 333 Symphonic Choir (2)
or if a year of Piano Ensemble is substituted for a year of a Major Ensemble (18)

Minimum total required credits: 78 - 82 credits
Minimum total required performance ensemble credits: 18 - 24 credits
Minimum credits for above Major: 96 - 106 credits

Music Major with Vocal Performance Option (115 - 119 credits)

Required Courses
MUSC 101 Music Theory I (3)
MUSC 102 Music Theory I (3)
MUSC 103 Music Theory I (3)
MUSC 104 Sight Singing and Aural Skills (1)
MUSC 105 Sight Singing and Aural Skills (1)
MUSC 106 Sight Singing and Aural Skills (1)
MUSC 201 Music Theory II (3)
MUSC 202 Music Theory II (3)
MUSC 203 Music Theory II (3)
MUSC 204 Sight Singing and Aural Skills (1)
MUSC 205 Sight Singing and Aural Skills (1)
MUSC 209 Compositional Techniques (2)
MUSC 240 Applied Instruction on Instrument or Voice (3)
MUSC 250 Music History and Literature I (3)
MUSC 251 Music History and Literature II (3)
MUSC 252 Music History and Literature III (3)
MUSC 305 Counterpoint (2)
MUSC 310 Basic Conducting Skills (2)
MUSC 320 Applied Instruction on Instrument or Voice (1+1+1)
Major Ensemble:
- MUSC 331 Band (2)
- MUSC 332 Orchestra (2)
- MUSC 333 Symphonic Choir (2)
- MUSC 401 Advanced Analysis (2)
- MUSC 409 Composition (15)
- MUSC 670 Senior Composition Recital (1-5)

Music Electives
Choose 400-level courses

Minimum total required credits: 64 - 68 credits
Total required music ensemble credits: 12 credits
Total music elective credits: 9 credits
Minimum total credits for above Major: 85 - 89 credits

Minimum total required credits: 67 - 71 credits
Minimum total required languages credits: 20 credits
Minimum total required performance ensembles credits: 28 credits
Minimum credits for above Major: 115 - 119 credits

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

Music Minor (16 credits)

Required Courses
- MUSC 101 Music Theory I (3)
- MUSC 102 Music Theory I (3)
- MUSC 103 Music Theory I (3)
- MUSC 104 Sight Singing and Aural Skills (1)
- MUSC 105 Sight Singing and Aural Skills (1)
- MUSC 212 Music in The Humanities (5)*

Electives
- Select in consultation with department advisor.

Total required credits 13 credits
Total elective credits 3 credits
Total credits for above Minor 16 credits

*Note: MUSC 212 also counts as a GECR.

Music: Broad Area Option/Elementary or Secondary Minor (43 credits)

This minor satisfies the endorsement for Preschool to grade 12.

Required Courses
- MUSC 101 Music Theory I (3)
- MUSC 102 Music Theory I (3)
- MUSC 103 Music Theory I (3)
- MUSC 104 Sight Singing and Aural Skills (1)
- MUSC 105 Sight Singing and Aural Skills (1)
- MUSC 106 Sight Singing and Aural Skills (1)
- MUSC 120 Piano Class (1+1)

Select courses from the following: 6 credits (some participation in both vocal and instrumental ensembles is required.)
- MUSC 331 Band (2)
- MUSC 332 Orchestra (2)
- MUSC 333 Symphonic Choir (2)

Select four appropriate courses from the following: 4 credits (If the student is an instrumental performer, the student will select the three instrumental techniques courses outside his or her instrument group)
- MUSC 382 Stringed Instrument Techniques (1)
- MUSC 383 Woodwind Instrument Techniques (1)
- MUSC 384 Brass Instrument Techniques (1)
- MUSC 385 Percussion Instrument Techniques (1)

Total required credits 33 credits
Total required vocal and instrumental credits 6 credits
Total required instrumental techniques credits 4 credits
Total credits for above Minor 43 credits

Music: Choral Music Option/Elementary or Secondary Minor (34 credits)

This minor satisfies the endorsement for Preschool to grade 12.

Required Courses
- MUSC 101 Music Theory I (3)
- MUSC 102 Music Theory I (3)
- MUSC 103 Music Theory I (3)
- MUSC 104 Sight Singing and Aural Skills (1)
- MUSC 105 Sight Singing and Aural Skills (1)
- MUSC 106 Sight Singing and Aural Skills (1)
- MUSC 120 Piano Class (1+1)

or MUSC 220 Applied Instruction on Instrument or Voice (Piano) (1+1)

Total required credits 34 credits
Total credits for above Minor 34 credits

Music: Instrumental Music Option/Elementary or Secondary Minor (36 credits)

This minor satisfies the endorsement for Preschool to grade 12.

Required Courses
- MUSC 101 Music Theory I (3)
- MUSC 102 Music Theory I (3)
- MUSC 103 Music Theory I (3)
- MUSC 104 Sight Singing and Aural Skills (1)
- MUSC 105 Sight Singing and Aural Skills (1)
- MUSC 106 Sight Singing and Aural Skills (1)
- MUSC 120 Piano Class (1+1)

or MUSC 220 Applied Instruction on Instrument or Voice (piano) (1+1)

Total required credits 33 credits
Total required instrumental emphasis credits 3 credits
Total credits for above Minor 36 credits

GRADUATE PROGRAM

Master of Arts in Music

Morton Kristiansen, Program Advisor

234 Music Building
(509) 359-6906

Areas of Concentration
- Composition
- General (Non-Specific)
- Music Education
- Performance (Instrumental/Vocal)

Students intending to pursue the master of arts degree in music should hold an appropriate baccalaureate degree from an accredited institution. All applicants will be required to take the GRE General Test and be admitted based on a general test score before registration in graduate-level music courses. Students applying for the performance emphasis will also take a personal audition, or submit an unedited tape of their performance. Students who are interested in teaching careers, performance careers, and business careers in music can design a program to suit their needs. The degree is also designed to prepare the student for further graduate study.

Admission Requirements/Preparation

Progress toward the degree will follow the information found in the front of this catalog “Summary Guide to Policies and Procedures.”

Composition Emphasis

Required Core
- MUSC 520 Research Techniques and Bibliography in Music (3)
- MUSC 531 Music History from the following: 12 credits
- MUSC 532 Music of the Medieval Era (3)
- MUSC 533 Music of the Renaissance Era (3)
- MUSC 535 Music of the Baroque Period (3)
- MUSC 534 Music of the Classical Period (3)
- MUSC 536 Music of the Romantic Period (3)
- MUSC 554 Music of the 20th Century (3)

Music Theory/Composition: 5 credits
- MUSC 540 Historical Analysis of Musical Structure (3)
- MUSC 541 Counterpoint Music (2)
- MUSC 510 Advanced Conducting (3)

Three Quarters of Applied Instruction (MUSC 529 or 530) (3)
Three Quarters of Graduate Ensemble Participation (3)
MUSC 600 Thesis, MUSC 601 Graduate Recital
or MUSC 550 Advanced Studies in Music Education (5)

Requirements for Composition Emphasis
MUSC 568 Advanced Compositional Techniques (2 credits per quarter) (12)
Composition elective chosen from the following: 3 credits
MUSC 562 Topics in Theory (3)
MUSC 565 Advanced Orchestration (3)
MUSC 569 Topics in Advanced Arranging (3)
MUSC 570 Electronic Music (3)
MUSC 606 College Teaching Internship (5)
Approved Electives (11)

Total required core credits 34 credits
Total required composition credits 26 credits
Minimum total credits for above Master’s Degree 60 credits

All Master’s students must pass an oral examination.

General (Non-Specific)

Required Core
MUSC 520 Research Techniques and Bibliography in Music (3)
Music History from the following: 12 credits
MUSC 551 Music of the Medieval Era (3)
MUSC 552 Music of the Renaissance Era (3)
MUSC 553 Music of the Baroque Period (3)
MUSC 554 Music of the Classical Period (3)
MUSC 555 Music of the Romantic Period (3)
Music Theory/Composition: 5 credits
MUSC 560 Historical Analysis of Musical Structure (3)
MUSC 561 Counterpoint Music (2)
MUSC 510 Advanced Conducting (3)
Three Quarters of Applied Instruction (MUSC 529 or 530)2 (3)
Three Quarters of Graduate Ensemble Participation (3)
MUSC 600 Thesis, MUSC 601 Graduate Recital or MUSC 550 Advanced Studies in Music Education (5)

Requirements for General (Non-Specific) Emphasis
Electives in Music1 (16)
Electives in Supportive Areas (music or non-music)* (10)

Total required core credits 34 credits
Total required general (non-specific) credits 26 credits
Minimum total credits for above Master’s Degree 60 credits

All Master’s students must pass an Oral Examination.

Music Education Emphasis

Required Core
MUSC 520 Research Techniques and Bibliography in Music (3)
Music History from the following: 12 credits
MUSC 551 Music of the Medieval Era (3)
MUSC 552 Music of the Renaissance Era (3)
MUSC 553 Music of the Baroque Period (3)
MUSC 554 Music of the Classical Period (3)
MUSC 555 Music of the Romantic Period (3)
MUSC 556 Music of the 20th Century (3)
Music Theory/Composition: 5 credits
MUSC 560 Historical Analysis of Musical Structure (3)
MUSC 561 Counterpoint Music (2)
MUSC 510 Advanced Conducting (3)
Three Quarters of Applied Instruction (MUSC 529 or 530)2 (3)
Three Quarters of Graduate Ensemble Participation (3)
MUSC 600 Thesis, MUSC 601 Graduate Recital
or MUSC 550 Advanced Studies in Music Education (5)

Requirements for Music Education Emphasis
Music Education from the following: 6 credits
MUSC 531 Problems in Applied Music Instruction (1)
MUSC 532 Problems in Ensemble Music Instruction (1)
MUSC 546 Materials and Problems in the School Music Program: Choral (3)
MUSC 547 Materials and Problems in the School Music Program: Instrumental (3)
MUSC 599 Independent Study in Music Education or approved electives (15)
MUSC 606 College Teaching Internship (5)

Total required core credits 34 credits
Total required music education credits 26 credits
Minimum total credits for above Master’s Degree 60 credits

All Master’s students must pass an Oral Examination.

Performance Emphasis (Instrumental/Vocal)

Required Core
MUSC 520 Research Techniques and Bibliography in Music (3)
Music History from the following: 12 credits
MUSC 551 Music of the Medieval Era (3)
MUSC 552 Music of the Renaissance Era (3)
MUSC 553 Music of the Baroque Period (3)
MUSC 554 Music of the Classical Period (3)
MUSC 555 Music of the Romantic Period (3)
MUSC 556 Music of the 20th Century (3)
Music Theory/Composition: 5 credits
MUSC 560 Historical Analysis of Musical Structure (3)
MUSC 561 Counterpoint Music (2)
MUSC 510 Advanced Conducting (3)
Three Quarters of Applied Instruction (MUSC 529 or 530)2 (3)
Three Quarters of Graduate Ensemble Participation (3)
MUSC 600 Thesis, MUSC 601 Graduate Recital or MUSC 550 Advanced Studies in Music Education (5)

Requirements for Performance Emphasis
Three Additional Quarters of Graduate Ensemble Participation (3)
MUSC 530 Instruction on Instruments or Voice* (7)
MUSC 460, 461, 462, 463, or 464 Vocal or Instrumental Pedagogy (3)
Language Diction Proficiency (voice majors only) (0)
Approved Electives (13)

Total required core credits 34 credits
Total required performance credits 26 credits
Minimum total credits for above Master’s Degree 60 credits

All Master’s students must pass an Oral Examination.

*Students in the Performance Emphasis must take MUSC 530 (2 credits) each quarter for five quarters (for a total of 10 credits) and MUSC 601 Graduate Recital in their last quarter.
*To be determined in consultations among the student, the student’s area advisor(s), and the graduate program advisor.
1Students in the Composition Emphasis must take MUSC 556 Music of the 20th Century as one of their Music History courses.
2Students in the Composition Emphasis must take at least three quarters of piano.

Final Comprehensive Examination

Preliminary to the scheduling of the final oral exam, all graduate students must pass a diagnostic music history and theory exam administered by the music faculty. All master’s degrees in music require an oral comprehensive exam covering salient matters in the candidate’s course work and the candidate’s internship, thesis, performance, or other applicable research or performance project(s). The exam will be administered by a committee chaired by the candidate’s advisor as assigned by the Music Department and including another music faculty representative and an outside faculty representative assigned by the Graduate Office.
Music Courses

Terms Offered. If no terms are indicated, check with department or quarterly Course Announcement.

**MUSC 100**  
**Instruction on Voice or Instrument (1)**  
FALL/WINTER/SPRING  
Lab fee. Prerequisite: Concurrent enrollment in large ensemble, audition with instructor.  
All students not majoring or minoring in music should register for this number. Students without previous credit in applied music must audition to be accepted into applied study. Every student who is registered for applied music must be registered for a large ensemble.

**MUSIC 101**  
**Music Theory I (3)**  
FALL  
Prerequisites: Concurrent enrollment in MUSC 104 and 120.  
Basic theory devoted to notation, scales, intervals, keys, and elementary harmony.

**MUSC 102**  
**Music Theory I (3)**  
WINTER  
Prerequisites: MUSC 101, concurrent enrollment in MUSC 105 and 120.  
Study of harmonic practice and part writing, Treatment of major and minor seventh chords.  
Melodic construction.

**MUSC 103**  
**Music Theory I (3)**  
SPRING  
Prerequisites: MUSC 102, concurrent enrollment in 106.  
Emphasizes analysis, modulation, non-dominant and secondary dominant seventh chords, American popular song, and American jazz forms.

**MUSC 104**  
**Sight Singing and Aural Skills (1)**  
FALL  
Prerequisites: Concurrent enrollment in MUSC 101 and 120.  
Singing of materials emphasizing stepwise melodic motion and triadic motion. Study of basic rhythms.  
Ear training: identify intervals and scale forms.

**MUSC 105**  
**Sight Singing and Aural Skills (1)**  
WINTER  
Prerequisites: MUSC 104, concurrent enrollment in MUSC 102 and 120.  
Introduction of G clefs, compound meter and more difficult rhythms. Dictation includes error detection as well as melodic dictation.

**MUSC 106**  
**Sight Singing and Aural Skills (1)**  
SPRING  
Prerequisites: MUSC 105, concurrent enrollment in 103.  

**MUSC 110**  
**Introduction to Piano and Music Theory (3)**  
FALL  
Basic musical skills, including notation, scales, key signatures, chords, intervals and keyboard experience.

**MUSC 120**  
**Piano Class (1)**  
Prerequisite: MUSC 110 or consent of the instructor.  
All Music majors or minors without previous credit in applied piano at the University level should register for this number. This course may be repeated until the student reaches the proficiency level necessary to pass the piano proficiency exam.

**MUSC 126**  
**Honors Keyboard (1)**  
FALL  
Prerequisite: Permission of the instructor.  
Accelerated offering of the material covered in MUSC 120. Covers all components of the piano proficiency exam.

**MUSC 130**  
**Voice Class (1)**  
FALL/WINTER/SPRING  
Prerequisite: MUSC 110 or consent of the instructor.  
All students without previous credit in applied vocal music at the University level should register for this number. This course may be repeated until the student reaches the proficiency level necessary for advanced instruction.

**MUSC 140**  
**Instrument Class (1)**  
FALL/WINTER/SPRING  
Prerequisite: MUSC 110 or audition with the instructor.  
Only students assigned by the instructor should register for this number. This course may be repeated until the student reaches the proficiency level necessary for applied instruction at the MUSC 220 level.

**MUSC 201**  
**Music Theory II (3)**  
FALL  
Prerequisites: MUSC 103, declared music major or consent of the instructor, concurrent enrollment in MUSC 204, piano proficiency exam.  
Emphasizes contrapuntal techniques, variation techniques, and study of chromatic and color harmonies.

**MUSC 202**  
**Music Theory II (3)**  
WINTER  
Prerequisites: MUSC 201, concurrent enrollment in 205.  
Study of advanced harmonic practice including altered dominants and chromatic mediants. Study of large forms emphasizing various forms of rondo.

**MUSC 203**  
**Music Theory II (3)**  
SPRING  
Prerequisite: MUSC 202.  
Study of late 19th and 20th century compositional and formal techniques and devices.

**MUSC 204**  
**Sight Singing and Aural Skills (1)**  
FALL  
Prerequisites: MUSC 106, concurrent enrollment in MUSC 201, piano proficiency exam.  
Emphasizes rhythmic and melodic complexity including chromaticism and modulation. Dictation of comparable material.

**MUSC 205**  
**Sight Singing and Aural Skills (1)**  
WINTER  
Prerequisites: MUSC 204, concurrent enrollment in 202.  
Emphasizes unusual modulation, scales and time signatures.

**MUSC 209**  
**Compositional Techniques (2)**  
FALL  
Prerequisite: Prior permission of the instructor.  
Practical study of the techniques and devices of composition in the various primary forms.

**MUSC 212**  
**Music in the Humanities (5)**  
FALL/WINTER/SPRING  
Prerequisite: MUSC 120, 130, 140 or consent of the instructor by audition, concurrently register for large ensemble.  
Freshman and sophomore music majors or minors should register for this number. Students registered for courses with multiple sections (piano, instrument and voice) should contact the instructor prior to preregistration for correct assignments.

**MUSC 220**  
**Applied Instruction on Instrument or Voice (1)**  
FALL/WINTER/SPRING  
Lab fee.  
Prerequisites: Performance major status, audition with music faculty, concurrent enrollment in large ensemble.  
Freshman and sophomore music performance majors should register for this number. Students registered for courses with multiple sections (piano, instrument and voice) should contact the instructor prior to preregistration for correct assignments.

**MUSC 230**  
**Guitar and Music Fundamentals (3)**  
SPRING  
Fundamentals of music, including notation, scales, key signatures, chords, intervals, experience with use of guitar.

**MUSC 240**  
**Applied Instruction on Instrument or Voice (2)**  
FALL/WINTER/SPRING  
Lab fee.  
Prerequisites: MUSC 120, 130, 140 or consent of the instructor by audition, concurrently register for large ensemble.  
Freshman and sophomore music performance majors should register for this number. Students registered for courses with multiple sections (piano, instrument and voice) should contact the instructor prior to preregistration for correct assignments.

**MUSC 244**  
**Computers in the Music Classroom (2)**  
FALL  
Lab fee.  
Prerequisites: Performance major status, Computer Literacy II clearance, MUSC 120 (piano) or equivalent.  
A practical study of computer software and hardware appropriate for use in the music classroom.

**MUSC 250**  
**Music History and Literature I (3)**  
FALL  
Prerequisite: MUSC 103.  
Detailed study and analysis of music in Western civilization from its origin to modern times. The fall quarter covers antiquity through the Renaissance.

**MUSC 251**  
**Music History and Literature II (3)**  
WINTER  
Prerequisites: MUSC 103, 250.  
Detailed study and analysis of music in Western civilization from the origin to modern times. Music 251 includes the Baroque and Classical periods.
MUSC 252
Music History and Literature III (3)
SPRING
Prerequisites: MUSC 103, 251.
A detailed study and analysis of the music in Western Civilization from 1800 to the present.

MUSC 276
Jazz Improvisation (1)
Prerequisites: MUSC 103 and/or consent of the instructor. Provides music majors with the materials, techniques, and concepts needed for the purpose of developing jazz improvisational skills.

MUSC 300
Instruction on Voice or Instrument (1)
FALL/WINTER/SPRING
Lab fee. Prerequisites: MUSC 100 and junior standing, concurrently register for large ensemble. Only students who are not majoring or minoring in music and have obtained permission from a jury panel may register for this class.

MUSC 305
Counterpoint (2)
Prerequisites: MUSC 101, 102, 104. Study and application of contrapuntal techniques in 2 and 3 voices.

MUSC 310
Basic Conducting Skills (2)
FALL
Prerequisite: MUSC 103 or consent of the instructor. Study of fundamental conducting techniques, score study and rehearsal techniques.

MUSC 312
Advanced Conducting Skills (2)
WINTER
Prerequisites: MUSC 203 and 310. Conducting and rehearsal techniques applicable to choral and instrumental performance groups.

MUSC 320
Applied Instruction on Instrument or Voice (1)
FALL/WINTER/SPRING
Lab fee. Prerequisites: MUSC 220 and audition with jury panel, concurrently register for large ensemble. Only junior and senior music majors or minors who have passed junior level juries may register for this number. (Music Performance majors should register fro MUSC 240 or 420). Students registered for courses with multiple sections (piano, instrument and voice) should contact the instructor prior to preregistration for correct assignments.

MUSC 331
Band (2)
FALL/WINTER/SPRING

MUSC 332
Orchestra (2)
FALL/WINTER/SPRING

MUSC 333
Symphonic Choir (2)
FALL/WINTER/SPRING

MUSC 334
Music Theatre (2)

MUSC 335
Music Ensemble: Instrumental (1)
FALL/WINTER/SPRING

MUSC 336
Music Ensemble: Vocal (1)
FALL/WINTER/SPRING

MUSC 337
Contemporary Music Ensemble (3)
FALL/WINTER/SPRING
Prerequisites: MUSC 101 and/or consent of the instructor. This ensemble allows students the opportunity to investigate through performing the music and the stylistic performance practices of music of the 20th century.

MUSC 338
Orchestral Repertoire for Strings (1)
FALL/WINTER/SPRING
Prerequisite: MUSC 203. An intensive study of the standard orchestra repertoire. Students will use score analysis and use of recordings to aid in their preparation.

MUSC 340
Advanced Functional Piano (2)
OFFERED ALTERNATE YEARS
Prerequisites: Junior or senior standing or permission of the instructor. Advanced techniques of harmonization, transposition, score-reading, sight reading and improvisation.

MUSC 356
History of Jazz (3)
SPRING
Investigates the cultural, historical, and musical elements of jazz music, including non-western influences and crossover music.

MUSC 382
Stringed Instrument Techniques (1)
FALL/WINTER
May be repeated for 2 credits. Prerequisite: Music major or prior permission of the instructor. Elementary instruction in string techniques.

MUSC 383
Woodwind Instrument Techniques (1)
FALL/WINTER/SPRING
May be repeated for 3 credits. Prerequisite: Music major or prior permission of the instructor. Elementary instruction in woodwind techniques.

MUSC 384
Brass Instrument Techniques (1)
SPRING
Prerequisite: Music major or prior permission of the instructor. Elementary instruction in brass techniques.

MUSC 385
Percussion Instrument Techniques (1)
WINTER
Prerequisite: Music major or prior permission of the instructor. Elementary instruction in percussion techniques.

MUSC 390
Music Methods for Elementary Classroom Teachers (3)
FALL/WINTER/SPRING/SUMMER
Lab fee. Music majors and minors should substitute MUSC 441. Prerequisite: Junior standing. Development of musical understanding as well as teaching materials and techniques to integrate musical skills in elementary classroom instruction.

MUSC 399
Special Studies (1-5)
FALL/WINTER/SPRING/SUMMER
Prerequisite: Prior permission of the instructor. Subjects studied vary according to faculty and student interest.

MUSC 401
Advanced Analysis (2)
Course may be repeated for credit. Prerequisite: MUSC 203. Stylistic and technical analysis of musical works from the baroque, classical, romantic and impressionistic periods.

MUSC 402
Analysis of 20th Century Music (3)
May be repeated for credit. Prerequisite: MUSC 203. Stylistic and technical analysis of musical works of the 20th century.

MUSC 404
Band Arranging (3)
Prerequisites: MUSC 204 and consent of the instructor. Instruments of the band with practical application to the art of band scoring. Original work and transcriptions.

MUSC 405
Orchestration (3)
Prerequisites: MUSC 204 and consent of the instructor. Practical study of the art of symphonic scoring. Original work and transcriptions.

MUSC 406
Choral Arranging (3)
Prerequisites: MUSC 204 and consent of the instructor. Practical study of the art of choral scoring applied to various vocal groupings.

MUSC 409
Composition (1-5)
FALL/WINTER/SPRING
May be repeated. Prerequisite: MUSC 209. Organization of musical ideas into logical forms. Application to works for piano, voice, and instruments.

MUSC 420
Applied Instruction on Instrument or Voice (2)
FALL/WINTER/SPRING
Lab fee. Prerequisites: MUSC 240 and audition with jury panel, concurrently register for large ensemble. Only music performance majors may register for this number. Students registered for courses with multiple sections (piano, instruments and voice) should contact the instructor prior to preregistration for correct assignments.

MUSC 441
Music Methods for the Elementary Music Specialist (3)
WINTER
Prerequisite: Junior, music major or minor and CEDP 302. Methods and materials for teaching a complete music program in the first six grades.

MUSC 445
Choral Methods and Materials in the Secondary School (2)
SPRING
Prerequisites: MUSC 130, 203, 310 or permission of the instructor. The development of a sequential choral program in the secondary schools.

MUSC 446
Instrumental Methods and Materials (2)
SPRING
Prerequisites: MUSC 203, 310. Designed to impart the skills and knowledge to design and direct instructional experience for bands and orchestra in the secondary schools.
MUSC 447
Jazz Ensemble Methods and Materials (2)
WINTER
Prerequisite: MUSC 203.
Designed to impart the skills and knowledge to design and conduct instructional experiences for the stage band or jazz ensemble. This course includes specific techniques and materials on improvisation.

MUSC 451
Music of the Medieval Era (3)
Prerequisites: MUSC 203 and 252.
This course will focus on the evolution of the main currents of musical thought and their manifestations in the music of the medieval era. A portion of the course will be devoted to developing an awareness of early notation and performance practice.

MUSC 452
Music of the Renaissance Era (3)
Prerequisites: MUSC 203 and 252.
This course will focus on the evolution of the main currents of musical thought and their manifestations in the music of the Renaissance era. A portion of the course will be devoted to developing an awareness of early notation and performance practice.

MUSC 453
Music of the Baroque Period (3)
Prerequisite: Prior permission of the instructor.
Intensive study of the music literature of the Baroque period. Emphasizes library research.

MUSC 454
Music of the Classical Period (3)
Prerequisite: Prior permission of the instructor.
Intensive study of the music literature of the Classical period. Emphasizes library research.

MUSC 455
Music of the Romantic Period (3)
Prerequisite: Prior permission of the instructor.
Intensive study of the music literature of the Romantic period. Emphasizes library research.

MUSC 456
Music of the 20th Century (3)
Prerequisite: Prior permission of the instructor.
Intensive study of the music literature of the 20th century period. Emphasizes library research.

MUSC 458
Piano Pedagogy I (2)
FALL
Prerequisites: Junior or senior standing, permission of the instructor.
Methods and materials for teaching all levels of piano in the private studio and group class setting.

MUSC 459
Piano Pedagogy II (2)
WINTER
Prerequisites: Junior or senior standing, permission of the instructor or MUSC 458.
Methods and materials for teaching all levels of piano in the private studio and group class setting.

MUSC 460
Piano Pedagogy III (2)
SPRING
Prerequisites: Junior or senior standing or permission of the instructor or MUSC 459.
Methods and materials for teaching all levels of piano in the private studio and group class setting.

MUSC 461
Vocal Pedagogy (3)
SPRING
Prerequisites: Senior standing and prior permission of the instructor.
Preparation for teaching individual and class voice in the studio.

MUSC 462
String Pedagogy (3)
WINTER
Prerequisites: Senior standing and prior permission of the instructor.
Preparation for teaching individual or class lessons in string instruments.

MUSC 463
Woodwind Pedagogy (3)
WINTER
Prerequisites: Senior standing and prior permission of the instructor.
Preparation for teaching individual or class lessons in woodwind instruments.

MUSC 464
Brass Pedagogy (3)
WINTER
Prerequisites: Senior standing and prior permission of the instructor.
Preparation for teaching individual or class lessons in brass instruments.

MUSC 465
Accompanying (3)
FALL/WINTER/SPRING
Prerequisite: Prior permission of the instructor.
Vocal and instrumental literature, analyzing accompanist’s problems.

MUSC 466
Percussion Pedagogy (3)
WINTER
Prerequisites: Senior standing and prior permission of the instructor.
Preparation for teaching individual and class percussion in the studio.

MUSC 467
Senior Recital (1-5)
FALL/WINTER/SPRING
Prerequisite: Prior permission of the instructor.

MUSC 468
Keyboard Literature I (2)
FALL
Prerequisite: Junior or senior standing or permission of the instructor.
A study of keyboard literature from pre-baroque through classical periods.

MUSC 469
Keyboard Literature II (2)
Prerequisite: Junior or senior standing or permission of the instructor.
A study of keyboard literature from late classical through the romantic period.

MUSC 470
Keyboard Literature III (2)
Prerequisites: Junior or senior standing or permission of the instructor.
A study of keyboard literature from the late romantic period through the 19th century.

MUSC 471
Music Senior Thesis (4)
FALL/WINTER/SPRING
Satisfies senior capstone university graduation requirement.
Prerequisite: Concurrent enrollment in MUSC 470.
Students demonstrate that they have learned how to apply their intellectual and research skills to a relevant music project. Students perform, write or arrange music in a public arena. Possible options might include conducting an appropriate project within the music education community. This thesis project/recital serves as a bias for their professional lives as either performing artists, music educators, composers or music scholars.

MUSC 466
Experimental Course in Music (1-5)
FALL/WINTER/SPRING/SUMMER

MUSC 497
Workshops, Short Courses, Conferences (1-5)
FALL/WINTER/SPRING/SUMMER

MUSC 498
Seminar (1-5)
FALL/WINTER/SPRING/SUMMER

MUSC 499
Directed Study (1-5)
FALL/WINTER/SPRING/SUMMER
Prerequisite: Prior permission of the instructor.
Individual study projects in selected special field of music.

MUSC 510
Advanced Conducting (3)
May be repeated for a maximum of nine credits.
Instrumental and choral scores with extensive application of conducting techniques to these forms.

MUSC 520
Research Techniques and Bibliography in Music (3)
FALL
Basic references, bibliographic aids and research techniques.

MUSC 529
Applied Lesson (1)
FALL/WINTER/SPRING
May be repeated each quarter.
Participation in an instrumental ensemble.

MUSC 530
Instruction on Instruments or Voice (2)
FALL/WINTER/SPRING
Prerequisites: Prior permission of the instructor and the department chair.

MUSC 531
Problems in Applied Music Instruction (1)
FALL/WINTER/SPRING
May be repeated for a total of three credits.
Prerequisites: Prior permission of the instructor and the department chair.
For students with graduate standing who wish to pursue special study dealing with applied music.

MUSC 532
Problems in Music Ensemble Instruction (1)
FALL/WINTER/SPRING
May be repeated for a total of three credits.
Prerequisites: Prior permission of the instructor and the department chair.
For students with graduate standing who wish to participate in ensembles and pursue special study dealing with the techniques and literature of the chosen medium.

MUSC 535
Music Ensemble: Instrumental (1-2)
FALL/WINTER/SPRING
May be repeated each quarter.
Participation in an instrumental ensemble.

MUSC 536
Music Ensemble: Vocal (1-2)
FALL/WINTER/SPRING
May be repeated each quarter.
Participation in an instrumental ensemble.
MUSC 537  
Contemporary Music Ensemble (3)  
FALL/WINTER/SPRING  
May be repeated each quarter.  
Prerequisite: Consent of the instructor.  
This ensemble allows students the opportunity to investigate through performing the music and the stylistic performance practices of music of the 20th century.

MUSC 546  
Materials and Problems in the School Music Program: Choral (3)  
Materials and problems of choral music and its performance by school groups.

MUSC 547  
Materials and Problems in the School Music Program: Instrumental (3)  
Materials and problems of instrumental music and its performance by school groups.

MUSC 550  
Advanced Studies in Music Education (5)  
FALL/WINTER  
Supervised research in the area of the student's concentration.

Note: MUSC 551 through MUSC 556 offers intensive study of the music literature of the named period or area with emphasis on library research. An extensive research paper is required in each course.

MUSC 551  
Music of the Medieval Era (3)  
Prerequisite: Prior permission of the instructor.

MUSC 552  
Music of the Renaissance Era (3)  
Prerequisite: Prior permission of the instructor.

MUSC 553  
Music of the Baroque Period (3)  
Prerequisite: Prior permission of the instructor.

MUSC 554  
Music of the Classical Period (3)  
Prerequisite: Prior permission of the instructor.

MUSC 555  
Music of the Romantic Period (3)  
Prerequisite: Prior permission of the instructor.

MUSC 556  
Music of the 20th Century (3)  
Prerequisite: Prior permission of the instructor.

MUSC 560  
Historical Analysis of Musical Structure (3)  
Structural analysis of music from the 16th century to the present and the relationship of this analysis to effective interpretation, performance, and teaching.

MUSC 561  
Counterpoint Music (2)  
Prerequisite: Prior permission of the instructor.  
Offers intensive study and analysis of counterpoint techniques in music theory. Counterpoint is vital the basic fundamentals of advanced study in music.

MUSC 562  
Topics in Theory (3)  
Exploring a variety of topics in Music Theory through research and discovery of analytical methods.

MUSC 563  
Advanced Band Arranging (3)  
Selected orchestral compositions which are adaptable for school and professional bands.

MUSC 565  
Advanced Orchestration (3)  
Prerequisite: MUSC 405.  
Advanced practical arranging, orchestration and composition for school and professional orchestras.

MUSC 566  
Advanced Choral Arranging (3)  
Practical approach to the art of choral scoring as applied to various vocal and instrumental combinations for school and professional choruses.

MUSC 568  
Advanced Compositional Techniques (1-5)  
Prerequisite: MUSC 409.  
Original work in composition in larger musical forms, with emphasis on different stylistic periods.

MUSC 569  
Topics in Advanced Arranging (3)  
Prerequisite: Prior permission of the instructor.  
Offers intensive study and analysis of a variety of arranging techniques in music theory. This course will cover skills needed to arrange music for instrumental and vocal ensembles such as: Band, Choir, and Orchestra.

MUSC 570  
Electronic Music (3)  
Prerequisite: Approval by the instructor.  
The course will focus on MIDI, analogue and digital audio processing with Finale and Pro Tools software and an ARP synthesizer. Students are expected to participate in class projects and learn from hands-on experience.

MUSC 590  
Graduate Recital (1-4)  
FALL/WINTER/SPRING  
Prerequisites: Prior permission of the instructor and the department chair.  
Non-performance Major.

MUSC 596  
College Teaching Internship (5-15)  
FALL/WINTER/SPRING  
Graded Pass/No Credit.  
Teaching a lower-division college course under supervision of a regular faculty member. Includes course planning, arranging bibliographical and other instructional aids, conferences with students, experience in classroom instruction, and student and course evaluation.
NATURAL SCIENCE

College of Science, Math and Technology
Heather McKean, Advisor
241 Science Hall
(509) 359-6512

B.A.E.
Faculty: Varies

UNDERGRADUATE PROGRAM

General Admissions Requirements for Natural Science: High school students who plan to major in natural science are encouraged to take three to four years of both science and mathematics in high school.

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

Bachelor of Arts in Education (B.A.E.)

Natural Science/Elementary Major (30 credits)
Transfer students with AA degrees are expected to complete a minimum of seven total science courses.

This major does not meet a state of Washington endorsement.

Required Courses
BIOL 115 Investigating Biology (5)
GEOG/GEOL 115 Investigating Earth Science (5)
PHYS 115 Investigating Physical Science (5)

Electives Select one course from each area listed below. (Other courses can be approved by a Natural Science Advisor.) (15 credits)

Biological Sciences
BIOL 100 Introduction to Biology (5)

Earth Sciences
GEOG 100 Fundamentals of the Physical Environment (5)
GEOG 305 Introduction to Oceanography (5)
GEOL 100 Discovering Geology (5)
GEOL 205 Geology of the National Parks (5)

Physical Sciences
CHEM 121 Chemistry and its Role in Society (5)
CHEM 161 General Chemistry for the Health Sciences (5)
PHYS 100 Physical Science I (5)
PHYS 121 Descriptive Astronomy (5)

Total required credits 15 credits
Total biological science elective credits 5 credits
Total earth science elective credits 5 credits
Total physical science elective credits 5 credits
Total credits for above Major 30 credits

Professional Education Requirements/
Elementary Education: 111-115 credits

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

Total credits for above Major and
Professional Education 141 - 145 credits

Note: The above major requires the completion of a minor.
Note: One course in the above major can be used to meet the General Education Core Requirements in Natural Science.

Natural Science Courses

See course descriptions listed under the participating programs and departments: Biology, Chemistry and Biochemistry, Geography, Geology, and Physics.

Terms Offered: If no terms are indicated, check with department or quarterly Course Announcement.

NTSC 299
Individual Study (1-5)
FALL/WINTER/SPRING
Prerequisite: Prior permission of the instructor.
Individual studies in natural science or planetarium operations.
NURSING

Intercollegiate College of Nursing
Dorothy Detlor, Dean
W. 2917 Fort George Wright Drive
Spokane, Washington 99224
(509) 324-7360

Peggy Peterson, R.N., M.N.
General Undergraduate Academic Advising Office
302 Sutton Hall, EWU
(509) 359-6926

B.S.N.

M.N.


UNDERGRADUATE PROGRAMS

University nursing programs are taught at the Intercollegiate College of Nursing (ICN) in Spokane. The college of nursing is shared by four institutions of higher education: Eastern Washington University, Gonzaga University, Washington State University and Whitworth College. This cooperative baccalaureate program is the first of its kind among colleges and universities in the United States. The nature of the consortium encourages an environment supportive of individual differences in students, faculty and institutional emphases; broadens the resources available to the college of nursing; and provides a diversity of student backgrounds and experiences which stimulate and enhance learning.

Instructional programs are conducted at the baccalaureate and master’s degree levels to develop responsible citizens and to provide the professional knowledge, skills, and values essential to the practice of nursing throughout our global society. The undergraduate curriculum includes both liberal arts education and preparation as a generalist in the practice of nursing. The curriculum at the graduate level provides preparation for advanced and specialized practice and affords experience in conducting research. Faculty members, as an integral part of the instructional process, practice nursing and serve as models and mentors with small groups of students. The ICN provides an environment conducive to intellectual curiosity and independent learning. Its programs of study accommodate individual differences and interests.

Approximately 500 generic and registered nurse students are enrolled in the baccalaureate nursing programs and 150 in the graduate program. The undergraduate programs are for students initiating the study of nursing and for registered nurses who wish to obtain a baccalaureate degree in nursing. Prospective undergraduate applicants are urged to consult with the lower-division advisor, Peggy Peterson, R.N., M.N., Advising Office, 102 Showalter Hall, EWU. Prospective graduate students should consult with the graduate program coordinator at the ICN.

General Admissions Requirements for Nursing: Admission to the upper division nursing major taught at the ICN is based upon evaluation of the student’s entire application, including academic record, and GPA. The number of applicants to the ICN may exceed the number that can be admitted; therefore, no assurance can be given that all applicants admitted to the University and successfully completing the lower-division requirements will be admitted to the nursing major.

Applicants must complete 90 quarter hours of acceptable credit from Eastern Washington University. The credits must include courses that meet General Education Core Requirements for graduation and the prerequisite courses for the nursing program.

EWU Nursing Prerequisite Courses (58 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 232 Human Anatomy and Physiology for Non-Biology Majors</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 233 Human Anatomy and Physiology for Non-Biology Majors</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 235 Human Anatomy and Physiology for Non-Biology Majors</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 335 Elementary Medical Microbiology</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 161 General Chemistry for the Health Sciences</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 162 Organic Chemistry for the Health Sciences</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 163 Biochemistry for the Health Sciences</td>
<td>5</td>
</tr>
<tr>
<td>FNIDT 550 Nutrition</td>
<td>5</td>
</tr>
<tr>
<td>HLED 194 Emergency Response (3) or American Red Cross Standard First Aid Certificate</td>
<td></td>
</tr>
<tr>
<td>PSYC 100 General Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 310 Psychological Statistics</td>
<td>5</td>
</tr>
<tr>
<td>or SOCI 356 Introduction to Social Statistics (5)</td>
<td></td>
</tr>
<tr>
<td>SOCI 101 Introduction to Sociology</td>
<td>5</td>
</tr>
</tbody>
</table>

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

Bachelor of Science (B.S.N.)

Nursing Major (97.5 credits)

Nursing Major Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 308 Professional Development I: Research and Informatics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 309 Professional Development II: Ethical Reasoning and Decision Making Processes in Nursing</td>
<td>6</td>
</tr>
<tr>
<td>NURS 311 Pathophysiology and Pharmacology for Nursing</td>
<td>6</td>
</tr>
<tr>
<td>NURS 314 Introduction to Nursing Practice in Health and Illness</td>
<td>6</td>
</tr>
<tr>
<td>NURS 315 Nursing Practice: Health and Illness</td>
<td>6</td>
</tr>
<tr>
<td>NURS 318 Growth and Development Across the Life Span</td>
<td>4.5</td>
</tr>
<tr>
<td>NURS 322 The Human Experience of Diversity and Health</td>
<td>3</td>
</tr>
<tr>
<td>NURS 324 Nursing Concepts in Acute and Chronic Illness in the Adults</td>
<td>6</td>
</tr>
<tr>
<td>NURS 325 Nursing Practice in Acute and Chronic Illness in Adults</td>
<td>7.5</td>
</tr>
<tr>
<td>NURS 328 Introduction to Genetological Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 408 Professional Development III: Leadership and Management</td>
<td>4.5</td>
</tr>
<tr>
<td>NURS 409 Professional Development IV: Transition to Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 414 Childhood and Family Health: Theory</td>
<td>4.5</td>
</tr>
<tr>
<td>NURS 415 Children and Families as the Focus of Nursing Care</td>
<td>4.5</td>
</tr>
<tr>
<td>NURS 416 Childbearing Health of the Family</td>
<td>3</td>
</tr>
<tr>
<td>NURS 417 Nursing Care of Childbearing Families</td>
<td>3</td>
</tr>
<tr>
<td>NURS 424 Psychiatric/Mental Health Nursing Concepts</td>
<td>4.5</td>
</tr>
<tr>
<td>NURS 425 Nursing Practice: Psychiatric-Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>NURS 426 Community Health Nursing Theory</td>
<td>3</td>
</tr>
<tr>
<td>NURS 427 Community Health Nursing Practice</td>
<td>4.5</td>
</tr>
<tr>
<td>NURS 430 Senior Practicum</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Elective Tier III/Upper Division Elective (4.5)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total required credits</td>
<td>93 credits</td>
</tr>
<tr>
<td>Total elective credits</td>
<td>4.5 credits</td>
</tr>
<tr>
<td>Total credits for above Major</td>
<td>97.5 credits</td>
</tr>
</tbody>
</table>

Nursing Program for Registered Nurses Required Courses

RN to B.S.N. Admission Criteria

- Washington State RN licensure eligibility (Washington State Patrol clearance upon acceptance to the Intercollegiate College of Nursing)
- Junior year standing (60 semester hours (sh)/90 quarter hours)
- Cumulative GPA of 2.5 in college courses and in course prerequisites to nursing
- Minimum course grade in each course prerequisite to nursing (C, 2.0)

Lower division prerequisites to the nursing major:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy and Physiology</td>
<td>8 semester hours</td>
</tr>
<tr>
<td>Chemistry course with lab</td>
<td>4 semester hours</td>
</tr>
<tr>
<td>Human Nutrition</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>Introduction to Sociology/Social Problems</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>Microbiology</td>
<td>4 semester hours</td>
</tr>
<tr>
<td>Statistics</td>
<td>4 semester hours</td>
</tr>
</tbody>
</table>

www.ewu.edu
Program. Students should check with the ICN for the current fee schedule.

**RN to B.S.N.**
Semester I
- NURS 360 Professional Nursing Concepts and Issues (2 semester hours)
- NURS 365 Assessment and Application of Physiological Concepts I (3 semester hours)
- NURS 400 Nursing Research and Informatics (3 semester hours)

Semester II
- NURS 366 Assessment and Application of Physiological Concepts II (3 semester hours)
- NURS 460 Clinical Decision Making (5 semester hours)
- NURS 477 Ethics in Healthcare (3 semester hours)

Semester III
- NURS 405 Nursing Leadership (2 semester hours)
- NURS 440 Community Health Nursing Concepts (2 semester hours)
- NURS 462 Psychiatric/Mental Health Concepts (2 semester hours)
- NURS 465 Community and Psychiatric Mental Health Practice (3 semester hours)

Semester IV
- NURS 406 Nursing Management (3 semester hours)
- NURS 495 Advanced Clinical Practicum (2 semester hours)
- Upper Division Elective (3 semester hours)

**GRADUATE PROGRAM**
Program Advisor: Anne Hirsch, Associate Dean, Academic Affairs

**Master of Nursing**
The Intercollegiate College of Nursing began as the Intercollegiate Center for Nursing Education (ICNE), that was established July 1, 1968 as a joint endeavor of Eastern Washington University, Washington State University, Gonzaga University, and Whitworth College. Its cooperative undergraduate program was the first of its kind among colleges and universities in the United States.

The Graduate Program in Nursing was established in 1983. The program builds upon an undergraduate baccalaureate degree in nursing and provides a basis for further study at the doctoral level. The purpose is to prepare students for leadership positions in advanced nursing practice. Areas of concentration available include: community-based/population-focused nursing, family nurse practitioner, and psychiatric/mental health nurse practitioner.

**Admission Requirements/Preparation**
The Master of Nursing Program is open to students who hold a bachelor of science in nursing degree from a nationally recognized accrediting agency or approval by the Graduate Program Committee. Admission is granted on the basis of the student’s (1) undergraduate GPA, (2) skills in history taking and physical assessment, (3) satisfactory completion of a course in basic descriptive and inferential statistics, (4) eligibility for licensure as a registered nurse in Washington state, (5) clearance from the Washington State Patrol, and (6) recommendations relative to professional nursing competence and prediction of success as a graduate student.

**Advising**
Students entering through Eastern Washington University apply to the Graduate Studies Office in Cheney and the Graduate Program Office at the ICN. Program information, determination of student interests and goals, and assignment of a faculty advisor is provided by the Graduate Program Office at the ICN.

**Fee Schedule**
By interinstitutional agreement the sponsoring institutions charge the same tuition and fee rates for students enrolled in the ICN Master of Nursing Program. Students should check with the ICN for the current fee schedule.

**Degree Requirements**

**MN Program Structure**
Each program of study is designed to be completed in two academic years. Provision is made for part-time matriculation over a longer period of time, subject to policies and requirements of Eastern and the ICN.

Candidates for the MN degree are required to demonstrate competency in relevant computer applications. The student may choose to complete a thesis or clinical project.

**Core Courses and Credit Hours in the Areas of Concentration**
- NURS 504 Methods of Nursing Research (6)
- NURS 507 Health Care Policy Analysis (3-4.5)
- NURS 700 Thesis (9)
- or NURS 702 Clinical Research Project (4.5)

**Courses Required for Community-Based/Population-Focused Nursing**
- NURS 550 International, Interdisciplinary, and Transcultural Health Care (4.5)
- NURS 552 Family Nursing in the Community (3-6)
- NURS 554 Epidemiological Approaches to Community Health (4.5)
- NURS 556 Community-Based/Population Focused Role Practicum (4.5-9)
- NURS 564 Health Promotion in Nursing Practice (3-4.5)
- NURS 565 Information Management for Nursing Practice (4.5)
- NURS 566 Community Analysis and Program Planning (4.5-6)
- NURS 600 Thesis (9)
- or NURS 601 Clinical Research Project (4.5)
- Additional credits from subspecialty area courses (18-21)

**Nursing Administration, Education, Care Management of Adults/Elders or Children, or Individualized Study Option**

**Total for Community-Based/Population-Focused Nursing**

51 or 64.5 credits

with thesis 55.5 or 73.5 credits

**Courses Required for Family Nurse Practitioner**
- NURS 503 Scientific Inquiry in Nursing (3)
- NURS 537 Role Analysis: Advanced Practice (3)
- NURS 562 Advanced Health Assessment and Differential Diagnosis (6)
- NURS 563 Pharmacology: Advanced Concepts and Practice (4.5)
- NURS 567 Primary Care: Adults and Elders (6)
- NURS 568 Primary Care: Infants, Children and Adolescents (6)
- NURS 569 Primary Care: Family (6)
- NURS 570 Clinical Decision Making (1.5)
- NURS 575 Diagnostic Testing and Interpretation (3)
- NURS 581 Advanced Pathophysiology I (4)
- NURS 595 Internship (7.5)
- NURS 700 Thesis (9)
- or NURS 702 Clinical Research Project (4.5)
- Elective (4.5)

**Total for Family Nurse Practitioner:**

59.5 credits

with thesis 64 credits

**Courses Required for Psychiatric/Mental Health Nurse Practitioner**
- NURS 503 Scientific Inquiry in Nursing (3)
- NURS 541 Psychiatric/Mental Health Nursing: Individuals (6)
- NURS 542 Psychiatric/Mental Health Advanced Practice Role Development (3)
- NURS 543 Psychiatric/Mental Health Nursing (6)
- NURS 544 Differential Diagnosis of Medical and Psychiatric Disorders (3)
- NURS 546 Practicum in Psychiatric/Mental Health Nursing (6-7.5)
- NURS 547 Practice Management for the Psychiatric Nurse Practitioner (3)
- NURS 548 Psychiatric Nurse Practitioner Internship (1.5-13.5)
- NURS 549 Addiction Perspectives (2-3)
- NURS 562 Advanced Health Assessment and Differential Diagnosis (6)
- NURS 581 Advanced Pathophysiology (6)
- NURS 700 Thesis (9)
- or NURS 702 Clinical Research Project (4.5)

**Total for Psychiatric/Mental Health Nurse Practitioner:**

54.5 or 64.5 credits

with thesis 59 or 73.5 credits
Final Comprehensive Examination
The candidate for the master of nursing degree at the Intercollegiate College for Nursing is eligible to take the comprehensive final examination during the student’s last semester of study. In order to be eligible for this exam the student must be accepted for candidacy by filing a program of study at the ICN Graduate Program Office. This program must be approved prior to student’s last semester of study. This final public oral examination is the culmination of the student’s required course work, including the thesis or clinical research project. When the student has completed and/or is enrolled in the last semester of all required course work, the oral examination is scheduled. A completed thesis is placed in the ICN library for public examination. A notification of the time, date and place of the examination is posted in three locations at the ICN. Further detailed instructions are available in the ICN Graduate Student Handbook.

Nursing Courses

**NURS 307**
Assertiveness Training For Nurses (3)
Grades Pass/No Credit. Prerequisites: Junior standing and Nursing major.
Designed to assist students or RNs in learning and applying assertion techniques and conflict management skills in personal and nursing situations. The course provides a means of integrating theoretical concepts into practical situations.

**NURS 308**
Professional Development I: Research and Informatics (3)
Prerequisite: Admission to nursing program or permission of the instructor.
First of Professional Development series. Focus on nursing and health care research, information management, informatics, and development of nursing research.

**NURS 309**
Professional Development II: Ethical Reasoning and Decision Making Processes in Nursing (6)
Prerequisites: NURS 308; co-requisite NURS 315. Continuation of Professional Development series. Moral/ethical reasoning models, decision processes, and philosophical basis of nursing as a discipline explored.

**NURS 311**
Pathophysiology and Pharmacology in Nursing (6)
Prerequisite: Admission to nursing major.
Etiology, pathogenesis, clinical manifestations of common human dysfunction. Nursing implications for prevention and therapeutic approaches including pharmacologic and nonpharmacologic therapies.

**NURS 314**
Introduction to Nursing Practice in Health and Illness (6)
Co-requisites: NURS 308, 311.
Introduction to nursing concepts and health assessment including core professional values, knowledge and competencies for nursing practice.

**NURS 315**
Nursing Practice: Health and Illness (6)
Prerequisites: NURS 308, 311, 314.
Introduction to nursing practice and health assessment: professional values, core competencies, core knowledge and role development.

**NURS 318**
Growth and Development Across the Life Span (4.5)
Prerequisite: Admission to nursing major or permission of the instructor.
Theoretical and conceptual perspectives on human growth and development across the life span.

**NURS 322**
The Human Experience of Diversity and Health (3)
Prerequisite: Admission to nursing major or permission of the instructor.
Explorations of regional, national, and global expressions of health and illness and implications for health care professionals.

**NURS 324**
Nursing Concepts in Acute and Chronic Illness in the Adult (6)
Prerequisites: NURS 311, 314, 315.
Theoretical concepts of acute and chronic illness in the adult as a basis for critical thinking and decision-making in nursing.

**NURS 325**
Nursing Practice in Acute and Chronic Illness in Adults (7.5)
Prerequisites: NURS 311, 314, 315; co-requisite NURS 324.
Application of acute/chronic illness concepts in adults as a basis for critical thinking and decision-making in nursing.

**NURS 328**
Introduction to Gerontological Nursing (3)
Co-requisite: NURS 318.
Professional values, communication and functional assessment in care of elders. Core knowledge and role development of the gerontological nurse.

**NURS 360**
Professional Nursing Concepts and Issues (3)
Prerequisite: Admission to RN/B.S.N. Program. Selected philosophical, historical, economic, legal/ethical, and professional issues designed for registered nurses to build upon previously acquired professional concepts.

**NURS 365**
Nursing Concepts: Assessment and Application of Physiological Concepts to Nursing Practice I (4.5)
Prerequisites: Enrolled in WSU College of Nursing; registered nurse.
Integration of pathophysiological assessment, pharmacological nursing concepts with diverse client populations emphasizing neurological, EENT, skin, musculoskeletal, endocrine, and respiratory systems.

**NURS 366**
Nursing Concepts: Assessment and Application of Physiological Concepts to Nursing Practice II (4.5)
Prerequisites: Enrolled in WSU College of Nursing; registered nurse.
Integration of pathophysiological assessment, pharmacological nursing concepts with diverse client populations; emphasizing fluid/electrolytes, oncology, GI/DU, cardiovascular, immune system, renal.

**NURS 390**
Laboratory Value Analysis and Interpretation (3)
Prerequisite: NURS 312.
Analysis and interpretation of common laboratory values with nursing focused application in selected case scenarios.

**NURS 405**
Nursing Leadership (3)
Prerequisites: Enrolled in WSU College of Nursing; registered nurse.
Application of group leadership and management theories to professional nursing practice.

**NURS 406**
Nursing Management (4.5)
Prerequisites: Enrolled in WSU College of Nursing; registered nurse.
Management, leadership, and group theories are utilized and applied to the management of nursing and health care.

**NURS 408**
Professional Development III: Leadership and Management (4.5)
Prerequisite: NURS 309.
Continuation of Professional Development series. Focus on impact of leadership, management, and resource allocation on patient outcomes.

**NURS 409**
Professional Development IV: Transition to Practice (3)
Prerequisite: NURS 408.
Continuation of Professional Development series. Focus on transition to practice and nursing across health care systems/delivery within global arena.

**NURS 414**
Child and Family Health: Theory (4.5)
Prerequisites: NURS 324, 325; co-requisite: NURS 318, 328.
Analysis and evaluation of scientific and theory base for nursing case of children and families.

**NURS 415**
Children and Families As the Focus of Nursing Care (4.5)
Prerequisites: NURS 324, 325; co-requisites: NURS 318, 328, 414.
Synthesis and application of underlying science and nursing process with the unique population of children and families.

**NURS 416**
Childbearing Health of the Family (3)
Prerequisites: NURS 324, 325; co-requisites: NURS 318, 328.
Care of childbearing families within the context of community. Newborn health, and men’s and women’s reproductive health are addressed.
NURS 417 Nursing Care of Childbearing Families (3)
Prerequisites: NURS 324, 325; co-requisites: NURS 318, 328, 415, 416.
Nursing care of families during the childbearing continuum in community and/or acute care settings.
(combination of clinical and seminar)

NURS 424 Psychiatric/Mental Health Nursing Concepts (4.5)
Prerequisites: NURS 414, 415, 416, 417.
Healthy to psychopathological states studied within a nursing framework. Includes history, theories, legal/ethical issues of psychiatric/mental health nursing.

NURS 425 Nursing Practice: Psychiatric/Mental Health (3)
Prerequisites: NURS 414, 415, 416, 417; co-requisite: NURS 424.
Clinical application of the nursing process with clients experiencing acute and chronic psychiatric/mental health disruptions.

NURS 426 Community Health Nursing Theory (3)
Prerequisites: NURS 414, 415, 416, 417.
Synthesis of nursing and public health concepts with emphasis on community partner and population-focused practice.

NURS 427 Community Health Nursing Practice (4.5)
Prerequisites: NURS 414, 415, 416, 417; co-requisite: NURS 426.
Promoting the public’s health through application of the public health functions: assessment, policy development, and assurance.

NURS 430 Senior Practicum (4.5)
Prerequisites: NURS 409, 424, 425, 426, 427.
Clinical and theoretical concepts are applied in a concentrated clinical practicum. Use of clinical preceptors and student objectives is employed.

NURS 440 Nursing Concepts: Community Health (3)
Prerequisites: Concurrent NURS 441.
Synthesis of nursing and public health concepts with focus on community as partner, and population-based practice.

NURS 441 Nursing Practice: Community Health (6)
Clinical application of nursing, public health, and management concepts. Emphasis on population-based collaborative practice.

NURS 460 Nursing Concepts: Clinical Decision Making (5)
Prerequisites: Enrolled in ICN consortium university with nursing major; registered nurse.
Analysis of clinical decisions and the role of the professional nurse in case management, information management, and policy development.

NURS 462 Selected Nursing Concepts: Psychiatric/Mental Health (3)
Course content builds on the RNs background and focuses on the nursing process with individuals and families experiencing psychiatric-mental health disruptions.

NURS 465 Nursing Practice: Community and Psychiatric Mental Health (4.5)
Prerequisites: NURS 462 and 440 or equivalent.
Application of community health, public health, and psychiatric/mental health nursing concepts to individuals, families, and communities with identified health needs.

NURS 477 Analysis of Health Care Ethics (3-4.5)
Analysis of ethical theories including deontology, teleology, virtue ethics and their applicability to ethical dilemmas in nursing.

NURS 495 Nursing Practice: Advanced Clinical Practice (3)
Prerequisites: Enrolled in WSU College of Nursing.
Application and integration of theoretical content in an area of nursing practice of special interest to the student.

NURS 498 Special Topics in Nursing (2-4)
Prerequisite: Senior standing or prior permission of the instructor.
Selected topics in nursing.

NURS 499 Independent Study (2-6)

NURS 503 Scientific Inquiry in Nursing (3)
Scientific inquiry applied to theoretical and philosophical foundations in nursing.

NURS 504 Methods of Nursing Research (6)
Elements of the research process as foundational to both the conduct of scientific inquiry and the utilization of findings; emphasis is placed on the interrelationship between research and nursing practice.

NURS 507 Health Care Policy Analysis (3-4.5)
Analysis of health care system policy. Exploration of issues of clinical management and community resource utilization including advocacy techniques.

NURS 513 Innovative Leadership and Management (4.5-7.5)
Prerequisite: Graduate standing in nursing or permission of the instructor.
Synthesis of principles of innovative leadership and management in administrative roles of nurses. Application of principles of management and leadership to delivery of nursing services.

NURS 517 Financial Management (3-4.5)
Prerequisite: Graduate standing in nursing.
Application of economic theory and principles of financial management to the role of nurse manager.

NURS 519 Teaching in the Information Age (4.5)
Prerequisite: Basic computer skills; permission of the instructor.
Focus on educational paradigms consistent with distance education. Development of a variety of multimedia materials for nursing education.

NURS 520 Nursing Education in a Multicultural Society (4.5 - 7.5)
Prerequisite: Basic computer, library data base searching, internet, email skills; permission of instructor.
Application of learning theories and strategies useful in teaching diverse populations in a distance learning format.

NURS 521 Teaching, Learning, and Evaluation in Nursing (4.5-7.5)
Prerequisite: Graduate standing in nursing or permission of the instructor.
Exploration of concepts related to teaching-learning, assessment of diverse learning needs, instructional strategies and design, evaluation of performance outcomes.

NURS 523 Nursing Education: Past, Present and Future (4.5-7.5)
Prerequisite: Graduate standing in nursing or permission of the instructor.
Exploration of curriculum history, development, future predictions, program evaluation, instructional resources, leadership, and policy development in academic and service settings.

NURS 524 Multimedia Approaches to Instruction and Evaluation (3-6)
Prerequisite: NURS 521.
Group and individualized instruction and evaluation; creating instructional software, use of TV studio, AV, and computers.

NURS 537 Role Analysis: Advanced Practice (3)
Prerequisite: Graduate standing in nursing or permission of the instructor.
Emphasis on role analysis including interdisciplinary relationships, consultative skills, responsibility, activities, and functions of the advanced practice nurse.

NURS 540 Family and Partner Psychotherapy (6)
Prerequisites: NURS 541 and 543 or master's degree in psychiatric/mental health nursing, or written permission of the instructor.
Introduction to theory and practice of family/partner therapy including role of therapist in treatment of family as a unit.

NURS 541 Psychiatric/Mental Health Nursing: Individuals (6)
Prerequisite: Graduate standing in nursing; NURS 581 or concurrent.
Theories of psychopathology and appropriate nursing interventions with individuals across the age continuum.

NURS 542 Psychiatric/Mental Health Advanced Practice Role Development (3)
Prerequisite: B.S.N. degree.
Advanced practice psychiatric/mental health nursing role development emphasizing systems theory and definition of scope and standards of independent and collaborative roles.

NURS 543 Psychiatric/Mental Health Nursing (6)
Prerequisites: NURS 541, 581.
Introduction to theory and practice of group psychotherapy; milieu and other selected theories are studied and applied to nursing practice.

NURS 544 Differential Diagnosis of Medical and Psychiatric Mimics (3)
Prerequisites: NURS 543, 582 or concurrent.
Nursing theoretical differential assessment and management principles of physical/psychiatric symptomatology in determining diagnoses and implementing appropriate treatment.

www.ewu.edu
NURS 545
Advanced Concepts of Psychiatric/Mental Health Nursing: Children and Adolescents (7.5)
Prerequisites: NURS 541 and 543, or written permission of the instructor.
Advanced study of intervention models for psychopathologies evidenced during childhood and adolescence. Practicum emphasizes assessment, psychiatric diagnosis, and psychotherapeutic intervention.

NURS 546
Practicum in Psychiatric/Mental Health Nursing (6-7.5)
Prerequisites: NURS 541, 543, 562, 581, and pre- or co-requisites PHAR 525
Individualized clinical experiences/seminar designed to provide advanced competency, accountability, leadership in psychiatric/mental health nursing.

NURS 547
Practice Management for the Psychiatric Nurse Practitioner (3)
Prerequisite: Last semester of NP program.
Evaluation of the role of the psychiatric nurse practitioner across a variety of health care contexts, examining current practice issues.

NURS 548
Psychiatric Nurse Practitioner Internship (1.5-13.5)
Prerequisites: NURS 546, Pharm 525, by interview only.
Application and integration of theory, research findings, assessment and intervention in the primary care of clients with psychiatric disorders.

NURS 549
Dimensions of Substance Abuse (3)
Prerequisites: NURS 504, 537, 541, 562, 581, 582.
Introduction to assessment, evaluation, prevention, and treatment for substance abuse.

NURS 550
International, Interdisciplinary, and Transcultural Health (4.5)
Prerequisite: Graduate standing in nursing or by permission.
Focuses upon diverse health beliefs and practices or clients and members of the interdisciplinary health care team.

NURS 552
Family Nursing in the Community (3-6)
Prerequisite: Graduate standing in nursing or permission of the instructor.
Theoretical approaches to the analysis of normal and at-risk families. Application of family assessment and intervention models when planning nursing care for families.

NURS 554
Epidemiological Approaches to Community Health (4.5)
Prerequisite: Graduate student in nursing or permission of the instructor.
Epidemiologic application to states of health with implications for health promotion and disease prevention; focus on knowledge and skills required to obtain and use epidemiologic, demographic, and survey data bases for program proposal development.

NURS 555
Community-Based/Population-Focused Nursing Internship (1.5-13.5)
Prerequisites: NURS 550, 552, 554, 564 and 566 or permission of the instructor.
Application and integration of theory, research findings, and community analyses/macro-level intervention strategies in performing community-based/population-focused nursing.

NURS 556
Community-Based/Population-Focused Role Practicum (4.5-9)
Prerequisite: Permission of the instructor.
Culminating analysis, development, and enactment of advanced practice roles in teaching, practice, or administration of community-based/population-focused nursing.

NURS 557
Care Management with At-Risk Infant and Young Child Populations (4.5)
Prerequisite: Graduates standing in nursing or by permission.
Analysis of biopsychosocial health risks of infants and young children using model of risk and resiliency in advanced nursing practice.

NURS 558
Care Management with At-Risk Older Child and Adolescent Populations (4.5)
Prerequisite: Graduates standing in nursing or by permission.
Analysis of biopsychosocial health risks of older children and adolescents using model of risk and resiliency in advanced nursing practice.

NURS 559
Advanced Nursing Practice with At-Risk Child and Youth Populations Practicum (3.5-6)
Prerequisite: Graduates standing in nursing or by permission.
Application of concepts/models of childhood risk and resiliency in advanced nursing practice with community-based at-risk older children and adolescents.

NURS 560
Promoting Health of Community-Based Adults (3.5-6)
Analysis and evaluation of strategies, interventions, and programs to promote the health of at-risk adult community populations.

NURS 562
Advanced Health Assessment and Differential Diagnoses (6)
Prerequisite: Graduate standing in nursing.
Advanced holistic health assessment/differential diagnosis; analysis of data from biological, sociological, psychological, cultural, and spiritual dimensions.

NURS 563
Pharmacology: Advanced Concepts and Practice (4.5)
Prerequisite: Graduate standing in nursing.
An advanced course in pharmacology concepts. Emphasis on pharmacokinetics, clinical decision making, administration, and monitoring drug therapy, patient education, and legality associated with HIPAA prescriptive authority. Critical experience will be provided in rural and urban facilities.

NURS 564
Health Promotion in Nursing Practice (3.5-4.5)
Prerequisite: Graduate standing in nursing or permission of the instructor.
Theoretical bases for selected health promotion strategies of neonates through elderly clients considering cultural variations.

NURS 565
Information Management for Nursing Practice (4.5)
Prerequisite: Computer competency in word processing/spreadsheets.
Application and evaluation of nursing informatics use for management of patient care data. Focus on nursing practice, and administrative uses of information management. Nursing and health (hospital) information systems will be discussed.
Nursing informatics uses in clinical nursing will be practiced.

NURS 566
Community Analysis and Program Planning (4.5-6)
Prerequisite: Graduate standing in nursing or permission of the instructor.
Application of core public health functions in community analysis, program development and program evaluation.

NURS 567
Primary Care: Adults and Elders (6)
Prerequisites: NURS 562, 563 and 581.
Assess, differentially diagnose, and therapeutically intervene with adult clients considering developmental changes. Experience will include opportunities to provide diagnostic, maintenance, and follow-up care of adults in rural and urban settings.

NURS 568
Primary Care: Infants, Children, and Adolescents (6)
Prerequisites: NURS 562, 563 and 581.
Assess, differentially diagnose, and therapeutically intervene with infants, children, and adolescents. Experience will include well-child and management of common pediatric health problems, in rural and urban settings.

NURS 569
Primary Care: Family (6)
Prerequisites: NURS 562, 563 and 581.
Assess, differentially diagnose, and therapeutically intervene with individuals in childbearing, childrearing, and other multigenerational families. Experience will include management of family health care problems in rural and urban settings.

NURS 570
Clinical Decision Making (1.5)
Prerequisite: NURS 581, 562, 563; concurrent with first clinical course.
Provides a framework for systematic collection, organization, interpretation, and communication of data for the development of differential diagnosis.

NURS 571
Adult and Elders: Inpatient Management of Chronic Problems (9)
Prerequisites: NURS 562, 563, 581 and co-requisite NURS 575.
Diagnosis and treatment of inpatient adults and elders with low to medium acuity.

NURS 572
Adult and Elders: Inpatient Management of Acute/Critical Problems (9)
Prerequisites: NURS 562, 563, 581 and co-requisite NURS 575.
Diagnosis and treatment of inpatient adults and elders with high to critical acuity.

NURS 575
Diagnostic Testing and Interpretation (4.5)
Prerequisite: Graduate standing in nursing.
Analysis of diagnostic findings across the age continuum for clinical decision making, selected diagnostic and treatment skills for advanced practice.

NURS 576
Advanced Practice: Research Application (3)
Prerequisite: Graduate standing in nursing or permission of the instructor.
Exploration of linkage between nursing science concepts and nursing practice through analysis of relevant research.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 577</td>
<td>Ethics in Health Care (3-4.5)</td>
<td>Prerequisite: Graduate standing in nursing or permission of the instructor.</td>
<td>Analysis of ethical theories including deontology, teleology, virtue ethics and their applicability to ethical dilemmas in nursing. Graduate students will also analyze the ethical framework of a health care facility with which they are familiar.</td>
</tr>
<tr>
<td>NURS 578</td>
<td>Plateau Tribes: Culture and Health (4.5)</td>
<td>Graduate-level counterpart of NURS 478; credit not granted for both 478 and 578.</td>
<td>History, culture, and health care needs of the Plateau Indian tribes are addressed; includes both classroom and practicum experience.</td>
</tr>
<tr>
<td>NURS 579</td>
<td>Vulnerable Populations: The Homeless (4.5)</td>
<td>Prerequisite: Graduate nursing status or by permission.</td>
<td>Analyze factors placing persons at risk for homelessness. Propose policy changes based on research and experiential learning.</td>
</tr>
<tr>
<td>NURS 581</td>
<td>Advanced Pathophysiology (6)</td>
<td>Prerequisite: Graduate standing in nursing or permission of the instructor.</td>
<td>Advanced cellular and system pathophysiology of individuals with neurological, endocrine, immune, hematologic, cardiopulmonary, renal, gastrointestinal, bone and skin disorders.</td>
</tr>
<tr>
<td>NURS 583</td>
<td>Promoting Health of Community-Based Elders (3 or 6)</td>
<td>Advanced practice role in assessment, nursing intervention and public policy regarding multidimensional physical, emotional and social problems of community-based elderly.</td>
<td></td>
</tr>
<tr>
<td>NURS 594</td>
<td>Nursing Care of Children in a School Setting (4.5)</td>
<td>Prerequisite: Admission to graduate program or by permission.</td>
<td>Assessment of the school age population including high risk students. Development, management, and evaluation of school health services.</td>
</tr>
<tr>
<td>NURS 595</td>
<td>Internship (1.5-7.5)</td>
<td>Prerequisite: NURS 562, 563, 581 and one of NURS 567, 568, 569, 571 or 572.</td>
<td>Emphasis on application and integration of theoretical content, research findings, and assessment and intervention strategies into primary care practice.</td>
</tr>
<tr>
<td>NURS 596</td>
<td>Post-Master’s Psychiatric Nurse Internship (1-13.5)</td>
<td>Prerequisite: Prior completion of course work for clinical nurse specialist in Psychiatric/Mental Health or Psychiatric Nurse Practitioner, malpractice insurance as an ARNP with prescriptive authority, and permission of the instructor. Supervised performance of the ARNP role in psychiatric nursing care for patients presenting primary psychiatric disorders.</td>
<td></td>
</tr>
<tr>
<td>NURS 597</td>
<td>Advanced Topics in Nursing (1-4.5)</td>
<td>May be repeated for credit; cumulative maximum 9 credits.</td>
<td></td>
</tr>
<tr>
<td>NURS 598</td>
<td>Advanced Topics in Nursing (1-4.5)</td>
<td>May be repeated for credit; cumulative maximum 9 hours.</td>
<td></td>
</tr>
<tr>
<td>NURS 599</td>
<td>Independent Study (1-7.5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 600</td>
<td>Thesis (1-9)</td>
<td>Graded Pass/No Credit.</td>
<td>The systematic development and investigation of a research problem selected by the student and executed with the guidance of a thesis committee.</td>
</tr>
<tr>
<td>NURS 601</td>
<td>Clinical Research Project (1-4.5)</td>
<td>Graded Pass/No Credit.</td>
<td>A research study in lieu of a bound thesis conducted as partial fulfillment of a master’s degree under the direction of a graduate faculty member in the student’s specialty area.</td>
</tr>
<tr>
<td>NURS 600</td>
<td>Thesis (1-9)</td>
<td>Graded Pass/No Credit.</td>
<td>The systematic development and investigation of a research problem selected by the student and executed with the guidance of a thesis committee.</td>
</tr>
<tr>
<td>NURS 601</td>
<td>Clinical Research Project (1-4.5)</td>
<td>Graded Pass/No Credit.</td>
<td>A research study in lieu of a bound thesis conducted as partial fulfillment of a master’s degree under the direction of a graduate faculty member in the student’s specialty area.</td>
</tr>
</tbody>
</table>

Note: Please reference the Washington State University’s catalog for 700 level course descriptions.
OCCUPATIONAL THERAPY
College of Science, Math and Technology
Gregory Wintz, Chair
Health Sciences Building
310 North Riverpoint Blvd., Box R
Spokane, WA 99202-1675
Phone: (509) 368-6560
Fax: (509) 368-6561
M.O.T
Faculty: K. Frankenfield, W. Holmes, E. Kohler, C. Leonard, R. Russell

UNDERGRADUATE PROGRAM
Bachelor of Arts in Interdisciplinary Studies with an emphasis in Occupation Therapy leading to an Advanced Standing Master in Occupational Therapy.

GRADUATE PROGRAM
Master of Occupational Therapy

The Profession: Occupational Therapy (OT) is a health and rehabilitation profession that helps people of all ages to participate more fully in their day-to-day lives. Occupational therapists assist persons who are experiencing a physical, cognitive or emotional impairment recover to their maximum level of independence. By providing skilled evaluation, intervention and health promotion strategies, occupational therapists help people take care of themselves and their families, enjoy life, and contribute to the social and economic fabric of the community.

Our Mission: The mission of the Department of Occupational Therapy at Eastern Washington University is to prepare entry-level graduates to provide occupational therapy services with distinctiveness and compassion in a variety of professional practice environments. The program will provide a foundation of skills in general practice competencies, leadership, and creative and critical thinking processes to facilitate the development of an innovative, entry-level occupational therapist. Additionally, graduates will demonstrate a commitment to the common good, creative life-long learning and high ethical standards for professional practice. A particular focus of the educational program is to prepare entry-level practitioners to work in rural, underrepresented and underserved communities. Teaching and modeling professional behavior and ethics, cultural competencies, and a respect for diversity throughout the educational program will prepare graduates to provide services in these emerging areas of practice. The program will also emphasize community-based and interdisciplinary service delivery models essential for successful practice in rural and underserved areas.

The Department of Occupational Therapy is dedicated to creating a student-centered learning environment in collaboration with the educational resources at Eastern Washington University. Both faculty and students will be encouraged to demonstrate a spirit of scholarly inquiry and to contribute ongoing knowledge to the profession of occupational therapy. The program will strive to create and nurture partnerships with the region’s health-care, educational, business, and social communities to enhance the quality of the educational experience for our students. Finally, the Department will actively promote professional leadership and service to the community at large.

Accreditation: The Occupational Therapy program at Eastern Washington University is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). The AOTA is located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220; phone number is (301) 652-6030.

Graduates of the Program will be able to sit for the National Certification Examination for the Occupational Therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). Graduates must initially pass the NBCOT exam before practicing as an occupational therapist in the United States. After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). The NBCOT requires all programs to print the following statement:

A felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure. Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Exam. AOTA requires that all OT students complete Level II Fieldwork within 24 months following completion of academic preparation.

Closure of the Baccalaureate Degree in Occupational Therapy
In accordance with the American Occupational Therapy Association (AOTA) mandate that all certification for entry into the profession occur at the post-baccalaureate level by January 2007, the Occupational Therapy Program at Eastern Washington University has closed the baccalaureate program in occupational therapy. Undergraduate students are no longer being accepted; however, undergraduate students may enter the combined bachelor’s program described below that leads to eligibility for an Advanced Standing Masters in Occupational Therapy. The Occupational Therapy program also accepts transfer students.

Certification Deadline for Bachelor of Science (B.S.) in Occupation Therapy
Candidates applying for certification as an OCCUPATIONAL THERAPIST REGISTERED OTR® on or before December 31, 2006, with a bachelor’s degree in Occupational Therapy must:
1. Have successfully completed an accredited* occupational therapy professional program recognized by NBCOT;
2. Have been awarded and verified that their degree in Occupational Therapy is on or before December 31, 2006;
3. Have completed all fieldwork requirements;
4. Have agreed to abide by the NBCOT Candidate/Certificant Code of Conduct; and
   • Approved candidates who graduated with a bachelor’s degree in Occupational Therapy must complete the certification examination by December 31, 2007.
   • If a candidate is unsuccessful on his initial certification examination attempt or subsequent attempts by December 31, 2007, the candidate must complete the eligibility requirements for candidates applying for their initial certification after January 1, 2007.

Candidates applying for certification as an OCCUPATIONAL THERAPIST REGISTERED OTR® after January 1, 2007 must:
1. Have successfully completed and graduated from a post-baccalaureate accredited* occupational therapy professional program recognized by NBCOT;
2. Have completed all fieldwork requirements; and
3. Have agreed to abide by the NBCOT Candidate/Certificant Code of Conduct.

*The Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association.

Eastern provides two methods for students seeking entry into the profession of occupational therapy. One is through our Interdisciplinary Studies undergraduate program leading to eligibility for an Advanced Standing MOT, and the other is for those with a bachelor’s degree ready to pursue graduate studies immediately. They are each described below.

Interdisciplinary Studies BA with an emphasis in Occupational Therapy leading to an Advanced Standing Master of Occupational Therapy (MOT)
This program will allow a student to complete the requirements for an undergraduate degree while enrolled in courses required for the first year...
Admission to the Interdisciplinary BA Occupational Therapy Track:
The student first meets with the Chair of the Occupational Therapy Department for review of prerequisites and course of study. The student is then referred to the Director of Interdisciplinary Studies for formal application. Students interested in this option are encouraged to be advised by the Department of Occupational Therapy during the sophomore year and no later than the spring of the junior year. During the first three years of the Interdisciplinary Studies with an emphasis in Occupational Therapy, the student develops a course of study to address his/her interests, as well as meet university and interdisciplinary studies’ major requirements. Additionally, during this time, the student fulfills the prerequisite requirements for the Advanced Standing MOT.

Admission into the Occupational Therapy Track is offered only one time per year with students beginning the program summer quarter. The Interdisciplinary Studies with an emphasis in Occupational Therapy is a lock-step four quarter sequence. Students are required to complete financial aid requirements for admittance into the Occupational Therapy Track. The deadline for applications is in the February 1 prior to the expected summer quarter admittance. The Department Admission Committee will review and evaluate all applicants’ admittance materials and prerequisites. Check with the Department for exact admission deadlines (509) 359-6560.

Students interested in the Interdisciplinary Studies Occupational Therapy Track working towards an Advanced Standing Master of Occupational Therapy should contact Greg Wintz, Chair, Department of Occupational Therapy, Eastern Washington University, 310 N Riverpoint Blvd., Box R, Room 225 C, Spokane WA 99202-1675 or call (509) 368-6560 or contact Carrie. Walker@mail.ewu.edu

Students who require advising in the Interdisciplinary Studies program with an emphasis in Occupational Therapy should contact John Neace, Director, Interdisciplinary Studies, 213 Hargreaves Hall, Cheney, WA, 99004-2414, or call (509) 359-6524 or jneace@mail.ewu.edu.

Occupational Therapy Track Admission Criteria:
• Completion of 122 or more undergraduate credits and all GECR’s
• Completion of all prerequisite courses for application to the Occupational Therapy Track. All of the following courses must be completed prior to admission into the Occupational Therapy Track. Numbers in parentheses indicate the number of quarter credits required.

Occupational Therapy Track Prerequisites:
• Chemistry: Any college-level course (5)
• English Composition or Technical Writing (200-level or above) (5)
• Human Anatomy (200-level or above) (5)
• Human Physiology (200-level or above) (5)
• Introduction to Occupational Therapy (2)
• Medical Terminology (3)
• Psychology 100 General (or Human) Psychology (5)
• Abnormal Psychology (200-level or above) (5)
• Human Development Through the Life Span (200-level or above) (4-5)
• Statistics (5)

1If the full A&P series (BIOI 232, 233, and 234) is completed at EWU, the medical terminology prerequisite is waived. The full A&P series is recommended if attending EWU.

2It is highly recommended that students take Introduction to OT at EWU (offered winter quarter and online every quarter.). However, if this is not possible, the course can be taken by correspondence for distance education. Two options include the University of North Dakota (1-800-342-8230) or Colorado State University (1-970-491-5288). Contact Independent Learning at (509) 359-2268 or website http://il.ewu.edu

3Medical terminology can be taken at EWU. The course is HLED 256. One option for a medical terminology equivalent is available online from Colorado State University (1-970-491-5288).

Other:
• Public Speaking - Candidates are expected to be proficient in public speaking.
• Computer Competency - Candidates are expected to be proficient with and have access to a computer.
• Students are required to have an email address during the program.
• Minimum cumulative GPA of 3.0 of the last 90 graded quarter hours.
• Minimum cumulative GPA of 3.0 of all prerequisite courses with no course under a 2.5 GPA.
• Completion of 40 hours of volunteer work with at least ten of the forty hours shadowing an Occupational Therapist in two different practice settings.
• Completion of written application essay.
• Deadline: February 1st for summer enrollment to the Occupational Therapy Track.

During the senior year, the student begins a series of required courses listed below:

Students enrolled in the Occupational Therapy Track must complete the following courses in the OT curriculum towards completion of a BA in Interdisciplinary Studies, Occupational Therapy track.

Note: A student may elect to discontinue the Occupational Therapy Track and decide not to pursue the Master of Occupational Therapy. The student may complete the remaining 180 credits towards graduation in courses outside the occupational therapy curriculum and meet the graduation requirements for a Bachelor of Arts in Interdisciplinary Studies.

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

Schedule of Courses and Credit Hours for Occupational Therapy Track

Senior Year

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>OCTH 501</td>
<td>Cadaver Anatomy for Occupational Therapy (6)</td>
<td>10</td>
</tr>
<tr>
<td>Summer</td>
<td>OCTH 502</td>
<td>Occupational Performance and Movement (4)</td>
<td>6</td>
</tr>
<tr>
<td>Fall</td>
<td>OCTH 503</td>
<td>Applied Neurology for Occupational Therapy (5)</td>
<td>16</td>
</tr>
<tr>
<td>Fall</td>
<td>OCTH 504</td>
<td>Foundations of Occupational Therapy (5)</td>
<td>16</td>
</tr>
<tr>
<td>Fall</td>
<td>OCTH 505</td>
<td>Human Disease and Occupational Therapy (5)</td>
<td>16</td>
</tr>
<tr>
<td>Fall</td>
<td>OCTH 520</td>
<td>Principles of Evidence Based Practice I (1)</td>
<td>16</td>
</tr>
<tr>
<td>Winter</td>
<td>OCTH 506</td>
<td>Occupational Performance Through the Life Span (5)</td>
<td>16</td>
</tr>
<tr>
<td>Winter</td>
<td>OCTH 507</td>
<td>Analysis of Occupational Performance I (2)</td>
<td>16</td>
</tr>
<tr>
<td>Winter</td>
<td>OCTH 509</td>
<td>Theory and Practice in Occupational Therapy (4)</td>
<td>16</td>
</tr>
<tr>
<td>Winter</td>
<td>OCTH 510</td>
<td>Group Process (3)</td>
<td>16</td>
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<tr>
<td>Winter</td>
<td>OCTH 521</td>
<td>Survey of Research Methods in Occupational Theory (2)</td>
<td>16</td>
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<tr>
<td>Spring</td>
<td>OCTH 508</td>
<td>Analysis of Occupational Performance II (4)</td>
<td>16</td>
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<tr>
<td>Spring</td>
<td>OCTH 522</td>
<td>Fundamentals of Occupational Therapy Research (4)</td>
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<tr>
<td>Spring</td>
<td>OCTH 523</td>
<td>Evaluation and Assessment of Occupational Performance (2)</td>
<td>16</td>
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<tr>
<td>Spring</td>
<td>OCTH 530</td>
<td>Occupational Performance and Mental Health (6)</td>
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<tr>
<td>Total</td>
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<td>Total credits</td>
<td>176</td>
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</tbody>
</table>

Interdisciplinary Studies, Occupational Therapy Track 58 credits
Interdisciplinary Program, Second Area 20 credits
Approved Senior Capstone 4 to 5 credits
Program total credit hours 180 credits
Advanced Standing Master of Occupational Therapy:

This program allows qualified students to complete the MOT in one and one half years (73 credits).

Prerequisites:

All of the following courses must be completed prior to admission into the Entry-Level Master of Occupational Therapy Program. Numbers in parenthesis indicate the number of quarter credits required.

- Chemistry: Any college-level course (5)
- English Composition or Technical Writing (200-level or above) (5)
- Human Anatomy (200-level or above) (5)
- Human Physiology (200-level or above) (5)
- Introduction to Occupational Therapy (2)
- Medical Terminology (5)³
- PSYC 100 General (or Human) Psychology (5)
- Abnormal Psychology (200-level or above) (5)
- Human Development Through the Life Span (200-level or above) (4-5)
- Statistics (5)

¹If the full A&P series (BIOL 232, 233, and 234) is completed at EWU, the medical terminology prerequisite is waived. The full A&P series is recommended if attending EWU.

²It is highly recommended that students take Introduction to OT at EWU (offered winter quarter). However, if this is not possible, the course can be taken by distance education. Two options include the University of North Dakota (1-800-342-8230) or Colorado State University (1-970-491-5286). Contact Independent Learning at (509)-359-2268 or website http://il.ewu.edu

³Medical terminology can also be taken at EWU. The course is HLED 256. One option for a medical terminology equivalent is available on-line from Colorado State University (1-970-491-5286).

Other:

Public Speaking - Candidates are expected to be proficient in public speaking.

Computer Competency - Candidates are expected to be proficient in computer skills. If this is an area needing skill building, the candidate is advised to pursue appropriate training experiences.

Additional Requirements: The admission process to the Entry-Level Master of Occupational Therapy Program is highly competitive. The requirements listed below are the minimum acceptable requirements to apply to the Program, and are not indicative of the competitive range of students generally accepted into the Program. The following must be completed prior to admission into the Program:

1. Qualify and apply for acceptance into Eastern Washington University Graduate Studies Program.⁴
2. Complete a baccalaureate degree from an accredited institution by June 15th of the year of application.
3. Complete the Graduate Record Examination (GRE) by February 1st of the year of application. Test version must be October 2002 or later. Successful candidates are expected to perform a score greater than three on the written section of the exam.
4. Complete the prerequisite courses listed.
5. Complete a baccalaureate degree with a minimum GPA of 3.0 in the last 90 graded quarter hours or 60 semester hours, and a minimum GPA in prerequisite science courses of 3.0.
6. Complete a minimum of 40 hours work/observation/volunteer experience with persons who have disabilities. Ten of the 40 hours must be in at least two different types of practice settings (e.g. acute care institutions, rehabilitation centers, pediatric centers, residential facilities, nursing homes, schools, or mental health settings) under the supervision of a registered occupational therapist. This experience must be verified in writing by the supervising occupational therapist, whose NBCOT registration number must appear on the verification form included with the application materials.
7. Three letters of recommendation.
8. Interviews are the final stage and an integral part of the application process. Interview invitations are extended only to applicants who demonstrate competitive academic proficiency and satisfactory progress in all other areas of the application.

⁴EWU Graduate Studies Office, 206 Showalter Hall, Cheney, WA 99004 (1-509-359-6297).

Advanced Standing Master of Occupational Therapy Admission Criteria

- Prior to February 1st, students apply to the Advance Standing Master of Occupational Therapy Program (see Master of Occupational Therapy admission requirements).
- The following must be completed prior to admission into the Advanced Standing in the Master of Occupational Therapy Program.
- Successful completion of the Interdisciplinary Studies Degree or equivalent (completed by Aug 30th of the application year.)
- Students must demonstrate a 3.0 college cumulative GPA.
- Students must demonstrate a 3.0 cumulative college GPA in all prerequisite sciences and Occupational Therapy courses.
- Admission to Graduate Studies at Eastern Washington University. EWU Graduate Studies is located at 206 Showalter Hall, Cheney WA 99004 (509-359-6297).
- Graduate Records Examination (completed by February 1st of the application year) Test version must be October 2002 or later. Successful candidates are expected to perform a score greater than three on the written section of the examination.

Schedule of Courses and Credit Hours for Advanced Standing Masters of Occupational Therapy

### Fall Quarter
- OCTH 511 Leadership in Occupational Therapy (2)
- OCTH 531 Occupational Therapy and Children (6)
- OCTH 540 Health Wellness and Occupational Therapy (6)
- OCTH 601 Occupational Therapy Research Project I (2)

**Total credit hours: 16 credits**

### Winter Quarter
- OCTH 532 Occupational Therapy in Adolescence and Adults (6)
- OCTH 541 Technology and Occupational Therapy (5)
- OCTH 543 Emerging Practice I (4)
- OCTH 602 Occupational Therapy Research Project II (1)

**Total credit hours: 16 credits**

### Spring Quarter
- OCTH 512 Fieldwork II Seminar (2)
- OCTH 533 Occupational Therapy and Older Adults (6)
- OCTH 542 Administration and Organization in Occupational Therapy (4)
- OCTH 544 Emerging Practice II (4)
- OCTH 603 Occupational Therapy Research Project III (1)

**Total credit hours: 17 credits**

Second Year

#### Summer, Fall, Winter, Spring Quarters
- OCTH 695 Occupational Therapy Fieldwork Level II Education (12)

**Total credit hours: 24 credits minimum**

Program total credit hours: **73 credits**
Admissions to the Master’s of Occupational Therapy (MOT) with a Bachelor Degree:

Entry-Level Master’s Admission Requirements

To be admitted to the Entry-Level Master’s of Occupational Therapy Program, applicants must first meet all requirements for admission to the Graduate School as outlined elsewhere in this catalog. Additional prerequisites include:

Prerequisites:

All of the following courses must be completed prior to admission to the Entry-Level Master of Occupational Therapy Program. Numbers in parenthesis indicate the number of quarter credits required.

- Chemistry: Any college-level course (5)
- English Composition or Technical Writing (200-level or above) (5)
- Human Anatomy (200-level or above) (5)
- Human Physiology (200-level or above) (5)
- Introduction to Occupational Therapy (2)
- Medical Terminology (3)
- PSYC 100 General (or Human) Psychology (5)
- Abnormal Psychology (200-level or above) (5)
- Human Development Through the Life Span (200-level or above) (4-5)
- Statistics (5)

Requirements must be completed prior to admission into the program. Computer Competency - Candidates are expected to be proficient in computer skills. If this is an area needing skill building, the candidate is advised to pursue appropriate training experiences.

Additional Requirements: The admission process to the Entry-Level Master of Occupational Therapy Program is highly competitive. The requirements listed below are the minimum acceptable requirements to apply to the Program, and are not indicative of the competitive range of students generally listed below are the minimum acceptable requirements to apply to the Program.

1. Qualify and apply for acceptance into studies at Eastern Washington University Graduate Studies. (EWU Graduate Studies Office, 206 Showalter Hall, Cheney, WA 99004 (509) 359-6297).
2. Complete a baccalaureate degree from an accredited institution by June 15th of the year of application.
3. Complete the Graduate Record Examination (GRE) by February 1st of the year of application. Test version must be October 2002 or later. Successful candidates are expected to perform a score greater than three (3) on the written section of the exam.
4. Complete the prerequisite courses listed.
5. Complete a baccalaureate degree with a minimum GPA of 3.0 in the last 90 graded quarter hours or 60 semester hours, and a minimum GPA in prerequisite science courses of 3.0.
6. Complete a minimum of 40 hours work/observation/volunteer experience with persons who have disabilities. Ten of the 40 hours must be in at least two different types of practice settings (e.g. acute care institutions, rehabilitation centers, pediatric centers, residential facilities, nursing homes, schools, or mental health settings) under the supervision of a registered occupational therapist. This experience must be verified in writing by the supervising occupational therapist, whose NBCOT registration number must appear on the verification form included with the application materials.
7. Three letters of recommendation.
8. Interviews are the final stage and an integral part of the application process. Interview invitations are extended only to applicants who demonstrate competitive academic proficiency and satisfactory progress in all other areas of the application.

To be advanced to Master’s Degree Candidacy, graduate students in the Master of Occupational Therapy Degree (MOT) Program must have met the following requirements:

- Submitted the Application of Degree Candidacy form to the Graduate Studies Office, specifying the Master in Occupational Therapy Degree Program approved by the Department of Occupational Therapy.
- Completed the first quarter of the MOT Program’s courses with a 3.0 minimum GPA in all courses.
- Removed any/all deficiencies regarding graduate requirements.
- Met with his/her OT graduate advisor to confirm the required course of study as well as requirements for advancing candidacy and graduation.
- Received approval for advancement to candidacy from the Dean of Graduate Studies or the Dean’s designee.

Final Comprehensive Examination

The final comprehensive examination for the Master of Occupational Therapy (MOT) Degree includes a research seminar and oral defense of the master’s research project presented to the Department and graduate committee. Immediately following the oral defense of the research project, the student is given an oral examination administered by the student’s committee which is composed of 2-3 departmental faculty members and a faculty member appointed by the graduate office. The focus of the examination is the student’s research although general questions related to the occupational therapy profession and practice will be asked during the examination. Successful completion of the comprehensive examination is required before enrollment in OCTH 695.

Schedule of Courses and Credit Hours for Master’s Program

First Year

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Total Credit Hours</th>
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<tbody>
<tr>
<td>Summer Quarter</td>
<td></td>
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<tr>
<td>OCTH 501 Cadaver Anatomy for Occupational Therapy (6)</td>
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<tr>
<td>OCTH 502 Occupational Performance and Movement (4)</td>
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<tr>
<td>Fall Quarter</td>
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<tr>
<td>OCTH 503 Applied Neurology for Occupational Therapy (5)</td>
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<td>OCTH 504 Foundations of Occupational Therapy (5)</td>
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<td>OCTH 505 Human Disease and Occupational Therapy (5)</td>
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<tr>
<td>OCTH 520/PHTH 540 Principles of Evidence Based Practice I (1)</td>
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<td>Winter Quarter</td>
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<tr>
<td>OCTH 506 Occupational Performance Through the Life Span (5)</td>
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<tr>
<td>OCTH 507 Analysis of Occupational Performance I (2)</td>
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<tr>
<td>OCTH 509 Theory and Practice in Occupational Therapy (4)</td>
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<tr>
<td>OCTH 510 Group Process (3)</td>
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<tr>
<td>OCTH 521 Survey of Research Methods in Occupational Therapy (2)</td>
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OCTH 508 Analysis of Occupational Performance II (4)
OCTH 522 Fundamentals of Occupational Therapy Research (4)
OCTH 523 Evaluation and Assessment of Occupational Performance (2)
OCTH 530 Occupational Performance and Mental Health (6)
**Total credit hours** 16 credits

**Second Year**

**Fall Quarter**
OCTH 511 Leadership in Occupational Therapy (2)
OCTH 531 Occupational Performance and Children (6)
OCTH 540 Health Wellness and Occupational Therapy (6)
OCTH 601 Occupational Therapy Research Project I (2)
**Total credit hours** 16 credits

**Winter Quarter**
OCTH 532 Occupational Performance in Adolescence and Adults (6)
OCTH 541 Technology and Occupational Performance (5)
OCTH 543 Emerging Practice I (4)
OCTH 602 Occupational Therapy Research Project II (1)
**Total credit hours** 16 credits

**Spring Quarter**
OCTH 512 Fieldwork II Seminar (2)
OCTH 533 Occupational Performance and Older Adults (6)
OCTH 542 Administration and Organization in Occupational Therapy (4)
OCTH 544 Emerging Practice II (4)
OCTH 603 Occupational Therapy Research Project III (1)
**Total credit hours** 17 credits

Students must successfully complete all course work prior to Fieldwork II

**Summer, Fall, Winter, Spring Quarters**
OCTH 695 Occupational Therapy Fieldwork Level II Education (12)
**Total credit hours** 24 credits minimum

Program total credit hours 131 credits

**Bachelor of Science (B.S.)**

For reference for current students only

Please note: You must be accepted into the Professional Occupational Therapy Program before you can register for these courses. All courses utilize computer-based teaching/learning methods and technology. Additionally, some of the courses below have fees. Please consult the quarterly Course Announcement for details.

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**Occupational Therapy Courses**

**OCTH 402**
**Occupational Therapy Seminar IV (2)**
**FALL**
Emphasis is on collaboration, professional team-building, and consultation. Interviewing family members who have been impacted by a disability, observing and analyzing professional teams, and practicing team-building strategies are included.

**OCTH 403**
**Occupational Therapy Seminar V (2)**
**WINTER**
This course addresses leadership in occupational therapy as it relates to leadership theories and strategies, organizational behaviors, and systems change. Leaders who have impacted the field of occupational therapy are discussed.

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**OCTH 404**
**Occupational Performance and Children (5)**
**FALL**
This course focuses on providing learning opportunities about children with special needs and pediatric occupational therapy practice. The course targets the provision of occupational therapy services with children, childhood occupations, disabling conditions, documentation and evidence-based practice. Fieldwork I experience included.
OCTH 405 Evidence-Based Practice in Occupational Therapy: Research II (3)
FALL
This course will take the students’ learning experiences in OCTH 315, and provide a research synthesis learning experience. Students will review principles learned in Research I, identify questions related to occupational performance, review literature, determine research design/method, establish research boundaries, engage in data collection, analyze and interpret results, and discuss the implications of results on practice. Students will complete an American Psychological Association style paper as well as a verbal presentation of these activities.

OCTH 406 Emerging Practice I (3)
FALL
An introduction to the topic of emerging practice within the profession of occupational therapy is given. Issues that impact the development and delivery of occupational therapy services at emerging sites in rural and underserved areas are explored. Emphasis is on organizational structures, community resources, and networking strategies.

OCTH 407 Emerging Practice II (3)
WINTER
This course will focus upon enabling occupation through the application of the Canadian Model of Occupational Performance (CMOP). Concepts of client-centered practice, spirituality in human occupation, and the potential role of occupational therapists as case managers are explored.

OCTH 408 Administration and Organization in Occupational Therapy Practice (5)
WINTER
Focus is on topics related to the development, administration and management of occupational therapy services in both traditional and emerging areas of practice. Quality management, ethics, fiscal management, organizational behavior, marketing and supervision strategies are explored.

OCTH 409 Health Wellness and Occupational Therapy Performance (5)
WINTER
This course provides an overview of occupational performance within a health promotion and community systems framework. Emphasis is on health promotion and disease prevention strategies for the occupational therapy practitioner.

OCTH 410 Occupational Performance and Adolescents and Adults (5)
WINTER
This course provides the learner with the knowledge and skills for assessment, intervention planning, provision of intervention, and outcome analysis related to adolescence and adulthood dysfunction in occupational performance.

OCTH 411 Occupational Therapy and Technology (5)
SPRING
This course is designed as a vehicle for integration of student learning in the areas of occupational assessment, needs identification and matching/designing both high and low technology devices to maximize client independence in occupational performance. Additionally, the course incorporates an interdisciplinary experience of providing technology services to consumers.

OCTH 412 Occupational Performance and Older Adults (5)
SPRING
This course provides an understanding of the theoretical basis and practice skills applied in occupational therapy assessment and intervention for persons who are aging. Topics reflect multiple considerations including: views of persons who are aging; societal values and norms; and perspectives from interdisciplinary health care and service providers. Includes Fieldwork Level I experience.

OCTH 414 Occupational Therapy Fieldwork II Seminar (3)
SPRING
The seminar focuses on the transition from class to Level II fieldwork experiences. Teaching/learning experiences review expectations, supervisor-student relationships, professional and ethical behaviors, portfolio building, and documentation skills.

OCTH 490 Emerging Practice III Senior Capstone (4)
SPRING
(satisfies senior capstone university graduation requirement.)
Course focus is on the occupational therapy practitioner as an entrepreneur in current and emerging practice environments in the United States and globally. Content will address the development of entrepreneurial, grant writing, and business skills. This course serves as the Departmental senior capstone for the Professional Occupational Therapy Program and incorporates a capstone project.

OCTH 495 Occupational Therapy Fieldwork Level II (6-12)
Graded Pass/No Credit.
This is a full-time internship experience at a clinical and/or community site for treatment of physical dysfunction and/or behavioral health disorders. The supervised student will provide occupational therapy services in acute care, rehabilitation, pediatric, mental health, and/or community-based settings. The student must earn complete 24 credits to fulfill department requirements.

OCTH 499 Directed Study (1-2)
This course provides the student with a self-selected study experience under the guidance of a preceptor to demonstrate knowledge and/or skills that will enhance the students’ understanding of occupational therapy and occupational performance, and provide additional experiences in building lifelong learning skills.

All graduate courses in occupational therapy are restricted to students accepted into the M.O.T. program. Successful completion of all course work in the professional curriculum is a prerequisite to the application of pathokinesiology. The occupational performance of individuals across the life span within a multicultural context will be emphasized. Likewise, the role of theory in the understanding of practice frames of reference and standards of the profession will be closely examined and applied. Additionally, the history of the profession, clinical reasoning strategies, professional ethics, and sociocultural and political impacts on the profession will all be explored.

OCTH 501 Cadaver Anatomy for Occupational Therapy (6)
Prerequisite: Admission to the M.O.T. program.
This course is an intensive review of human anatomy and physiology as it pertains to the practice of occupational therapy. It is designed to provide the student with an opportunity to learn anatomical structures and the functional relationships of these structures to each other. Cadaver dissection is a critical component of all labs.

OCTH 502 Occupational Performance and Movement (4)
Prerequisite: Admission to the M.O.T. program.
This course is an overview study of human movement in a person/environment context. The study of the normal structure and function of the musculoskeletal system is seen as a prerequisite to the application of assessment procedures and therapeutic interventions in occupational therapy. Incorporation of clinical problems and pathokinesiology are involved. The lab portion of the class trains students in the basic principles and application of manual muscle testing and goniometry.

OCTH 503 Applied Neurology for Occupational Therapy (5)
Prerequisite: Admission to the M.O.T. program and successful completion of all course work in the professional curriculum to this point.
This course is an overview of the neurological function and process in the human body. Normal neurologic development throughout the life span will be the primary focus. Application of knowledge concerning neurological process and occupational performance will be emphasized.

OCTH 504 Foundations of Occupational Therapy (5)
Prerequisite: Admission to the M.O.T. program and successful completion of all course work in the professional curriculum to this point.
This course is an overview of the founding principles of occupational therapy practice as well as the development of foundational skills concerning cultural competence as a health care practitioner. The occupational performance of individuals across the life span within a multicultural context will be emphasized. Likewise, the role of theory in the understanding of practice frames of reference and standards of the profession will be closely examined and applied. Additionally, the history of the profession, clinical reasoning strategies, professional ethics, and sociocultural and political impacts on the profession will all be explored.

OCTH 505 Human Disease and Occupational Therapy (5)
Prerequisite: Admission to the M.O.T. program and successful completion of all course work in the professional curriculum to this point.
This course provides an overview of human disease and injury processes occurring throughout the life span. The etiology, course, prognosis, treatment, and management of each condition will be explored. The content of course material will be investigated within the framework of human occupation emphasizing the impact of disease and injury on occupational performance and quality of life.

OCTH 506 Occupational Performance Through the Life Span (5)
Prerequisite: Admission to the M.O.T. program and successful completion of all course work in the professional curriculum to this point.
This course provides knowledge about the human experience in the domains of occupational therapy practice throughout the life span. Focus is on analysis of occupation, occupational performance, all life stages, and the influences of performance context, spirituality, and culture on human behavior.

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OCTH 507  
Analysis of Occupational Performance I (2)  
Prerequisite: Admission to the M.O.T. program and successful completion of all course work in the professional curriculum to this point.  
This course is the first of a two part series, OCTH 507: Analysis of Occupational Performance I, and OCTH 508: Analysis of Occupational Performance II. The analysis I course will provide the learner with opportunities to develop a foundation of knowledge and skills for the evaluation of occupational performance through the process of activity analysis. Students will gain and demonstrate fundamental assessment skills for human activity that incorporates the contributions of theories, patterns, context, activity demands, and client factors.

OCTH 508  
Analysis of Occupational Performance II (4)  
Prerequisite: Admission to the M.O.T. program and successful completion of all course work in the professional curriculum to this point.  
This course will provide the learner with opportunities to develop advanced knowledge and skills for the in-depth evaluation and analysis of occupational performance through the process of activity analysis. The relationship between the assessment of occupational performance and the conceptualization of grading and adapting occupations will be critically examined.

OCTH 509  
Theory and Practice in Occupational Therapy (4)  
Prerequisite: Admission to the M.O.T. program and successful completion of all course work in the professional curriculum to this point.  
This course builds upon the knowledge and concepts presented in OCTH 504: Foundations of Occupational Therapy by providing opportunities to understand the historical evolution of occupational therapy’s philosophical basis and the contributions of the theories within the profession. Students will learn the process of theory development and complete an in-depth analysis of core concepts, theories, models, and frames of reference for application in occupational therapy practice. Finally, the course will explore the application and importance of occupational therapy theory and frames of reference to the research process and the advancement of the profession.

OCTH 510  
Group Process (3)  
Prerequisite: Admission to the M.O.T. program and successful completion of all course work in the professional curriculum to this point.  
This course focuses on several advanced skills of professional communication and behaviors. Emphasis is on, a) interviewing, b) group process, c) intercultural communication, d) teaming and collaboration with families, clients, and other health care providers, and e) a reflective evaluation process used for building interpersonal communication skills. Advanced professional communication skills are necessary tools for emerging and traditional practice arenas in occupational therapy.

OCTH 511  
Leadership in Occupational Therapy (2)  
Prerequisite: Admission to the M.O.T. program and successful completion of all course work in the professional curriculum to this point.  
This course focuses on leadership within the profession of occupational therapy. The course will provide a foundation for understanding leadership theories, strategies, and styles. Opportunities will be offered learners to analyze and create a personal leadership mission and to examine the diverse requirements for leadership within the profession. Leaders within the field of occupational therapy will be identified and critically debated. Additionally, the class will examine opportunities for leadership for occupational therapy practitioners in association with OCTH 532. This course also continues to support your professional behavior development from the previous seminar of courses.

OCTH 512  
Fieldwork II Seminar (2)  
Prerequisite: Admission to the M.O.T. program and successful completion of all course work in the professional curriculum to this point.  
This course will focus on preparation for the transition from classroom to Fieldwork Level II (FW II) experiences. Students will have the opportunity to identify and analyze the Level II fieldwork expectations, explore the supervisory and interdisciplinary team relationships, review professional and ethical behavior, develop a Level II Fieldwork Portfolio, review AOTA, NBCOT and the State of Washington licensure requirements, and begin preparation for job searches.

OCTH 520  
Principles of Evidence Based Practice I (1)  
Graded Pass/No Credit.  
Prerequisite: Admission to the M.O.T. program and successful completion of all course work in the professional curriculum to this point.  
This is the first of three courses designed to introduce the student to evidence based practice and the process of critical inquiry. This course will be offered in an interdisciplinary format with the Department of Physical Therapy. These courses will prepare the student to become a knowledgeable consumer of research and the professional literature as it relates to the practice of occupational therapy. In this course the student will develop competence in identifying, locating, retrieving, understanding and applying the principles of research to the practice of occupational therapy. (Cross-listed PHYS 540)

OCTH 521  
Survey of Research Methods in Occupational Therapy (2)  
Prerequisite: Admission to the M.O.T. program and successful completion of all course work in the professional curriculum to this point.  
This is the second of a three courses series designed to introduce the student to evidence based practice and the process of critical inquiry regarding a broad spectrum of research methodologies including quantitative, qualitative, ethnographic and phenomenological approaches. This course will prepare the student to be a knowledgeable consumer of research and the professional literature as it relates to the practice of occupational therapy. In this course the student will develop competence in critiquing and applying various research methods and designs to the application of evidence based practice in occupational therapy.

OCTH 522  
Fundamentals of Occupational Therapy Research (4)  
Prerequisite: Admission to the M.O.T. program and successful completion of all course work in the professional curriculum to this point.  
This course provides the learner with an overview of the research production process. Specific areas of focus include analyzing current professional research, developing research topics, designing research projects, synthesizing information in order to develop a sound research proposal and comprehending the institutional review process. Students will develop skills in providing and receiving research and writing feedback, using various library and search resources in a focused, hands on manner, and will engage in the writing-revising process essential to the research process.

OCTH 523  
Evaluation and Assessment of Occupational Performance (2)  
Prerequisite: Admission to the M.O.T. program and successful completion of all course work in the professional curriculum to this point.  
This course will provide the learner with the opportunity to identify, evaluate, and critically analyze the psychometric properties and application of the most commonly used evaluation and assessment tools by practitioners in the profession of occupational therapy. The course offers learners with information and experiences in analyzing the assessment need, critical selection of appropriate evaluation tools to address the assessment need, pragmatic application of the tools on a human subject, interpretation of data, and conceptualizing the development of intervention goals based on the evaluation results.

OCTH 530  
Occupational Performance and Mental Health (6)  
Prerequisite: Admission to the M.O.T. program and successful completion of all course work in the professional curriculum to this point.  
This course provides the learner with foundational skills in the evaluation, analysis and critical intervention planning critical to effective occupational therapy service provision for children, adolescents and adults with mental illness. This course will focus on the provision of occupational therapy services to clients with mental illness.

OCTH 531  
Occupational Performance and Children (6)  
Prerequisite: Admission to the M.O.T. program and successful completion of all course work in the professional curriculum to this point.  
This course provides the learner with theories, knowledge and application opportunities related to evaluation, analysis and intervention planning for children with special needs in a variety of pediatric occupational therapy practice settings. The course will focus on the provision of occupational therapy services with children. Fieldwork Level I experiences are included in the course proceedings as well as advanced practice labs.

OCTH 532  
Occupational Performance in Adolescence and Adults (6)  
Prerequisite: Admission to the M.O.T. program and successful completion of all course work in the professional curriculum to this point.  
This course provides the learner with the knowledge and skills for assessment, intervention planning, provision of intervention, and outcome analysis related to adolescence and adulthood dysfunction in occupational performance. The course will focus on the provision of occupational therapy services with older adolescents and adults approximately 18-60 years of age.

OCTH 533  
Occupational Performance and Older Adults (6)  
Prerequisite: Admission to the M.O.T. program and successful completion of all course work in the professional curriculum to this point.  
This course is designed to provide the learner with an understanding of the theoretical basis and practice skills applied in the occupational therapy assessment/evaluation, intervention, and consultation for persons who are aging. The course will address multiple topics related to aging including: 1) a review of the physiological and psychological aspects of typical aging and the relationships to occupational performance, 2) the development of occupational therapy evaluation and intervention skills for common health conditions affecting functional performance in the aging population, and 3) current and emerging issues in occupational therapy geriatric practice.
**OCTH 540**  
Health Wellness and Occupational Therapy (6)  
Prerequisite: Admission to the M.O.T. program and successful completion of all course work in the professional curriculum to this point.  
This course provides an overview of occupational performance within a health promotion and disease prevention framework. Health promotion and disease prevention concepts will be discussed in relationship to a broad perspective of health and the profession of occupational therapy. Selected theoretical concepts and health promotion models will be presented and discussed. Additionally, the organization, function, and programs of various health and human service organizations will be researched, analyzed and evaluated.

**OCTH 541**  
Technology and Occupational Performance (5)  
Prerequisite: Admission to the M.O.T. program and successful completion of all course work in the professional curriculum to this point.  
This course is designed as a vehicle to help occupational therapy students integrate previous learning by providing opportunities for occupational assessment, needs identification, and the selection and design of both low and high technology devices to maximize client independence in their occupational performance areas. Additionally, the course is designed to incorporate an interdisciplinary experience with senior students from the Department of Engineering and Design when creating products and providing technology services to consumers.

**OCTH 542**  
Administration and Organization in Occupational Therapy (4)  
Prerequisite: Admission to the M.O.T. program and successful completion of all course work in the professional curriculum to this point.  
This course covers topical areas related to the development, administration and management of occupational therapy services in both traditional and emerging areas of practice. Issues such as quality management, ethics, fiscal and resource management, organizational behavior and marketing will be discussed. The course will explore the provision of services within a managed care environment. The development of supervisory and program development skills will be included. This course is designed to prepare the student for a leadership role within the profession of occupational therapy.

**OCTH 544**  
Emerging Practice II (4)  
Prerequisite: Admission to the M.O.T. program and successful completion of all course work in the professional curriculum to this point.  
This is the second course in a series designed to explore emerging practices within the profession of occupational therapy. The course is organized into two units, 1) the exploration and development of specific roles for the provision of services in emerging or undeveloped sites building on the theoretical and contextual concepts discussed in OCTH 543: Emerging Practice I; and 2) the theme of the occupational therapist as an entrepreneur in current and emerging practice environments. Learners will explore the mechanisms for funding the development and provision of occupational therapy services in emerging sites including the role of grant writing. The components of entrepreneurship and related business skills for developing occupational therapy services within an agency, community, or private practice context will be presented in collaboration with the EWU Center for Entrepreneurial Activities.

**OCTH 601**  
Occupational Therapy Research Project I (2)  
Graded Pass/No Credit.  
Prerequisite: Admission to the M.O.T. program and successful completion of all course work in the professional curriculum to this point.  
This is the first in a series of three small-group research project courses in which student research groups, established in OCTH 522, Fundamentals of Occupational Therapy Research, will conduct the data gathering of their research project. Data collection will be in direct relationship to the research proposals developed in the Fundamentals of Occupational Therapy Research course. Student groups and individuals will be guided by the chair of their Master's Degree Committee.

**OCTH 602**  
Occupational Therapy Research Project II (1)  
Graded Pass/No Credit.  
Prerequisite: Admission to the M.O.T. program and successful completion of all course work in the professional curriculum to this point.  
This is the second course in a series of small group research projects in which the student research groups, established in OCTH 522, Fundamentals of Occupational Therapy Research, will analyze the data collected in OCTH 601 and synthesize the results into the results section of their research project report.

**OCTH 603**  
Occupational Therapy Research Project III (1)  
Graded Pass/No Credit.  
Prerequisite: Admission to the M.O.T. program and successful completion of all course work in the professional curriculum to this point.  
This is the third in a series of research project courses in which small groups of students are completing their research proposals established in OCTH 522, Fundamentals of Occupational Therapy Research. Students will write their study's results using APA guidelines and seek final approval for the project from their Master's Degree Committee. Likewise, group members will prepare presentation formats for their Oral Comprehensive Examinations. Students will be encouraged to present their research findings at the EWU spring Student Research and Creative Works Symposium (optional).

**OCTH 695**  
Occupational Therapy Fieldwork Level II Education (6 or 12)  
Graded Pass/No Credit.  
Prerequisite: Admission to the M.O.T. program and successful completion of all course work in the professional curriculum to this point.  
This experience is done either on a part time (20 hours per week for 12 months) or fulltime basis (40 hours per week for six months). The advanced internship experience is conducted at a clinical and/or community site in which treatment for persons of all ages with physical dysfunction, behavioral and/or mental health disorders affecting occupational performance occurs. The student must complete two quarters (24 weeks or 960 hours) of Fieldwork Level II within 24 months of completing their professional OT academic program before graduating. The student may elect to enroll in one or two additional quarters of FW II for further experience in an area of special interest. Upon successful completion of the required FW II experience, and graduation with a Master of Occupational Therapy Degree (MOT), the student will be eligible to sit for the National Certification Examination for the Occupational Therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). Graduates must initially pass the NBCOT exam before practicing as an occupational therapist in the United States. Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate’s ability to sit for the NBCOT Certification Examination or attain state licensure.
OPERATIONS MANAGEMENT

See BUSINESS ADMINISTRATION.

PHILOSOPHY

College of Arts and Letters
Terrance MacMullan, Coordinator
350F Patterson Hall
(509) 359-2859

Minor
Faculty: T. MacMullan, M. Marinucci, D. Osipovich, S. Scott

UNDERGRADUATE PROGRAM

The Philosophy Department offers two instructional services (1) general interest courses which deal with our philosophical heritage and contemporary thought, and (2) a minor in philosophy which encompasses some principal concerns of the discipline.

The skills learned in philosophy are useful in all academic areas. Immanuel Kant, for example, noted that philosophy teaches us to think for ourselves, so that we do not passively receive what we are told; it teaches us to put ourselves imaginatively in the place of everyone else, so that we occupy the standpoint of universal humanity; and, above all, it teaches us to think consistently.

A minor in philosophy contributes to a broad, liberal arts education which is valued either for its own sake or as a preparation for a career in some related professional, social, or humanistic discipline. As an American Philosophical Association pamphlet notes, employees in the business community “want and reward many of the capacities which the study of philosophy develops: for instance, the ability to solve problems, to communicate, to organize ideas and issues, to assess pros and cons, and to boil down complex data. These capacities represent transferable skills.” Logical skills are especially beneficial in conceptual professions like accounting and law.

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

Minor

Philosophy Minor (20 credits)
No more than 10 credits may be taken in 200-level philosophy courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PHIL 210</td>
<td>Critical Thinking (5)</td>
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<tr>
<td>PHIL 211</td>
<td>Introductory Philosophy (5)</td>
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<tr>
<td>PHIL 212</td>
<td>Introductory Ethics (5)</td>
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<tr>
<td>PHIL 213</td>
<td>Moral Issues in America (5)</td>
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<tr>
<td>PHIL 320</td>
<td>History of Ancient Western Philosophy (5)</td>
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<tr>
<td>PHIL 321</td>
<td>History of Modern Western Philosophy (5)</td>
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<tr>
<td>PHIL 322</td>
<td>History of Contemporary Western Philosophy (5)</td>
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<tr>
<td>PHIL 331</td>
<td>Chinese Philosophy (5)</td>
</tr>
<tr>
<td>PHIL 335</td>
<td>Marxism (5)</td>
</tr>
</tbody>
</table>

Philosophy Courses

Terms Offered: If no terms are indicated, check with department or quarterly Course Announcement.

PHIL 210 Critical Thinking (5)
FALL/WINTER/SPRING/SUMMER
[satisfies the GECR for humanities and fine arts, list 3, philosophy and reasoning.]
Prerequisite: Successful completion of ENGL 101. Basic skills clearance in Mathematics.

PHIL 211 Introductory Philosophy (5)
FALL/WINTER/SPRING/SUMMER
[satisfies the GECR for humanities and fine arts, list 3, philosophy and reasoning.]
Prerequisite: Successful completion of ENGL 101.

PHIL 212 Introductory Ethics (5)
FALL/SPRING
[satisfies the GECR for humanities and fine arts, list 3, philosophy and reasoning.]
Prerequisite: Successful completion of English 101.

PHIL 213 Moral Issues in America (5)
FALL/SPRING
[satisfies the GECR for humanities and fine arts, list 3, philosophy and reasoning.]
Prerequisite: Successful completion of ENGL 101.

PHIL 320 History of Ancient Western Philosophy (5)
Prerequisite: Successful completion of ENGL 101.

PHIL 321 History of Modern Western Philosophy (5)
Prerequisite: Successful completion of ENGL 101.

PHIL 322 History of Contemporary Western Philosophy (5)

PHIL 331 Chinese Philosophy (5)
Prerequisite: Successful completion of ENGL 101.

PHIL 335 Marxism (5)
WINTER
Prerequisite: Successful completion of ENGL 101.

www.ewu.edu
PHIL 398
Seminars on Selected Topics (5)
Prerequisites: 5 philosophy credits, successful completion of ENGL 101.

PHIL 403
Advanced Ethics (5)
SPRING
Prerequisites: PHIL 212 or 213, and successful completion of ENGL 101.
Central problems in ethics. Typical problems concern the sources of obligation, cultural relativism, responsibility and excuses, blame and punishment, the logic of moral discourse, and the relation of facts to values.

PHIL 411
Theory of Knowledge (5)
Prerequisites: 5 philosophy credits, and successful completion of ENGL 101.
The nature, grounds, and limits of human knowledge. Topics typical of the course are perception, memory, truth, knowledge of other minds, and the relations among knowing, believing and doubting.

PHIL 417
Women and Ethics (5)
Prerequisite: At least one of the following: WMST 101 or 310 or PHIL 211 or 212.
The course will begin with a brief examination of the treatment of women within traditional ethics. We will then address the views of early women philosophers, followed by a close analysis of contemporary feminist approaches to ethics. (Cross-listed WMST 417)

PHIL 430
Special Periods in the History of Philosophy (5)
Prerequisite: Successful completion of ENGL 101.
Intensive study of a period in the history of philosophy that is not included in the 320-322 sequence.

PHIL 435
Major Authors in the History of Philosophy (5)
Prerequisite: Successful completion of ENGL 101.
Intensive study of a single major philosopher.

PHIL 440
Women and Philosophy (5)
Prerequisite: At least 4 credits in WMST and/or PHIL.
The course offers an examination of the treatment of concepts relating to women and femininity, both by traditional philosophers and by more recent feminist philosophers. The course will address key issues within philosophy while simultaneously exploring the role of gender in the production of philosophical knowledge. (Cross-listed WMST 440)

PHIL 499
Directed Study (5)
FALL/WINTER/SPRING/SUMMER
Prerequisites: 10 philosophy credits, and successful completion of ENGL 101.
PHYSICAL EDUCATION, HEALTH AND RECREATION

College of Education and Human Development
Alan Coelho, Chair
249 Physical Education Classroom Building
(509) 359-2464
B.A., B.A.E., B.S.
Professionals
M.S.

UNDERGRADUATE PROGRAMS

The Department of Physical Education, Health and Recreation (PEHR) houses the following major programs: Athletic Training, Community Health, Exercise Science, Health and Fitness (teaching endorsement), Physical Education general, Outdoor Recreation, Recreation Management and Therapeutic Recreation.

Professional Membership Requirements: Every student graduating in PEHR must be a member of a professional organization at least by their senior year.

Advising and Consultation:

Information for High School and Transfer Students: High School and transfer students should consult with specific program directors in the PEHR Department during their first quarter at EWU. At that time, a program can be formulated and any previous college classes evaluated for the major. As soon as students have decided to major or minor in programs offered by the department, they need to get their file from the Office of General Undergraduate Academic Advising in Sutton Hall and bring it to the department.

Degree Descriptions:

Athletic Training: This major is designed for students who are interested in becoming certified athletic trainers. The major is designed to prepare students to sit for the National Athletic Trainers’ Association Board of Certification Examination and to work competently in the field of Athletic Training and Sports Medicine. The major welcomes both the freshman and transfer student, and generally requires three years to complete. However, if specific prerequisites are met, the program can be completed within two-years. Students wishing to be admitted must apply and be accepted into the Athletic Training Program. Students in the program will receive formal instruction and clinical practice in development of proficiencies in risk management and injury prevention, pathology of injuries and illnesses, assessment and evaluation, acute care of injury and illness, pharmacology, therapeutic modalities, therapeutic psychosocial intervention and referral, health care administration, and professional development and responsibilities. Opportunities for employment exist in, and are not limited to, sports medicine clinics, hospitals, high schools, health clubs, corporate fitness, and with professional and non-professional athletic teams. Opportunities also exist in colleges and universities for those who elect to continue beyond the bachelor’s degree.

Community Health Majors: Community Health majors are professionals who design, conduct and evaluate activities that help improve the health of all people. Placements will be in a variety of settings including public health and non-profit health agencies, worksite wellness programs, colleges and universities and government agencies. The majors are prepared to sit for the National Commission for Health Education Credentialing (CHES) examination and for graduate programs in public health, health promotion and community health education.

www.ewu.edu
Bachelor of Arts (B.A.)

Degree Requirements for all Recreation Majors:
1. A minimum of 2.0 must be obtained in each required RCLS course. If a lower grade is received, the course must be retaken.
2. A minimum cumulative GPA of 2.50 shall be necessary in all upper- and lower-division required RCLS courses.
3. A minimum cumulative GPA of 2.50 shall be required for all university course work.
4. Failure to comply with the above standards will jeopardize Professional Internship eligibility.

Internship Requirement:
Prior to interning, students must complete three major requirements:
1. Each student must complete 1500 hours of practical experience in the recreation and leisure service field, prior to qualifying for the Professional Internship. These 1500 hours must be from three (3) separate sources with no more than 750 hours from any one source. (Therapeutic Recreation majors have specific requirements to fulfill, as regards to the number of hours and various populations; these majors must consult with their advisor.)
2. Applications for the Professional Internship must be presented to their advisor no later than May 15. (Students may only do their internship during the summer quarter.)
3. Each student must obtain a current Emergency Response or Advanced First-Aid Card.

Outdoor Recreation Major (92 credits)
The Outdoor Recreation program qualifies individuals as outdoor leaders or resource managers for public and private organizations, including government agencies.

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

Required Core Courses
RCLS 201 Recreation and Leisure in Modern Society (3)
RCLS 220 Leadership in Recreation and Leisure Services (3)
RCLS 240 Overview of Therapeutic Recreation Services (4)
RCLS 325 Outdoor Adventure Programming (3)
RCLS 360 Facility Planning and Environmental Design (3)
RCLS 385 Programming in Recreation and Leisure Services (3)
RCLS 400 Legal Foundations in Recreation and Leisure Services (3)
RCLS 425 Evaluation, Research, and Statistics in Recreation and Leisure Services (4)
RCLS 470 Administration, Organization, and Supervision in Recreation and Leisure Services (4)
RCLS 480 Budgeting in Recreation and Leisure Services (4)
RCLS 490 Capstone in Recreation (4)

Required Supporting Courses
RCLS 125 Recreation and Leisure Services Activities (Rafing) (1)
RCLS 206 Wilderness Backpacking (3)
RCLS 250 Camping Administration and Leadership (3)
RCLS 305 Winter Camping (3)
RCLS 307 Mountain Engineering (3)
RCLS 310 Outdoor Recreation (3)
RCLS 315 Wilderness Survival (3)
RCLS 370 Outdoor Recreation Aquatic Programs (5)
RCLS 405 Wilderness First Responder (4)
RCLS 410 Outdoor Leadership (4)
RCLS 415 Search and Rescue Management (4)
RCLS 435 Employment Processes in Recreation and Leisure Services (2)
RCLS 494 Outdoor Recreation Professional Internship (15)
HLED 194 Emergency Response (3)

Total required credits 38 credits
Total required supporting credits 54 credits
Total credits for above Major 92 credits

Therapeutic Recreation Major (96 credits)
Therapeutic Recreation specialists are involved in helping individuals with disabilities learn the skills and attitudes necessary to develop a satisfying leisure lifestyle. Therapeutic Recreation is concerned with the treatment of conditions which are disabling and the facilitation of independent leisure functioning.

This major offers the student a track that will allow them to be eligible to take the national certification examination. The major is nationally accredited and provides a strong educational background for the student. Graduates tend to work in hospitals, state facilities, group treatment and community-based programs in the area of rehabilitation, leisure education and community integration.

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

Required Core Courses
RCLS 201 Recreation and Leisure in Modern Society (3)
RCLS 220 Leadership in Recreation and Leisure Services (3)
RCLS 240 Overview of Therapeutic Recreation Services (4)
RCLS 325 Outdoor Adventure Programming (3)
RCLS 360 Facility Planning and Environmental Design (3)
RCLS 385 Programming in Recreation and Leisure Services (3)
RCLS 400 Legal Foundations in Recreation and Leisure Services (3)
RCLS 425 Evaluation, Research, and Statistics in Recreation and Leisure Services (4)
RCLS 470 Administration, Organization, and Supervision in Recreation and Leisure Services (4)
RCLS 480 Budgeting in Recreation and Leisure Services (4)
RCLS 490 Capstone in Recreation (4)

Required Supporting Courses
RCLS 201 Recreation and Leisure in Modern Society (3)
RCLS 220 Leadership in Recreation and Leisure Services (3)
RCLS 240 Overview of Therapeutic Recreation Services (4)
RCLS 325 Outdoor Adventure Programming (3)
RCLS 360 Facility Planning and Environmental Design (3)
RCLS 385 Programming in Recreation and Leisure Services (3)
RCLS 400 Legal Foundations in Recreation and Leisure Services (3)
RCLS 425 Evaluation, Research, and Statistics in Recreation and Leisure Services (4)
RCLS 470 Administration, Organization, and Supervision in Recreation and Leisure Services (4)
RCLS 480 Budgeting in Recreation and Leisure Services (4)
RCLS 490 Capstone in Recreation (4)

Required Supporting Courses
RCLS 245 Therapeutic Recreation for the Disabled (3)
RCLS 260 Arts in Recreation (3)
RCLS 420 Program Planning and Evaluation in Therapeutic Recreation (5)
RCLS 440 Professional Issues in Therapeutic Recreation (4)
RCLS 445 Processes and Techniques in Therapeutic Recreation (4)
RCLS 450 Assessment Techniques in Therapeutic Recreation (4)
RCLS 493 Therapeutic Recreation Professional Internship (15)
HLED 256 Medical Terminology (1)
PHED 249 Anatomical Kinesiology (4)
PHED 250 Physiological Kinesiology (4)
Bachelor of Science (B.S.)

Athletic Training Major (107 credits)

This major is designed for those students who are interested in becoming certified athletic trainers. The major is designed for preparing students to sit for the National Athletic Trainer’s Association Board of Certification Exam and to work competently in the field of Athletic Training and Sports Medicine. Students must apply and be accepted into the athletic training program. Admission to the program is based upon evaluation of the student’s entire application, including academic record, GPA in prerequisite courses, checking with references, and a short essay. Applications are due Monday of the last week of instruction during winter quarter of each year. The number of applicants to the program may exceed the number that can be admitted; therefore, no assurance can be given that all applicants admitted to the University and who complete the application requirements will be admitted to the athletic training program. For further information regarding the application process, please contact the PEHR department at (509) 359-2341. Opportunities for employment exist in but are not limited to, sports medicine clinics, hospitals, high schools, colleges, health clubs, corporate fitness, and with professional and non-professional athletic teams. Opportunities also exist in colleges and universities for those who elect to continue beyond the bachelor’s degree level of education.

Degree Requirements:

1. Must earn a minimum of 2.5 in each required Athletic Training course.
2. Must have a minimum cumulative GPA of 2.75 in all upper and lower division required Athletic Training courses.
3. Must have a minimum of 2.0 in each class used towards graduation.
4. Must have a minimum cumulative GPA of 2.50 in all university courses worked.
5. Failure to comply with the above standards will prohibit degree eligibility.

Required Courses

ATTR 288 Clinical Athletic Training I (1+1+1)
ATTR 339 Athletic Training (4)
ATTR 340 Advanced Procedures and Modalities in Sports Medicine (4)
ATTR 341 Rehabilitation in Athletic Training (4)
ATTR 388 Clinical Athletic Training II (1+1+1)
ATTR 428 Orthopedic Evaluation I (4)
ATTR 429 Orthopedic Evaluation II (4)
ATTR 430 Sports Medicine Issues (2)
ATTR 488 Clinical Athletic Training III (2+2+2)
ATTR 490 Senior Capstone in Sports Medicine (4)
ATTR 491 Current Topics in Sports Medicine (1+1+1+1)

Health Track: 17 credits

HLED 192 Sports Safety Training (3)
HLED 194 Emergency Response (3)
Select one of the tracks below: 10-17 credits

Health Track: 17 credits

HLED 374 Investigation of Disease and Illness (5)
HLED 376 Consumer Health (3)
HLED 480 Health Promotion Program Planning, Implementation and Evaluation (3)

Select a total of 3 teaching methods courses: 6 credits

Choose one of the following:

PHED 336 Individual Sports (2)
PHED 337 Team Sports (2)

Choose one of the following:

PHED 540 Rhythms and Games (2)
PHED 341 Elementary School Activities (2)

Choose one of the following:

PHED 342 Lifelong Leisure Activities (2)
PHED 343 Wellness and Fitness (2)

Physical Education Track: 16 credits

PHED 336 Individual Sports (2)
PHED 337 Team Sports (2)
PHED 340 Rhythms and Games (2)
PHED 341 Elementary School Activities (2)
PHED 342 Lifelong Leisure Activities (2)
PHED 343 Wellness and Fitness (2)
PHED 370 Sport and Culture (4)

Total required credits 51 credits

Minimum total required track credits 16 - 17 credits

Minimum total credits for above Major 67 - 68 credits

Physical Education Requirements/Elementary Education: 111-115 credits or
Secondary Education: 50-52 credits

Note: The above major takes more than 12 quarters at 15-16 credits a quarter.
Bachelor of Science (B.S.)
Community Health Major (81 - 84 credits)

Community health majors are professionals who design, conduct and evaluate activities that help improve the health of all people. Placements will be in a variety of settings including public health and non-profit health agencies, worksite wellness programs, colleges and universities and government agencies. The majors are prepared to sit for the National Commission for Health Education Credentialing (CHES) examination and for graduate programs in public health, health promotion and community health education.

Degree Requirements:
1. A minimum of 2.50 in each required Community Health course.
2. A minimum cumulative GPA of 2.50 shall be necessary in all upper- and lower-division required Community Health courses.
3. A minimum of 2.0 in each of the supporting courses: Communication and Social and Behavioral Science Core.
4. A minimum cumulative GPA of 2.50 shall be necessary in all upper-division course work.
5. Must meet with major advisor once each quarter.
6. Failure to comply with the above standards will prohibit Professional Internship eligibility.

Required Courses
First Aid Option - Select one of the following:
HLED 192 Sports Safety training (5)
or HLED 194 Emergency Response (3)
HLED 201 Introduction to Health and Wellness (3)
HLED 256 Medical Terminology (1)
HLED 372 Applied Nutrition and Physical Fitness (3)
HLED 375 Gerontology (3)
HLED 376 Consumer Health (3)
HLED 381 Mind/Body Spirit Health (3)
HLED 480 Health Promotion Program Planning, Implementation and Evaluation (3)
HLED 482 Grant Writing in the Health Sciences (3)
HLED 490 Senorio Capstone in Community Health (4)
HLED 495 Internship (15)
RCLS 470 Administration, Organization, and Supervision in Recreation and Leisure Services (4)

Supporting Courses (20-21 credits)
CSBS 320 Introductory Statistics (5)
CMST XXX Communication class with advisor's approval (4-5)
EXSC 480 Clinical Exercise Physiology (3)
PHED 249 Anatomy Kinesiology (4)
PHED 250 Physiological Kinesiology (4)

Select one of the tracks below

Public Health Track
HLED 250 Drugs, Society and Human Behavior (3)
HLED 370 Environmental Health (3)
HLED 374 Investigation of Disease and Illness (5)
HLED 382 International Health (3)
HLED 475 Sex Education in Schools and Community (4)

Worksite Wellness Track
PHED 333 Group Exercise Instruction (2)
PHED 335 Strength and Conditioning Prolab (2)
EXSC 455 Research and Analysis (2)
RCLS 480 Budgeting in Recreation and Leisure Services (4)
or ACCT 251 Principles of Financial Accounting (5)

Choose one of the following
HLED 370 Environmental Health (3)
HLED 374 Investigation of Disease and Illness (5)
HLED 382 International Health (3)

Minimum total required credits 48 credits
Total required supporting credits 20 - 21 credits
Minimum total required track credits 17 - 20 credits
Minimum total credits for above Major 85 - 89 credits

Bachelor of Science (B.S.)
Exercise Science Major (92 - 93 credits)

This major is designed for those students who are not interested in teaching but are interested in fitness and wellness management. Graduates are prepared to work in various settings as managers of fitness programs. The options include but are not limited to corporate fitness, commercial fitness clubs, YMCA-YWCA or other non-commercial programs, retirement centers or hospital rehabilitation programs in cardiac rehabilitation, respiratory therapy and diabetes support. The program prepares student to pursue advanced degrees in exercise physiology, biomechanics, motor control and learning, cardiac rehabilitation and adult fitness as well as professional programs such as Physical and Occupational Therapy and Chiropractic. The program and course work prepares students to pursue certification from organizations such as ACSM, NSCA and ACE. These certifications are widely accepted in the fitness industry.

Degree Requirements:
1. A minimum of 2.50 in each required Exercise Science course.
2. A minimum cumulative GPA of 2.50 shall be necessary in all upper- and lower-division required Exercise Science courses.
3. A minimum of 2.0 in each of the supporting courses: science, psychology and communications concentrations.
4. A minimum cumulative GPA of 2.50 shall be required for all university course work.
5. Must meet with major advisor once each quarter.
6. Failure to comply with the above standards will prohibit Professional Internship eligibility.

Required Courses
PHED 249 Anatomical Kinesiology (4)
PHED 250 Physiological Kinesiology (4)
PHED 252 Mechanical Kinesiology (4)
PHED 333 Group Exercise Instruction (2)
PHED 335 Strength and Conditioning Prolab (2)
CSBS 320 Introductory Statistics for the Social Sciences (5)
EXSC 455 Research and Analysis (2)
EXSC 460 Physiology of Exercise (4)
EXSC 480 Clinical Exercise Physiology (3)
EXSC 481 Electrocardiology Interpretation (3)
EXSC 490 Senior Capstone in Exercise Science (4)
EXSC 495 Professional Internship (15)
HLED 192 Sports Safety Training (3)
HLED 372 Applied Nutrition and Physical Fitness (3)

Sciences Concentration
BIOL 232 Human Anatomy and Physiology for Non-Biology Majors (5)
BIOL 233 Human Anatomy and Physiology for Non-Biology Majors (5)
BIOL 234 Human Anatomy and Physiology for Non-Biology Majors (5)
CHEM 161 General Chemistry for the Health Sciences (5)
CHEM 162 Organic Chemistry for the Health Sciences (5)
CHEM 163 Biochemistry for the Health Sciences (5)

Communications Concentration
Select one course from the following:
BUED 302 Business Communication (4)
CMST 210 Interpersonal Communication (5)
CMST 312 Nonverbal Communication (varies)
CMST 331 Interviewing (5)
CMST 340 Intercultural Communication (5)

Total required credits 58 credits
Total required sciences concentration credits 30 credits
Minimum total required communications concentration credits 4 - 5 credits
Minimum total credits for above Major 92 - 93 credits

Other courses may be selected with prior approval of the major advisor.

www.ewu.edu
Bachelor of Science (B.S.)

Physical Education Major with General Option (55 credits)

The Bachelor of Science in Physical Education degree is designed for students who are interested in pursuing careers in areas related to Physical Education other than teaching in elementary or secondary schools.

Required Courses
- HLED 192 Sports Safety Training (3)
- PHED 249 Anatomical Kinesiology (4)
- PHED 250 Physiological Kinesiology (4)
- PHED 251 Motor Control and Learning (4)
- PHED 252 Mechanical Kinesiology (4)
- PHED 361 History and Philosophy of Physical Education (3)
- PHED 370 Sport and Culture (4)
- PHED 452 Adapted Physical Education (4)
- PHED 454 Measurement and Evaluation in Health and Fitness (3)
- PHED 490 Senior Capstone in Health and Fitness (Teaching) (4)
- HLED 370 Environmental Health (3)
- HLED 372 Applied Nutrition and Physical Fitness (3)
- RCLS 470 Administration, Organization, and Supervision in Recreation and Leisure Services (4)

ProLab option take four of the following:
- PHED 355 Strength and Conditioning ProLab (2)
- PHED 336 Individual Sports (2)
- PHED 337 Team Sports (2)
- PHED 340 Rhythms and Games (2)
- PHED 341 Elementary School Activities (2)
- PHED 342 Lifelong Leisure Activities (2)

Total required credits 47 credits
Total required ProLab option credits 8 credits
Total credits for above Major 55 credits

Note: The above major does require the completion of a minor.

Minors

Coaching Minor (20 - 21 credits)

Although this is not an endorsable minor, all the courses can be applied toward meeting the State’s clock hour requirements for school coaches. In the State of Washington high school coaches must have completed 30 clock hours before the beginning of the third year in any of five standards categories (medical aspects, legal aspects, psychological/social foundations, coaching techniques, and philosophy/sports management/pedagogy).

Middle Level coaches must complete a coaching effectiveness training class equivalent to the NFIC/ASEP Coaching Principles class before the beginning of their third year.

Required Courses
- HLED 192 Sports Safety Training (3)
- PHED 260 Sport Sciences for Coaching (Leader Level) (3)
- ATTR 339 Athletic Training (4)

Choose two of the following: 7-8 credits
- PHED 248 Anatomical/Mechanical Kinesiology (4)
- PHED 250 Physiological Kinesiology (4)
- PHED 251 Motor Control and Learning (4)
- PHED 461 Sports and Exercise Psychology (3)

Choose one of the following: 3 credits
- PHED 278 Coaching Volleyball (3)
- PHED 281 Coaching Football (3)
- PHED 282 Coaching Basketball (3)
- PHED 283 Coaching Track (3)
- PHED 285 Coaching Baseball (3)

Minimum total required credits 20 - 21 credits
Minimum total credits for above Minor 20 - 21 credits

Health Education Minor (17 credits)

Required Courses
- HLED 250 Drugs, Society and Human Behavior (3)
- HLED 370 Environmental Health (3)
- HLED 374 Investigation of Disease and Illness (5)
- HLED 375 Gerontology (3)
- HLED 480 Health Promotion Program Planning, Implementation and Evaluation (3)

Total required credits 17 credits
Total credits for above Minor 17 credits

Recreation Management Minor (24 credits)

Required Courses
- RCLS 201 Recreation and Leisure in Modern Society (3)
- RCLS 350 Recreation Practiceum (5)
- RCLS 470 Administration, Organization, and Supervision in Recreation and Leisure Services (4)

Twelve electives in RCLS (12)

Total required credits 12 credits
Total RCLS elective credits 12 credits
Total credits for above Minor 24 credits

Health and Fitness Endorsement (39 credits)

This minor satisfies the endorsement for Preschool to grade 12.

Degree Requirements:

1. Must earn a minimum of 2.5 in each required Health and Physical Education course.
2. Must have a minimum cumulative GPA of a 2.50 in all university courses.
3. Must attend a professional conference in the field of Health and Fitness (not coaching).

Required Core Courses
- HLED 192 Sports Safety Training (3)
- HLED 201 Introduction to Health and Wellness (3)
- HLED 250 Drugs, Society and Human Behavior (3)
- HLED 365 Teaching Methods in Health (4)
- HLED 475 Sex Education in Schools and Community (4)
- PHED 248 Anatomical/Mechanical Kinesiology (4)
- PHED 250 Physiological Kinesiology (4)
- PHED 251 Motor Control and Learning (4)
- PHED 367 Teaching Procedures in Physical Education (4)

Select a total of 3 teaching methods courses:

Choose one of the following:
- PHED 340 Rhythms and Games (2)
- PHED 341 Elementary School Activities (2)

Choose one of the following:
- PHED 342 Lifelong Leisure Activities (2)
- PHED 343 Wellness and Fitness (2)

Choose one of the following:
- HLED 336 Individual Sports (2)
- PHED 337 Team Sports (2)

Total required core credits 33 credits
Total required teaching methods credits 6 credits
Total credits for above Add-on Endorsement 39 credits

GRADUATE PROGRAM

Master of Science in Physical Education
Jeni McNeal, Program Director
244 Physical Education Classroom Building
(509) 359-2872

Admission Requirements

The master of science degree in physical education prepares students for a diverse array of careers in areas including athletic administration, teaching and coaching, directing fitness facilities and programs in a variety of settings, and sport psychology consultation with athletic teams. Additionally, the degree is applicable to those students interested in pursuing advanced graduate studies in related areas. Prospective students should hold an appropriate baccalaureate degree from an accredited institution. Applicants for admission to the graduate program in physical education must follow the admission procedures as outlined elsewhere in this catalog, as well as submit three professional letters of recommendation and one to two page professional goals and philosophy statement. Students are admitted for Fall quarter only; requests for admittance in other academic quarters are discouraged.

This program provides an opportunity for students to focus on one of three areas of specialization; Administration/Pedagogy, Exercise Science, or Sports and Exercise Psychology. All students are required to take a basic core of courses and then select a specialization area. A thesis is required of Exercise Science students. All other specializations offer the option of a thesis or research report to complete the degree.

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### Degree Requirements

**Basic Core Requirements and Credit Hours**

<table>
<thead>
<tr>
<th>A. Core</th>
<th>18 credits</th>
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<tbody>
<tr>
<td>PHED 505 Current Issues Seminar (3)</td>
<td></td>
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<tr>
<td>PHED 506 Socio-cultural Studies in Physical Activity (3)</td>
<td></td>
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<tr>
<td>PHED 518 Review of Literature (3)</td>
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<td>PHED 519 Statistics in Physical Education (3)</td>
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<tr>
<td>PHED 520 Research Methods in Physical Education (3)</td>
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<tr>
<td>PHED 600 Thesis (9) or PHED 601 Research Report (6)</td>
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**B. Administration/Pedagogy (Coaching/Teaching Education)**

| PHED 507 Administration and Management in Health and Physical Education (3) | |
| PHED 521 History and Philosophy in Sport and Physical Activity (3) | |
| PHED 522 Risk Management: Sport and School Law (3) | |
| PHED 525 Program Promotion and Advocacy (3) | |
| PHED 695 Internship (6) | |

**Select a primary track from categories B-D (24 - 27 credits)**

**C. Exercise Science**

| PHED 550 Advanced Biomechanics (3) | |
| PHED 555 Advanced Physiology of Exercise (3) | |
| PHED 556 Advanced Cardiovascular Physiology (3) | |
| PHED 598 Seminar (3) | |

**Approved Electives (6-9)**

**D. Sports and Exercise Psychology**

| PHED 508 Psychological Behavior in Sport (3) | |
| PHED 510 Advanced Motor Control and Learning (3) | |
| PHED 511 Applied Sports Psychology (3) | |
| PHED 512 Motivation in Sport and Exercise (3) | |

**Approved Electives (12-15)**

### Athletic Training Courses

**ATTR 288 Clinical Athletic Training I (1)**

FALL/WINTER/SPRING

Prerequisite: HLED 192 or permission of course instructor.

This course should be taken three times during an academic career. A course designed to provide a minimum of 1000 hours of clinical experience in a professional athletic training setting over a minimum of at least two years. The students work in an assistant capacity under the direction of a certified athletic trainer(clinical instructor). A portfolio, completed by the students and checked off by the clinical instructor is used to document completion of competencies.

**ATTR 339 Athletic Training (4)**

FALL

Prerequisite: HLED 192 or permission of course instructor.

The purpose of the Basic Athletic Training Course is to provide participants with the fundamental aspects of athletic training including injury prevention, recognition, management and treatment techniques for various musculoskeletal injuries. The lab portion of the class will address basic wrapping and taping techniques, as well as “hands-on” injury evaluation.

**ATTR 340 Advanced Procedures and Modalities in Sports Medicine (4)**

WINTER

Prerequisite: ATTR 339 or permission of course instructor.

Consists of using techniques in therapeutic exercise, thermal therapy, hydrotherapy, cryotherapy, and electrical modalities. An introduction to psychological and physiological response to injury will also be covered.

**ATTR 341 Rehabilitation in Athletic Training (4)**

SPRING

Prerequisite: ATTR 340 or permission of course instructor.

Design and supervision of rehabilitation programs for orthopedic athletic injuries. This will include common programs for major joint and musculoskeletal injuries; also will consist of learning techniques in therapeutic exercise, massage, joint mobilization, and proprioceptive neuromuscular facilitation.

**ATTR 388 Clinical Athletic Training II (1)**

FALL/WINTER/SPRING

Prerequisite: ATTR 288 or equivalent.

A course designed to provide a minimum of 1000 hours of clinical experience in a professional athletic training setting over a minimum of at least two years. The students work in an assistant capacity under the direction of a certified athletic trainer(clinical instructor). A portfolio, completed by the students and checked off by the clinical instructor is used to document completion of competencies.

**ATTR 428 Orthopedic Evaluation I (4)**

FALL

Prerequisites: ATTR 341 or permission of course instructor.

This course will provide students an opportunity to learn and practice injury evaluation procedures used in athletic training. The course will address history taking, inspection, palpation and orthopedic evaluation, as basic principles used in injury evaluation. Laboratory time will be devoted to palpation, structural assessment, neurologic assessment, range of motion and strength assessment of the chest, abdomen, pelvis, hip, thigh, lower leg, ankle and foot.

**ATTR 429 Orthopedic Evaluation II (4)**

WINTER

Prerequisite: ATTR 428 or permission of course instructor.

This course will provide students an opportunity to learn and practice injury evaluation procedures used in athletic training. The course will address history taking, inspection, palpation and orthopedic evaluation, as basic principles used in injury evaluation. Laboratory time will be devoted to palpation, structural assessment, neurologic assessment and strength assessment of injuries involving the spine, shoulder, elbow, wrist, and hand.

**ATTR 430 Sports Medicine Issues (2)**

SPRING

Prerequisite: ATTR 429 or permission of course instructor.

Sports Medicine Issues is a class designed to teach the athletic training student advanced medical issues that are not generally taught in the regular curriculum of the athletic training major. Medical doctors and other allied health care professionals will be brought in from the local Cheney and Spokane communities. Each week, this two-hour class will allow students ample time to work directly with the medical doctors and get hands-on experience with their fellow students.

**ATTR 488 Clinical Athletic Training III (2)**

FALL/WINTER/SPRING

Prerequisite: ATTR 388 or permission of course instructor.

This course should be taken three times during an academic career. A course designed to provide a minimum of 1000 hours of clinical experience in a professional athletic training setting over a minimum of at least two years. The students work in an assistant capacity under the direction of a certified athletic trainer(clinical instructor). A portfolio, completed by the students and checked off by the clinical instructor is used to document completion of competencies.

**ATTR 490 Senior Capstone in Sports Medicine (4)**

WINTER

(satisfies senior capstone university graduation requirement.)

Prerequisite: Senior standing

The course is designed as the capstone for athletic training majors. It will focus on the administrative and management responsibilities required when working in the field of sports medicine including job requirements and problems faced as a professional. There will be group and individual projects, and presentations related to sports medicine and athletic training, including a culminating project that will be assessed by the peers and professionals in the related field. The final project will require students to work in groups to design an athletic training facility, addressing facility and equipment selection and organization, personnel selection and management, legal liability, insurance, and budgeting.

**ATTR 491 Current Topics in Sports Medicine (1)**

FALL/SPRING

Prerequisite: HLED 192 or permission of course instructor.

This class is designed to incorporate current topics that are not generally taught in the athletic training curriculum. This class will emphasize student participation through a group presentation.

**ATTR 499 Directed Study (1-15)**

FALL/WINTER/SPRING

Approved Electives (12-15)
Exercise Science Courses

**EXSC 332**
**Personal Training (Professional Lab) (2)**
**FALL/SPRING**
Prerequisites: PHED 249, 250.
A preparation course for Exercise Science or Health Promotion and Wellness majors designed to teach them how to run a personal training business. Budgeting, marketing, and liability issues will be discussed as well as the management side of running your own business. Students will be expected to use the knowledge in a one-on-one situation with at least one student registered in fast fitness. This will help prepare the student for various certification exams as well as for the workplace.

**EXSC 455**
**Research and Analysis (2)**
**FALL**
Prerequisite: CSBS 320.
This course is designed to teach the students to critically analyze the literature in the field. In addition, they will be exposed to the criteria for good research and to evaluate how well articles in the field follow that criteria.

**EXSC 460**
**Physiology of Exercise (4)**
**FALL**
Prerequisites: PHED 249, 250 and 252 or permission of the instructor.
The application of physiological principles to exercise. Special attention is given to energy sources, work, power, pulmonary system, cardiovascular control systems, sex differences, hypo- and hyperthermia, pressure, heat balance, body composition, and the endocrine system in exercise.

**EXSC 480**
**Clinical Exercise Physiology (3)**
**SPRING**
Prerequisites: PHED 250 or permission of the instructor.
This course presents a detailed understanding of the latest advances in the emerging field of clinical exercise physiology. The focus is on diseases, where exercise can impact onset, treatment or outcomes, i.e., diseases of the cardiovascular, endocrine and musculoskeletal systems.

**EXSC 481**
**Electrocardiography Interpretation (3)**
**SPRING**
Prerequisites: BIOL 232, 233, 234.
An upper division course in the interpretation of electrocardiograms (EKG’s). It will cover normal and pathological changes both at rest and during exercise.

**EXSC 490**
**Senior Capstone in Exercise Science (4)**
**WINTER**
(satisfies senior capstone university graduation requirement)
Prerequisites: Senior standing and EXSC 460.
This course is designated as a departmental capstone for Exercise Science majors. They will study the process of assessment and prescription of apparently healthy adults. There will be end-of-program assessment, both written and practical. Students will also study a current issue in the field through research, group projects and written and oral presentations. The course is designed to help students prepare for the ACSM Health Fitness Instructor certification, the benchmark exam in the field.

Health Education Courses

**EXSC 495**
**Professional Internship (1-15)**
**FALL/WINTER/SPRING**

**HLED 172**
**Health Education Orientation (3)**
An introduction to the health education profession in the schools and the community. Covers topics such as job responsibilities, opportunities, and the qualifications of health educators.

**HLED 192**
**Sports Safety Training (3)**
**FALL/WINTER/SPRING**
The purpose of the American Red Cross Sports Safety Training course is to provide participants with the necessary skills and knowledge to help provide a safe environment for participation, recognize and treat emergency situations, and understand how to apply preventative measures for health and safety of sports participants.

**HLED 193**
**Standard First Aid and Safety (2)**
Practice and theory of first aid knowledge and skills as prescribed by the American Red Cross. This includes bandages, splints, poisoning, burns, transportation, artificial respiration, and cardiopulmonary resuscitation. An American Red Cross Standard First Aid Certificate is awarded to those who qualify.

**HLED 194**
**Emergency Response (3)**
**FALL/WINTER/SPRING**
Advanced information of first aid knowledge and skills as prescribed by the American Red Cross. In addition to skills learned in the standard first aid course, extrication, childbirth, cardiopulmonary resuscitation, mouth to mask resuscitation and blood pressures are learned. Standard first aid is not required. An American Red Cross Emergency Response Certificate is awarded to those who qualify.

**HLED 200**
**Introduction to Health and Fitness (1)**
**FALL/WINTER/SPRING**
This course is designed to introduce potential majors to the Health and Fitness profession as well as describe the major’s expectations and requirements for being admitted into the program and becoming certified as a K-12 Health and Fitness instructor.

**HLED 201**
**Introduction to Health and Wellness (3)**
**FALL/WINTER/SPRING**
This course is designed to be an introduction to health and wellness. Foundations are laid in nutrition, physical activity and fitness, stress management, substance abuse, disease and injury prevention, sexually transmitted diseases, and environmental health issues, among others. In addition, skills are taught to enhance the student’s ability to make health behavior changes.

**HLED 245**
**Drugs, Ergogenic Aids and Human Performance (3)**
**FALL/WINTER/SPRING**
Acquaints you with major drugs of abuse and the dangers of addiction and potential health problems. Ergogenic aids including steroids, amphetamines, blood doping, and nutritional supplementation are a major focus of this course. The course purpose is to discuss efficacy of the ergogenic aids, ethical use in athletics and potentially harmful effects of any supplementation.

**HLED 250**
**Drugs Society and Human Behavior (3)**
**FALL**
This course consist of a study of human behavior in the context of drug use, abuse, and addiction. There will be discussions on the physiology of drug consumption, as well as the physical, emotional, psychological, and social affects of various groups of drugs (depressants, stimulants, opiates, hallucinogenics, and narcotics). Prescription drugs, over the counter drugs, steroids, and other supplements will also be discussed.

**HLED 256**
**Medical Terminology (1)**
**FALL/WINTER/SPRING**
This course examines the nature and function of the medical language, and the building of medical words from word roots, prefixes, suffixes, and combining forms. This course will prepare students who are entering into medical-related fields of interest.

**HLED 299**
**Individual Studies (1-5)**
Prerequisites: Prior permission of the instructor and the department chair.
Special studies in health education or community health. Selected topics vary according to student and faculty interest.

**HLED 365**
**Teaching Methods in Health (4)**
**SPRING**
Prerequisite: EDUC 201 or permission of the instructor.
Methods and procedures used in the teaching of health in elementary, junior and senior high schools. Opportunity for practice teaching and development of teaching units for classroom.

**HLED 370**
**Environmental Health (3)**
**FALL**
Prerequisite: HLED 201 or permission of the instructor.
This course consists of the study of environmental and social influences on personal and community health, as well as a study of water and air supply protection and pollution. In addition, waste management, bioterorism, and environmentally based diseases will be addressed. Also, the importance of food handling, inspection, and protection is presented. These topics are covered in the context of their impact on individual health and wellness.

**HLED 372**
**Applied Nutrition and Physical Fitness (3)**
**FALL/SPRING**
Designed to help you apply the basic concepts of nutrition to increased requirements due to physical activity, and to understand the values of good health.

**HLED 374**
**Investigation of Disease and Illness (5)**
**FALL**
Prerequisite: HLED 250 or permission of the instructor.
A consideration of the major communicable diseases of humans with emphasis upon prevention and control. An introduction to the modern scientific approach to control of communicable diseases and biostatistics.

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HLED 375
Gerontology (3)
WINTER
Prerequisite: HLED 201 or permission of the instructor.
This course examines anatomical, physiological, pathological, medical, psychological and sociological factors that impact individuals moving through the aging process. The topics discussed will include the major problems of degenerative and chronic diseases, and an analysis of the physical and physiological deterioration of the body and mind.

HLED 376
Consumer Health (3)
WINTER
Consumer health has much to do with the way we live. It deals with the selection of the products and services available in the marketplace that have an impact on health. Discussion includes: advertising, methods of distribution, techniques of selling, and methods of making positive decisions about health products and services.

HLED 379
HIV/AIDS Education Instructor (3)
FALL
The purpose of the HIV/AIDS instructor course is to prepare and certify instructors who know and understand the facts about HIV infection, including AIDS, can present HIV/AIDS education programs effectively in the classroom and to the community, can share the facts about HIV infection, including AIDS, without letting personal values, attitudes, and beliefs get in the way, can discuss the facts in ways acceptable to people of diverse backgrounds, understand and are sensitive to the emotional issues raised by HIV infection, including AIDS. Certification is granted from the “American Red Cross” to all who successfully complete the requirements of the American Red Cross, 5 credit hours.

HLED 381
Mind/Body/Spirit Health (3)
WINTER
Prerequisite: HLED 201 or permission of the instructor. The course is the study of the interaction of the mind, the body, and an individual's spirituality with his/her health and wellness. Discussion topics will include stress, emotions, coping skills, as well as the connection between physical health and emotional health. The field of psychoneuroimmunology will also be discussed. The course studies how understanding one's thoughts, values, habits, and life influences his/her physical and emotional health?

HLED 382
International Health (3)
SPRING
Prerequisite: HLED 201 or permission of the instructor. This class is a study of international health, on how it is defined and its historical roots. Discussion will focus on major international health issues and debates on policies and practices. Also, key contemporary issues involving disease control, primary health care, child survival, essential drugs, and health policies will be examined critically.

HLED 411
Emergency Response Instructor (2)
FALL/WINTER/SPRING
Prerequisite: Junior standing and HLED 194. Teaching methods and procedures in skills as prescribed by the American Red Cross (ARC) Emergency Response Course. Those who qualify may earn the American Red Cross Emergency Response Instructor Certificate valid for 3 years, and the American Red Cross CPR for the professional rescuer certificate valid for 1 year.

HLED 412
Emergency Response Instructor’s Laboratory Practicum (3)
FALL/WINTER/SPRING
Prerequisite: HLED 194, 411. The most current First Aid teaching and skill techniques required by the American Red Cross will be implemented in a laboratory situation. The student will teach an undergraduate level First Aid laboratory class as a student instructor. This instruction will be under supervision of a certified master teacher. Upon successful completion of all requirements the Emergency Response Instructor Certificate will be renewed for one more year.

HLED 450
Community Health Procedures (3)
SPRING
Numerous health problems can best be approached from the combined efforts of the communities involved. This course is designed to prepare you to find solutions to these community health problems and to develop the skills necessary for implementation of an educational approach.

HLED 451
Administration of School Health (3)
SPRING
A presentation of the philosophy and principles of the school health program. Emphasis is placed on the organization and administration of health services and the school environment.

HLED 452
Public Health Administration (3)
SPRING
Public health is the science of preventing disease, prolonging life, and promoting health through organized community effort. This course is designed to prepare you to identify health needs, formulate an organized community program to solve health problems, and to administer public health and wellness programs.

HLED 465
Physical Growth and Development (2)
SPRING
Concerned with growth and development patterns from late infancy to early adulthood. Particular attention is given to differences associated with sex, race, puberty, and physical abnormalities.

HLED 472
Health Fundamentals and Procedures (5)
SPRING
Conservation and promotion of health by individuals, families, and in the community. Emphasis is placed upon principles of healthful living and recognition of deviation from normal health. Consideration of the health education curriculum, materials and methods, school health services, coordination within schools and community health agencies. Student-centered learning activities are emphasized.

HLED 475
Sex Education in Schools and Community (4)
WINTER
Prerequisite: HLED 201 or permission of the instructor. Methods and procedures utilized in the teaching of human sexuality in schools and community health agencies. Opportunity for practice teaching and development of teaching units.

HLED 480
Health Promotions Program Planning, Implementation and Evaluation (3)
WINTER
Prerequisite: Junior or senior class standing, or permission of the instructor. This course teaches health promotion, program planning, implementing, and evaluating. Students will learn the practical skills they will need in beginning community health promotion programs. The course also provides a foundation for understanding the basics of grant writing. Concepts like a mission statements, goals, objectives, needs assessments, implementation strategies, and follow-up will be addressed.

HLED 481
Health and Wellness Promotions Practicum (2)
SPRING
Prerequisite: HLED 480. The student will receive practical application training of the various methods used to implement health and wellness programs. The student will participate in sponsoring health and wellness workshops, seminars and conferences. The student will participate “on site” with allied health professionals during many of the health and wellness programs.

HLED 482
Grant Writing in the Health Sciences (3)
SPRING
Prerequisite: HLED 480 or permission of the instructor. This class will teach students the skills necessary to write grants in the health science field. It is an applied class where the students are expected to go through the grant writing process. The skills developed will prepare the students to search and apply for funding from a variety of sources.

HLED 490
Senior Capstone in Community Health (4)
SPRING
Prerequisite: Senior standing. This course is designated as the capstone course for those students majoring in Community Health within the Department of Physical Education, Health and Recreation. An end-of-program assessment will be completed. The course will focus on the major issues, requirements and problems facing health professionals as they enter the field. Using group problem solving techniques, lecture and a final project developed to encompass past knowledge and skills, the students will present a course plan complete with all necessary components to function. A major focus will be for the students to develop their understanding of the group process as it relates to being a member of the team as well as the ability to effectively assess populations and create a curriculum specific to a population. This course is based on the Certified Health Education Specialist (CHES) competencies.

HLED 494
Field Work in Health Education or Fitness (4)
FALL/WINTER/SPRING
Prerequisite: HLED 480. Provides the opportunity to experience limited on-the-job training within a health or a fitness agency. Depending on the focus of the internship the student will need to choose the opposite emphasis for this experience.

HLED 495
Internship (1-15)
FALL/WINTER/SPRING
Practical experience designed primarily for community health education majors; however, all students are welcome, and become members of a health-serving agency performing professional tasks along with the full-time staff of the agency. You must obtain prior approval of the department coordinator.

HLED 496
Field Work (4)
FALL/WINTER/SPRING
Provides the opportunity to experience limited on-the-job training within health agencies.

HLED 497
Workshops, Short Courses, Conferences (1-5)
FALL/WINTER/SPRING
Workshops dealing with specific aspects of health education, conducted either during the summer or by extension. These workshops are designed for experienced teachers with interests in health education.

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Physical Education Courses

PHED 152 Strength/Weight Training (2)
FALL/WINTER/SPRING
Strength/weight training provides students an opportunity to develop musculoskeletal fitness based on the scientific principles of resistance training. Assistance will be given to students in developing a program design to meet their fitness goals.

PHED 170 Orientation to Physical Education and Coaching Education (4)
FALL/WINTER/SPRING
An exploration of the nature and scope, careers and professional considerations, and issues/challenges/trends for physical education and sport; plus an overview of the basic concepts of human movement.

PHED 196 Experimental Course (1-5)

PHED 248 Anatomical/Mechanical Kinesiology (4)
FALL/WINTER/SPRING
A study of the structural components of human movement, as well as the study of the laws of physics as they affect human movement. Special attention is given to the analysis of movement.

PHED 249 Anatomical Kinesiology (4)
FALL/WINTER
A study of the structural components of human movement. Special attention is given to the analysis of movement.

PHED 250 Physiological Kinesiology (4)
WINTER/SPRING
A study of the functional components of human movements, especially the variables of flexibility, strength, and endurance, the cardiovascular system, and ergogenic aids.

PHED 251 Motor Control and Learning (4)
WINTER/SPRING
A study of the individual behavioral components of human movement, including the specific areas of motor learning and sport psychology.

PHED 252 Mechanical Kinesiology (4)
WINTER/SPRING
A study of the laws of physics as they affect human movement. The focus is upon qualitative analysis of human movement.

PHED 253 Maturational Kinesiology (3)
WINTER/SPRING
Prerequisites: PHED 170 or completion of 2 GECR Natural Science courses or permission of the instructor.
A study of physical and psychological growth and development factors as they influence human movement.

PHED 260 Sport Sciences for Coaching (Leader Level) (3)
FALL
A professional preparation course for coaches designed to acquaint students with the scientific information needed in coaching.

PHED 278 Coaching Volleyball (3)
WINTER
Coaching techniques and strategies in volleyball.

PHED 281 Coaching Football (3)
SPRING
Coaching techniques and strategies in football.

PHED 282 Coaching Basketball (3)
SPRING
Coaching techniques and strategies in basketball.

PHED 283 Coaching Track (3)
FALL
Coaching techniques and strategies in track.

PHED 285 Coaching Baseball (3)
FALL
Coaching techniques and strategies in baseball.

PHED 333 Group Exercise Instruction (2)
FALL/WINTER
A teaching preparation course designed to provide a prospective teacher with an exercise science background, the basic principles, and teaching methods to instruct group exercise classes. This course will also provide a foundation of knowledge needed to prepare students to take the American Council on Exercise (ACE), group fitness instructor certification exam.

PHED 335 Strength and Conditioning Prolab (2)
SPRING
A professional laboratory course designed to provide the knowledge and practical experiences necessary for becoming a certified strength and conditioning professional. The focus of the course is on athletic populations.

PHED 336 Individual Sports (2)
WINTER/SPRING
Prerequisite: PHED 367 or permission of the instructor.
A physical education course designed to develop skills and progressive methods in teaching individual sports for effective k-12 instruction.

PHED 337 Team Sports (2)
FALL/SPRING
Prerequisite: PHED 367 or permission of the instructor.
A physical education course designed to develop skills and progressive methods in teaching team sports for effective k-12 instruction.

PHED 340 Rhythms and Games (2)
FALL/SPRING
Prerequisite: PHED 367 or permission of the instructor.
A physical education course designed to develop skills and progressive methods in teaching physical education and recreation.
PHED 341
Elementary School Activities (2)
FALL/WINTER
Prerequisite: PHED 367 or permission of the instructor. A physical education course designed to develop skills and progressive methods in teaching a wide range of activities appropriate for elementary physical education classes.

PHED 342
Lifelong Leisure Activities (2)
WINTER/SPRING
Prerequisite: PHED 367 or permission of the instructor. A physical education course designed to develop skills and progressive methods in teaching lifelong leisure activities for effective K-12 instruction. Activities such as road and mountain bicycling, rock climbing, hiking-camping, canoeing, golf, cross-country skiing, orienteering, and adventure ropes may be included.

PHED 343
Wellness and Fitness (2)
WINTER/SPRING
Prerequisite: PHED 367 or permission of the instructor. A physical education course designed to develop skills and progressive methods in teaching wellness and fitness for effective K-12 instruction.

PHED 345
Gymnastics/Tumbling (2)
Prerequisite: Junior standing or EDUC 201 or PHED 170 or permission of the instructor. A teacher preparation course designed to provide prospective teachers with basic skills in performing and teaching on the secondary level in the areas of co-educational gymnastics/tumbling (both men's and women's events).

PHED 348
Administration of Athletics (3)
A study of problems in connection with the organization and management of junior and senior high school athletics.

PHED 355
Outdoor Field Sports (Professional Lab) (2)
Prerequisite: Junior standing or EDUC 201 or PHED 170 or permission of the instructor. A teacher preparation course designed to provide prospective teachers with teaching methods and procedures, appropriate lead-up games, exercises and drills in the following activities: field hockey, flag football, speedball, soccer, softball, etc.

PHED 356
Volleyball/Basketball (Professional Lab) (2)
Prerequisite: Junior standing or EDUC 201 or PHED 170 or permission of the instructor. A teacher preparation course focusing on development and perfection of skills necessary to participate in physical education activities, along with techniques for teaching specific skills.

PHED 361
History and Philosophy in Health and Fitness (3)
WINTER
Prerequisite: HLED 201 or permission of the instructor. A study and analysis of the history, aims, philosophies, foundations, and practices in health and fitness, as well as sports sociology considerations.

PHED 367
Teaching Methods in Physical Education (4)
FALL
Prerequisites: EDUC 200, 201 or permission of the instructor. Methods and procedures of conducting physical education classes in elementary and secondary schools.

PHED 370
Sport and Culture (4)
WINTER
Prerequisite: PHED 251 or permission of the instructor. The study of the interrelationships between sport and culture; religion, politics, economics, race, arts and science. Writing a formative evaluation will be an important part of the course.

PHED 390
Health and Physical Education in the Elementary Schools (3)
FALL/WINTER/SPRING
Prerequisites: Junior standing and a minimum GPA of 2.00. Analysis of educationally sound programs and of procedures and practices in the development of basic health and physical education principles in the elementary school.

PHED 391
Aquatics (Professional Lab) (2)
Prerequisite: Junior standing or EDUC 201 or PHED 170 or permission of the instructor. Laboratory course designed to develop skills and progressive methods in teaching swimming and water safety applicable to all age groups.

PHED 393
Water Safety Instructor's Course (3)
SPRING
This course is designed to train students to teach the American Red Cross Learn to Swim Program. Prospective students are advised to take Lifeguard Training (PHED 394). Course is conducted to meet the requirements of the American Red Cross Instructor's course. Certificates are awarded to those who qualify.

PHED 394
Lifeguard Training (3)
WINTER
Prerequisites: (1) Swim 500 yds. continuously, using each of the following strokes for a 100 yds. each: front crawl, breaststroke, and sidestroke; remaining 200 yds. student's choice. No time requirement for this skill; (2) Submerge to a minimum of 7 ft. and retrieve a 10 pound object, and return with it to the surface. No time requirement for this skill; (3) Tread water for two minutes using legs only. These skills will be tested the first class session. A nationally certified course for Eastern Washington University students designed to teach lifeguard candidates the skills and knowledge needed to prevent emergencies and respond to aquatic emergencies (Professionalism, Prevention, Aquatic Rescues, CPR for the Professional Rescuer, First-aid and Spinal Injury Management). This course certification (National American Red Cross Lifeguarding) will prepare and qualify students for aquatic employment throughout the United States.

PHED 395
Field Practicum (2)
FALL/WINTER/SPRING
Prerequisites: PHED 170, 250, 251, 252, HLED 194. Course designed to provide a minimum of 20 hours of practicum school experience in teaching physical education or coaching. The student works in an assistant capacity under a master teacher or coach (Elementary or Secondary Level). Journal procedures are planned and evaluated with the University instructor. At least two on-site visits are made by the instructor.

PHED 396
Experimental Course (1-5)
FALL/WINTER/SPRING

PHED 450
Physical Education Curriculum (3)
SPRING
Prerequisite: PHED 170 or Junior standing. Construction of physical education courses and programs at the elementary/secondary levels (K-12).

PHED 451
Administration Of Physical Education, Athletics And Intramurals (3)
Prerequisite: PHED 170 or Junior standing. A study of organization and administration of programs and people—short- and long-range planning and management.

PHED 452
Adapted Physical Education (4)
FALL
Prerequisite: Junior standing or permission of the instructor. Laws and skills required of Physical Educators for the inclusion of all students with physical, mental, or social disabilities within a least restrictive environment.

PHED 454
Measurement and Evaluation in Health and Fitness (3)
WINTER
Prerequisite: EDUC 303 or permission of the instructor. The formulation, use, and application of various tests and measuring devices in pupil and program evaluation in health and fitness. Examines the uses of grading and grading techniques, as well as basic descriptive statistics applicable to health and fitness.

PHED 461
Sport and Exercise Psychology (3)
FALL
Prerequisite: PHED 251 or permission of the instructor. Designed to provide physical education teachers and coaches with information about motivation, communication, stress management, mental imagery, and other topics for enhancing instructor-performance relationships and for stimulating improved sport performances.

PHED 462
Sport Pedagogy III (3)
Prerequisite: PHED 260 (Level I Certification). Designed to provide physical education teachers and athletic coaches with information relative to effective teaching practices and principles in the athletic realm.

PHED 463
Sport Physiology II (3)
Prerequisite: PHED 260 (Level I Certification). Designed to provide information relative to the acute and chronic physiological effects of exercise on the human body. Allows the implementation of safe and effective training programs specific to individual needs. Lab.

PHED 464
Sports Medicine for Coaches II (3)
Prerequisite: PHED 260 (Level I Certification). Prepares the prospective coach to responsibly manage the care and prevention of athletic injuries, including both chronic and acute onset conditions. Special attention given to the limitations and responsibilities of the coach in providing athletic injury care, appropriate initial care considerations and routine injury evaluation procedures. Lab.
PHED 465
Sport Law and Time Management II (3)
Prerequisite: PHED 260 (Level 1 Certification).
Designed to provide physical education teachers and coaches with information on how to reduce the risks of lawsuits within their programs. Also focuses on developing a proper perspective on organizing and managing your time. Lab.

PHED 490
Senior Capstone in Health and Fitness (Teaching) (4)
FALL
[satisfies senior capstone university graduation requirement.]
Prerequisites: HLED 365 and PHED 367 or permission of the instructor. A comprehensive course specific to health and fitness knowledge, skills and practical hands-on teaching experience with variable content. Students will develop outlines and lesson plans, and practice generic and specific instruction and management skills necessary for effective teaching.

PHED 495
Professional Internship (15)
FALL/WINTER/SPRING
Learning Contract must be on file before the internship commences. Prerequisites: Senior standing and prior permission of the instructor. A full-time working experience in a corporate, YWCA, YMCA, or other pertinent fitness program comparable to the student’s professional aspirations. The experience is under the direction of an exercise physiologist or a person of equivalent training. An approved CEL.

PHED 496
Experimental Course (1-5)
FALL/WINTER/SPRING
A course in the developmental stages.

PHED 497
Workshops, Short Courses, Conferences (1-5)
FALL/WINTER/SPRING
Workshops dealing with specific aspects of physical education are conducted either during the summer or by extension.

PHED 498
Seminar (1-5)
FALL/WINTER/SPRING

PHED 499
Directed Study (1-15)
FALL/WINTER/SPRING
Prerequisites: Junior standing or prior permission of the instructor and the department chair. Study of selected problems in the field of physical education.

PHED 508
Psychological Behavior in Sport (3)
Prerequisite: General psychology course.
An examination of individuals participating in play, games, sports, and their competitive behavior.

PHED 509
Advanced Pedagogy in Physical Education (3)
Prerequisite: Graduate status.
A course detailing methods and procedures to teaching Physical Education classes and coaching athletic teams at all educational levels. The strong focus on advanced technology and methodology emphasizes that proper teaching/coaching procedures and techniques be employed in the instructional process, while allowing varying and personal teaching styles and attitudes to surface.

PHED 510
Advanced Motor Control and Learning (3)
Prerequisite: PHED 505 or permission of instructor.
Provides the student with a comprehensive understanding of how physical movements are controlled and learned. Such an understanding is of practical importance to teachers and coaches of physical performers.

PHED 511
Applied Sport Psychology (3)
Prerequisite: PHED 508.
Provides comprehensive overview of applied educational strategies and techniques in sport and exercise psychology. Techniques such as imagery, goal setting, self-talk, PRG and autogenes will be discussed as a means to achieve a prospective level of motivation, emotional control, self-confidence and concentration.

PHED 512
Motivation in Sport and Exercise (3)
Prerequisite: PHED 505 or permission of instructor. Review of research literature to assist the student in identifying areas of research in their discipline.

PHED 518
Review of Literature (3)
Prerequisite: PHED 505 or permission of instructor.
Review of research literature to assist the student in identifying areas of research in their discipline.

PHED 519
Advanced Physiology of Exercise (3)
Prerequisite: PHED 505 or permission of instructor.
An examination of the physiological effects of muscular exercise, physical conditioning, and training along with the significance of these effects on health and physical performance will be discussed. Students are expected to possess a background in undergraduate anatomy and physiology as well as a course in exercise physiology to enroll in this course. Check with your advisor if you are unsure about your preparation for this course.

PHED 520
Research Methods in Physical Education (3)
Prerequisite: PHED 518 and PHED 519 or permission of the instructor. Study of the methods and techniques of research in physical education; practice in application to problems of current interest.

PHED 521
History and Philosophy in Sport and Physical Activity (3)
This course is an examination of historical and philosophical issues pertaining to sport and physical activity as it relates to global culture. Topics will include ethics, sportmanship, gamesmanship, play and cultural influences of sport and physical activity from a historical and philosophical framework.

PHED 522
Risk Management: Sport and School Law (3)
This course is a study of legal issues as they relate to athletic administrators, coaches, teachers and sport management personnel in the sporting realm. Students will examine and discuss current legal standards, issues and risk management theories utilizing case law studies, which will provide an understanding of the responsibilities and working knowledge of the law.

PHED 523
Program Promotion and Advocacy (3)
This course is designed to assist students in developing or enhancing their promotional efforts in advocating for their selected program. If you are currently engaged in implementing promotional activities, this class will provide you with an opportunity to enhance your efforts. If you need to start a promotional project, this class will kick start you.

PHED 524
Sports Marketing (3)
This course is a study of sports marketing theories from experience and research, which provides an examination of marketing strategies, plan development, sporting organizational needs and goals, in both the public and private sector of sports business. Students will also reflect upon the influence of licenses, sponsorships, promotions, advertising, broadcasting and sales in the sporting world.

PHED 525
Sports Law (3)
This course is a study of legal issues as they relate to athletic administrators, coaches, teachers and sport management personnel in the sporting realm. Students will examine and discuss current legal standards, issues and risk management theories utilizing case law studies, which will provide an understanding of the responsibilities and working knowledge of the law.

PHED 526
Professional Internship (15)
FALL/WINTER/SPRING
Learning Contract must be on file before the internship commences. Prerequisites: Senior standing and prior permission of the instructor. A full-time working experience in a corporate, YWCA, YMCA, or other pertinent fitness program comparable to the student’s professional aspirations. The experience is under the direction of an exercise physiologist or a person of equivalent training. An approved CEL.

PHED 527
Program Promotion and Advocacy (3)
This course is designed to assist students in developing or enhancing their promotional efforts in advocating for their selected program. If you are currently engaged in implementing promotional activities, this class will provide you with an opportunity to enhance your efforts. If you need to start a promotional project, this class will kick start you.

PHED 528
Sports Marketing (3)
This course is a study of sports marketing theories from experience and research, which provides an examination of marketing strategies, plan development, sporting organizational needs and goals, in both the public and private sector of sports business. Students will also reflect upon the influence of licenses, sponsorships, promotions, advertising, broadcasting and sales in the sporting world.

PHED 529
Sports Law (3)
This course is a study of legal issues as they relate to athletic administrators, coaches, teachers and sport management personnel in the sporting realm. Students will examine and discuss current legal standards, issues and risk management theories utilizing case law studies, which will provide an understanding of the responsibilities and working knowledge of the law.

PHED 530
Sports Law (3)
This course is a study of legal issues as they relate to athletic administrators, coaches, teachers and sport management personnel in the sporting realm. Students will examine and discuss current legal standards, issues and risk management theories utilizing case law studies, which will provide an understanding of the responsibilities and working knowledge of the law.
RHED 598
Seminar (1-6)
Seminars dealing with special aspects of physical education

RHED 599
Independent Study (1-6)

RHED 600
Thesis (1-9)

RHED 601
Research Report (1-6)

RHED 695
Internship (1-15)
FALL/WINTER/SPRING
The purpose of this course is to gain professional experience in the student's chosen career path under the guidance of a professional currently employed in the field. A wide variety of internship experiences are available including teaching, administration, marketing, research and professional writing.

RHED 696
College Teaching Internship (1-15)
Teaching a lower-division college course under supervision of a regular faculty member. Includes course planning, arranging bibliographical and instructional aids, conferences with students, experience in classroom instruction, completion of a departmental project and student course evaluation.

Recreation and Leisure Services Courses

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

RHCL 125
Recreation and Leisure Services Activities /Coeducational (1)
FALL/WINTER/SPRING
Backpacking, basic rock climbing, scuba diving, skiing (cross country), canoeing, and rafting.

RHCL 200
Recreation and Leisure Services in Washington (2)
Traveling field study offered during the week before the start of fall quarter. Conducted as a traveling camping class with visits to 20-25 selected metropolitan, district, state, federal, and private recreation areas for evaluation of administrative practices, area management, operation policies, and trends.

RHCL 201
Recreation and Leisure in Modern Society (3)
FALL/WINTER/SPRING
An introduction and orientation to the professional opportunities, areas, requirements, and responsibilities involved in the professional preparation of recreation and leisure services administrators. Includes basic problems and trends influencing the status of recreation and leisure in our contemporary society. Covers history, definitions, and professional organizations.

RHCL 205
Outdoor Related Sports (3)
Introduction to outdoor related activities not normally taught in a university curriculum. Such activities are: shooting, horsemanship, lawn games, boating, competitive events, etc. Emphasizes skill development in comprehensive planning for program utilization.

RHCL 206
Wilderness Backpacking (3)
FALL
An introduction to techniques and procedures of living and traveling in a wilderness environment. Special attention is given to modern conservation practices for using and preserving wilderness. Includes two weekend field experiences.

RHCL 220
Leadership in Recreation and Leisure Services (3)
FALL/SPRING
Emphasis on the elements of leadership in the recreation setting. Designed to help provide ideas on how to lead programs so they fit participant needs. Fieldwork is part of the requirement.

RHCL 230
Whitewater Kayaking (2)
FALL
This course is designed to instruct paddlers in whitewater kayaking techniques. The course will emphasize the essential skills needed for paddling moderately difficult rivers. The basic kayaking skills that are taught in the course include: paddle strokes, boat control, and basic whitewater safety information.

RHCL 240
Overview of Therapeutic Recreation Services (4)
FALL/SPRING
Prerequisite: RHCL 201 or prior permission of the instructor.
Focuses on understanding the basic problems, needs, and strengths of all disability groups in relation to developing and implementing a therapeutic recreation program.

RHCL 241
Eurhythmic Therapy (2)
Provides you with methods, materials, techniques, and program development in preparation for using music to help the developmentally disabled better understand themselves and their use of leisure time.

RHCL 245
Therapeutic Recreation for the Disabled (3)
WINTER
Deals with basic information necessary for you to identify, define, and describe major physical disabilities including their implications for therapeutic recreation programming.

RHCL 250
Camping Administration and Leadership (3)
WINTER-ODD YEARS
Covers such items as philosophy, objectives, planning and operation of camps. Provides an overview of counselors' responsibilities, programming, marketing, health and safety, as well as individual and group guidance techniques and trends.

RHCL 260
Arts in Recreation (3)
FALL/SPRING
Methods and materials in planning, instructing, and leading arts and crafts, creative dramatics, story telling, puppetry, music, and dance in a recreation setting.

RHCL 300
Publicity and Promotion in Recreation (4)
SPRING
Provides skills, techniques and ideas for designing visual aids, working with the media and developing a five-step promotion package for recreation and leisure service agencies.

RHCL 305
Winter Camping (3)
WINTER
Prerequisite: RHCL 206 or prior permission of the instructor.
Introduction to winter camping and modes of over snow travel such as snowshoeing and cross-country skiing. Emphasizes skill development in winter camping techniques, natural shelter construction, and equipment familiarization, supported through field experiences.

RHCL 307
Mountaineering (3)
SPRING
Prerequisite: RHCL 305 or permission of the instructor.
Designed to provide a comprehensive program of basic mountaineering. Intensive consideration given to snow and glacier travel as well as other skills necessary for safe alpine mountaineering. Includes two weekend field trips.

RHCL 310
Outdoor Recreation (3)
WINTER-EVEN YEARS
Introduction to the philosophical concepts of leisure related to outdoor recreation programming. Covers such areas as history, contributions of outdoor activities, land-use ethics, governmental agencies, pertinent issues and trends in outdoor recreation.

RHCL 315
Wilderness Survival (3)
SPRING
Provides basic life-support skills and information to help you predict and prepare for the types of emergencies you are likely to encounter in a particular geographic location. Course includes an overnight encounter with limited supplies.

RHCL 320
Community Recreation (3)
Varied aspects of school and community playgrounds and community centers; administrative and leadership techniques; programming of activity centers and problems relating to planning and operation of these programs.

RHCL 325
Outdoor Adventure Programming (3)
FALL/SPRING
A survey of outdoor adventure education programs. Includes historical development and future trends as well as methods of initiating outdoor adventure education within a curriculum or program.

RHCL 330
Youth Serving Agencies (3)
An overview of objectives, work opportunities, organization, program, and membership of principal national, state and local youth membership agencies.

RHCL 335
Leisure Counseling (3)
Prerequisite: RHCL 240 or prior permission of the instructor.
Designed to assess issues confronting a person's use of leisure; to help you develop and implement leisure counseling programs; to examine models, techniques, and instruments presently used; and to help you gain practical experience using leisure counseling instruments.

RHCL 340
Aquatic Facilities Management (3)
WINTER
Emphasis on pool, beach, and lake properties as well as management issues; water chemistry, health and safety, public relations and other aquatic topics.

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RCLS 345
Swimming for the Handicapped (3)
Prerequisite: Swimmer or prior permission of the instructor.
Emphasizes methods, materials, and techniques of teaching swimming skills to the physically handicapped and mentally retarded.

RCLS 349
Intramural Sport Management (3)
FALL
Intramural programming, along with officiating methods, trends and scheduling, officiating covers all major sports. AEP Program included.

RCLS 350
Recreation Practicum (5)
FALL/WINTER/SPRING
Prerequisites: RCLS 201.
Direct observation and on-the-job participation in the programming and operation of recreation programs within the local recreational community to enhance your programming, scheduling, and leadership techniques under a supervised situation.

RCLS 355
Winter Camping for Special Populations (3)
Prerequisite: RCLS 240 or prior permission of the instructor.
This course is designed to provide students with procedures and information to help them establish a winter camping program for a variety of special populations. Includes two weekend field experiences.

RCLS 360
Facility Planning and Environmental Design (3)
FALL
Prerequisite: RCLS 201 and junior standing or permission of the instructor.
Design and trends in recreation facilities, as well as knowing environmental design techniques, environmental impact statements, and inter-agency cooperation. Field work is part of the requirement.

RCLS 365
Skiing for the Handicapped (2)
WINTER
Prerequisite: RCLS 215 or prior permission of the instructor.
This course is designed to acquaint you with current alpine teaching progressions and their applications to skiing for the handicapped. You are assigned a handicapped skier to work with during the quarter.

RCLS 370
Outdoor Recreation Aquatic Programs (3)
SPRING-ODD YEARS
Prerequisite: RCLS 125 (Rafting).
An overview of major outdoor aquatic adventures such as river rafting and kayaking. Emphasis placed on developing a fundamental awareness of skills necessary in each activity in addition to logistical and business aspects of conducting excursions.

RCLS 375
Intermediate Whitewater Rafting Technique (4)
SPRING
Prerequisite: RCLS 125 Rafting or permission of the instructor.
The course focuses on intermediate rafting techniques and the development of leadership procedures in paddle rafts. River skills and guide competencies will be developed through hands-on experience. Emphasis will be placed on good decision making and safety concerns for rafting on fast flowing class III and IV whitewater. Leadership skills will be developed by students learning to be river guides and maneuvering heavy rafts on the most difficult whitewater section of the Spokane River. A three-day field trip is required.

RCLS 380
Industrial, Commercial, and Private Recreation (3)
Prerequisite: RCLS 201.
Designed to provide an overview of industrial, commercial, and private recreation. Covers topics such as: history, trends, characteristics, background, the dilemma of capitalism, company benefits, organization, programming, physical fitness, employee services, and professionalization.

RCLS 385
Programming in Recreation and Leisure Services (3)
FALL/WINTER
Prerequisites: RCLS 201, 220 or permission of the instructor.
Shows steps to programming within the role and structure of public and private recreation services. Special focus on determining participant needs and values, brainstorming, selection and implementation of ideas, evaluation and volunteer recognition and retention. Fieldwork is part of the requirement.

RCLS 395
Internship (CEL) (1-15)
FALL/WINTER/SPRING
An opportunity to gain field experience with various recreation and leisure service agencies.

RCLS 400
Legal Foundations in Recreation and Leisure Services (3)
WINTER
Prerequisite: RCLS 201 and 220 or permission of the instructor.
Prepares the major considerations necessary to comply with legal safeguards in the leisure service profession.

RCLS 405
Wilderness First Responder (4)
Prerequisite: HLED 194 or prior permission of the instructor.
Designed to teach specific care and treatment of injuries and illnesses common to a mountaineering or wilderness environment. Special emphasis placed on administering to patients when professional medical help is unavailable or nonexistent. A variety of resource specialists present portions of the course.

RCLS 410
Outdoor Leadership (4)
FALL
Prerequisite: RCLS 201 and 220 and junior standing or prior permission of the instructor.
A culmination of the outdoor recreation and skill-oriented courses with an emphasis on the concepts of outdoor leadership. Offers opportunities in group dynamics, program planning. Objective is to foster necessary attitudes and leadership skills related to adventure programming in outdoor recreation through field experiences. Includes two weekend field trips.

RCLS 415
Search and Rescue Management (4)
WINTER
Prerequisite: Junior standing or permission of the instructor.
A practical approach to learning search and rescue techniques and management. Emphasis on search and rescue techniques and related administrative procedures. A variety of resource specialists will present portions of the course.

RCLS 420
Program Planning and Evaluation in Therapeutic Recreation (5)
WINTER
Prerequisites: RCLS 245, PHED 249, senior standing or prior permission of the instructor.
Purpose is to suggest various activities which may be used in rehabilitation of the disabled. Selection of activities is made upon a social-behavior skill factor analysis of the activity. Lab.

RCLS 425
Evaluation, Research, and Statistics in Recreation and Leisure Services (4)
SPRING
Prerequisites: RCLS 385 and junior standing or permission of the instructor.
Covers basic methods of personnel and program components. Methods of sampling and survey techniques are addressed as they relate to recreation and leisure services.

RCLS 430
Philosophy, Trends, and Justification in Recreation and Leisure Services (3)
Prerequisites: RCLS 201, 220.
Course offers a deeper insight into philosophies of why people need recreation, while studying a variety of conceptual approaches to leisure. Designed to give students a sound philosophical base on which to justify the need for a recreation, park and leisure services program, and to enhance research and professional writing skills.

RCLS 435
Employment Processes in Recreation and Leisure Services (2)
FALL
Prerequisites: RCLS 201 and 220 and senior standing.
Designed to introduce the recreation student to the employment process: recruiting, application and resume screening, interviewing, checking of references, hiring, on-the-job training and probationary period.

RCLS 440
Professional Issues in Therapeutic Recreation (4)
FALL
Prerequisite: RCLS 240, junior standing.
Course keeps you informed of the constant changes and developments in the therapeutic recreation profession.

RCLS 445
Processes and Techniques in Therapeutic Recreation (4)
SPRING
Prerequisite: RCLS 245 and PHED 249 and senior standing or permission of the instructor.
Designed to assist therapeutic recreation majors with the mastery of skills, attitudes and knowledge required for professional service in therapeutic recreation. Special attention given to the therapeutic recreation specialist as a therapist in a medical model.

RCLS 450
Assessment Techniques in Therapeutic Recreation (4)
FALL
Prerequisite: RCLS 201, 245 and 249 and senior standing or permission of the instructor.
Designed to enable the Therapeutic Recreation major to develop an understanding of the process of assessment and the use of appropriate “standardized” tools used by the profession. A number of the most widely accepted tools will be studied indepth.
RCLS 455
Resort and Commercial Recreation Management (3)
WINTER
Prerequisites: RCLS 201 and 385.
This course is intended to provide working management knowledge related to resort and commercial recreation enterprises.

RCLS 460
Park Maintenance and Operation (4)
Prerequisites: RCLS 201, 220, and 320.
Offers management principles and technical information related to maintenance and operation of park and recreation areas and facilities. Field work is part of the requirements.

RCLS 465
Travel and Tourism (4)
WINTER
Prerequisites: RCLS 201 and 455, or prior permission of the instructor.
Explores the travel industry-past, present, and future, along with government role, public policy, tourism development and career information. Contact with regional tourism professionals and discussion of needs assessment strategies are also vital components of this course.

RCLS 470
Administration, Organization, and Supervision in Recreation and Leisure Services (4)
FALL/SPRING
Prerequisite: RCLS 425 and senior standing or permission of the instructor.
Local, state, and federal recreation and park programs; their organization and administration, and their relation to other social institutions; special emphasis on planning, financing and legislative provisions, governmental control, budget, personnel, departmental organization and administrative practices, especially on the local level.

RCLS 480
Budgeting in Recreation and Leisure Services (4)
WINTER
Prerequisites: RCLS 470 or permission of the instructor.
This course is designed to identify both traditional and innovative methods of financing recreation services at the public and private level along with an analysis of personal spending and budgeting procedures. A complete budget document for a selected organization will be developed.

RCLS 490
Senior Capstone in Recreation (4)
WINTER
Prerequisites: RCLS 470 and senior standing.
This course is designated as the capstone course for those students majoring in recreation and leisure services within the department of PEHR. An end-of-program assessment will be completed for each major. The course will focus on the major issues and problems facing recreation professionals as they enter the field. Using group problem solving techniques, lecture and a research paper, the students will present and defend a position on an issue or develop and defend a solution to an existing problem. A major focus will be for the students to further develop their understanding of the group process as it relates to being a member of a team as well as the ability to effectively use resources to develop a research paper.

RCLS 493
Therapeutic Recreation Professional Internship (15)
SUMMER
Prerequisites: Compliance with RCLS department’s internship requirements.
Full-time working experience in a therapeutic recreation service setting in line with your professional aspirations. Actual involvement in recreation and program planning; implementation supervision and program evaluation under professional and faculty supervision.

RCLS 494
Outdoor Recreation Professional Internship (15)
SUMMER
Prerequisites: Compliance with RCLS department’s internship requirements.
Full-time working experience in an outdoor recreation service setting in line with your professional aspirations. Actual involvement in recreation and program planning; implementation supervision and program evaluation under professional and faculty supervision.

RCLS 495
Recreation Management Professional Internship (15)
SUMMER
Prerequisites: Compliance with RCLS department’s internship requirements.
Full-time working experience in a recreation and leisure service setting in line with your professional aspirations. Actual involvement in recreation and program planning; implementation supervision and program evaluation under professional and faculty supervision.

RCLS 496
Experimental Course (1-15)
FALL/WINTER/SPRING

RCLS 497
Workshops, Short Courses, Conferences (1-5)
FALL/WINTER/SPRING
Periodically scheduled special workshops deal with aspects of recreation and leisure services.

RCLS 498
Seminar (1-5)
FALL/WINTER/SPRING
Periodically scheduled special seminars deal with aspects of recreation and leisure services.

RCLS 499
Directed Study (1-15)
FALL/WINTER/SPRING
Prerequisite: Permission of the instructor.
Selected problems in the field of recreation and leisure services.
PHYSICAL THERAPY

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GRADUATE PROGRAM
Doctor of Physical Therapy

The curriculum is designed to prepare leaders for the profession of physical therapy whose focus of practice is to diagnose and manage movement dysfunction and enhance the physical and functional abilities of the clients they serve. The curriculum consists of 11 sequenced quarters of full-time attendance. Basic science courses and physical therapy skill courses are taught in the first academic year. A clinical internship is offered in the summer after the first academic year. In the second year, clinical science courses integrate medical science knowledge through increasingly complex client scenarios. Within clinical science courses, students address client problems in a format consistent with the five elements of patient care (examination, evaluation, diagnosis, prognosis, and intervention) which are described in the Guide to Physical Therapist Practice. These elements of patient care are used to address client problems in each of the four practice patterns which include patients with musculoskeletal, neuromuscular, cardiopulmonary or integumentary disorders.

Professional seminars are embedded in the curriculum as are courses in evidence-based practice and clinical research. Students will successfully complete a comprehensive examination at the end of the second year to advance to the final three 10-week clinical internships.

Class sizes are restricted each year to ensure optimal student learning, thus enabling each student to receive comprehensive instructional and clinical experiences.

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

Admissions Requirements/Preparation

The admission process to the Doctor of Physical Therapy program is competitive. The requirements listed below are the minimum acceptable requirements to apply to the program, and are not indicative of the competitive range of students generally accepted into the professional physical therapy program.

1. Qualify and apply for acceptance into Eastern Washington University Graduate Studies.
2. Complete a baccalaureate degree at an accredited institution by June 30 of the year of application.
3. Complete the Graduate Record Examination (GRE) by December 31 prior to application deadline.
4. Complete the courses listed below, designated for the “science major.” Please note that courses designated for nursing students, or allied health professions students, are not acceptable in lieu of the science prerequisites for science majors listed below: Please note that some of these courses may require prerequisites prior to admission into the course.

- Biology (Zoology) with labs to include:
  - 1 quarter (1 sem.) of Human Anatomy
  - 1 quarter (1 sem.) of Human Physiology
  - 1 quarter (1 sem.) upper division course in (300 level or above) Human or Animal Physiology.

This requirement may be satisfied by a course in Exercise Physiology, offered through an Exercise Science department.

1 quarter (1 semester) advanced course (300 level or above) of your choosing (at least 3 semester credits or 4 quarter credits) in Biology or Zoology.

Recommended courses include: Embryology, Microbiology, Developmental Biology, Cell Biology, Pathology (Note that classes in botany, fish, and wildlife biology, and ecology will not satisfy this requirement.)

Chemistry with labs to include:
- 3 quarters (2 semesters) of Chemistry

Physics with labs to include:
- 3 quarters (2 semesters) of Physics

Psychology or Behavioral Science
- 1 quarter (1 sem.) of Abnormal Psychology
- 1 quarter (1 sem.) of Statistics

A minimum of 2.0 (C) is required to fulfill each course listed above for the course to be counted toward your prerequisite fulfillment. Note that an overall prerequisite GPA of 3.00 is required for application.

All prerequisite course work must be completed by June 30 of the application year.

- Note: Courses from other institutions with a pre-Physical Therapy or Physical Therapy title will NOT count toward meeting either prerequisite or professional degree requirements.

5. Complete a baccalaureate degree with a minimum overall cumulative GPA of 3.00, and a minimum GPA in prerequisite courses of 3.00, at the time of application and admission.

6. Complete a minimum of 75 hours of work/observation/volunteer experience under the supervision of a licensed physical therapist.

This experience must be verified in writing by the supervising physical therapist, whose license number must appear on the verification form included with the application materials. It is strongly recommended that you maintain contact with the physical therapists who supervised your clinical experiences so that you may call upon them to verify your experiences once you have received the verification form with the application packet. Participation in at least two different types of practice settings (e.g., acute care institutions, rehabilitation centers, pediatric centers, residential facilities, nursing homes, schools, orthopedic outpatient clinics) is required, with a minimum of 30 hours in at least one of these settings.

7. Have each of the following individuals complete a letter of recommendation form included in the application packet:
- 1 basic science instructor
- 1 physical therapist
- 1 current or any former employer

8. Interviews are the final stage and an integral part of the application process. Interview invitations are extended only to applicants who demonstrate competitive academic proficiency and satisfactory progress in all other areas of the application.

Applications for admission into the Doctor of Physical Therapy Program are available on our University Website or upon request from:

EWU
Physical Therapy Department
270 Health Science Building
310 N. Riverpoint Blvd.
Spokane, WA 99202-1675
(509) 368-6601
derbra.dickerson@mail.ewu.edu

Schedule of Courses and Credit Hours for Doctoral Program

First Year

Fall Quarter
PHTH 501 Clinical Anatomy/Physiology I (5)
PHTH 533 Functional Anatomy I (5)
PHTH 536 Physical Therapy Practice Seminar I (2)
PHTH 540 Principles of Evidence-Based Practice I (1)
PHTH 546 Introductory Therapeutics (4)
PHTH 561 Clinical Education Seminar I (1)

Total credit hours 18 credits
**Winter Quarter**
- PHTH 502 Clinical Anatomy/Physiology II (3)
- PHTH 554 Functional Anatomy II (3)
- PHTH 558 Therapeutic Exercise and Interventions (4)
- PHTH 541 Principles of Evidence-Based Practice II (2)
- PHTH 562 Clinical Education Seminar II (1)
- PHTH 571 Neuroscience (5)

**Total credit hours**: 18 credits

**Spring Quarter**
- PHTH 505 Clinical Anatomy/Physiology III (4)
- PHTH 542 Principles of Evidence-Based Practice III (2)
- PHTH 555 Educational Aspects of Physical Therapy (2)
- PHTH 554 Diagnosis in Physical Therapy (4)
- PHTH 565 Clinical Education Seminar III (1)
- PHTH 572 Applied Neuroscience (4)
- PHTH 576 Pharmacology (2)

**Total credit hours**: 18 credits

**Summer Quarter**
- PHTH 547 Professional Development Seminar (2)
- PHTH 569 Health Care Systems I (2)
- PHTH 581 Clinical Internship I (5)

**Total credit hours**: 9 credits

**Second Year**

**Fall Quarter**
- PHTH 616 Musculoskeletal Systems I (5)
- PHTH 626 Neuromuscular Systems I (5)
- PHTH 634 Exercise Physiology (3)
- PHTH 636 Physical Therapy Practice Seminar II (2)
- PHTH 661 Clinical Education Seminar IV (1)
- PHTH 675 Clinical Research I (2)

**Total credit hours**: 18 credits

**Winter Quarter**
- PHTH 617 Musculoskeletal Systems II (5)
- PHTH 628 Neuromuscular Systems III (4)
- PHTH 641 Multiple Systems (2)
- PHTH 663 Clinical Education Seminar VI (1)
- PHTH 680 Geriatrics (2)

**Total credit hours**: 16 credits

**Third Year**

**Fall Quarter**
- PHTH 570 Clinical Research II (3)
- PHTH 780 Clinical Internship II (10)

**Total credit hours**: 13 credits

**Winter Quarter**
- PHTH 771 Clinical Research III (3)
- PHTH 781 Clinical Internship III (10)

**Total credit hours**: 13 credits

**Spring Quarter**
- PHTH 772 Clinical Research IV (3)
- PHTH 782 Clinical Internship IV (10)

**Total credit hours**: 13 credits

**Three-year total credit hours**: 161 credits

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**Physical Therapy Courses**

**PHTH 501 Clinical Anatomy/Physiology I (5)**
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum. This course is the first of three focusing on the structure of the human body and its related function. This course is designed to provide the student with an opportunity to learn anatomical structures and the functional relationships of the structures to each other. The major emphasis of this course will be on the structures contained in the upper and lower extremities. Clinical correlations will be presented relating the anatomical structures discussed to the practice of Physical Therapy. The course is heavily weighted toward laboratory dissection. The physiology of muscle, nerve and bone will be discussed in relation to the function of the anatomical structures studied during the course.

**PHTH 502 Clinical Anatomy/Physiology II (3)**
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum. This course is the second of three focusing on the structure of the human body and its related function. This course is designed to provide the student with an opportunity to learn anatomical structures and the functional relationship of the structures to each other. The major emphasis of this course will be on the structures contained in the spine. Clinical correlations will be presented relating the anatomical structures discussed to the practice of Physical Therapy. The course is heavily weighted toward laboratory dissection. Physiological function of cells and cellular components of the nervous system emphasizing integrative neurophysiology, sensory physiology and the autonomic nervous system will be discussed.
PHTH 503
Clinical Anatomy/Physiology III (3)
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum.
This course is an introduction to the clinical education requirements. This course is designed to provide the student with an opportunity to learn anatomical structures and the functional relationships of the structures to each other. The major emphasis of this course will be structures contained in the head and neck, the thoracic cavity, the abdomen and the pelvis. The physiology of the special senses of taste, smell, sight, and hearing will be discussed. The physiology of the cardiovascular system including the heart and circulatory system, of the lungs and the pulmonary system, and of the gastrointestinal system will be discussed in relation to the function of the anatomical structures studied during the course.

PHTH 533
Functional Anatomy I (5)
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum.
This is the first of two courses which focus on the study of human motion with emphasis on biomechanics and functional anatomy and their relationship to the fundamental understanding of exercise concepts and musculoskeletal evaluation with application to the practice of Physical Therapy. Studies will include the osteokinematics, arthrokinematics and assessment of accessory joint movements of the upper and lower extremities. Musculoskeletal evaluation will focus on manual muscle testing, goniometry and surface anatomy to include palpation.

PHTH 534
Functional Anatomy II (3)
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum.
This is the second of two courses which focus on the study of human motion with emphasis on biomechanics and functional anatomy and their relationship to the fundamental understanding of exercise concepts and musculoskeletal evaluation with application to the practice of Physical Therapy. Studies will include the osteokinematics, arthrokinematics and assessment of accessory joint movements of the spine and two extremities. Musculoskeletal evaluation of the spine and head will include manual muscle testing, goniometry, palpation of surface anatomy structures, and posture with reference to the whole body.

PHTH 536
Physical Therapy Practice Seminar I (2)
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum.
This course examines the professional role of the physical therapist, the American Physical Therapy Association, the history of the profession, Standards of Practice, the Code of Ethics, licensure issues, current issues facing the physical therapy practitioner and the law related to physical therapy.

PHTH 538
Therapeutic Exercise and Interventions (4)
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum.
This course includes concepts and practice with therapeutic exercise and interventions, including passive, active assistive, active and resistive range of motion, strengthening programs, stretching exercises, mobilization techniques for the extremity joints, relaxation exercises and gait training. Students will develop and write home programs, design exercise programs for therapeutic purposes, and critically analyze interventions.

PHTH 540
Principles of Evidence-Based Practice I (1)
Graded Pass/No Credit.
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum.
This is the first of three courses designed to introduce the student to evidence based practice and the process of critical inquiry. These courses will prepare the student to become a knowledgeable consumer of research and the professional literature as it relates to the practice of physical therapy. In this course the student will develop competence in identifying, locating, retrieving, understanding and applying the principles of research to the practice of physical therapy. (Cross-listed QTHC 520)

PHTH 541
Principles of Evidence-Based Practice II (2)
Graded Pass/No Credit.
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum.
This is the second of three courses designed to introduce the student to evidence based practice and the process of critical inquiry. These courses will prepare the student to become a knowledgeable consumer of research and the professional literature as it relates to the practice of physical therapy. In this course the student will develop an understanding of research design, research methods and statistical applications related to critical inquiry in physical therapy. Students will develop writing skills through critique of scholarly works and the preparation of a literature review.

PHTH 542
Principles of Evidence-Based Practice III (2)
Graded Pass/No Credit.
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum.
This is the third of three courses designed to introduce the student to evidence based practice and the process of critical inquiry. These courses will prepare the student to become a knowledgeable consumer of research and the professional literature as it relates to the practice of physical therapy. In this course the student will develop an understanding of outcome measures used in physical therapy to document effectiveness and efficacy of clinical practice. Students will develop oral presentation skill through the preparation and presentation of a group project on a specific outcome measure.

PHTH 546
Integumentary Therapeutics (4)
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum.
This course provides the student with classroom discussion and laboratory experiences on the physiological bases for and clinical applications of physical therapy interventions applied to the integumentary system. These include massage, superficial and deep heat, ultraviolet radiation, cryotherapy, aquatic therapy, hydrotherapy, and basic wound management. Foundational client management skills such as postural training, transfers, universal precautions and examination of vital signs are also included.

PHTH 547
Professional Development Seminar (2)
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum.
The purpose of this seminar is to provide students with opportunities to explore the responsibilities and behaviors expected of the physical therapist and to assess their own progress toward professional development. Included are presentations by master clinicians, and group discussions with experts to explore issues of professional development.

PHTH 553
Educational Aspects of Physical Therapy (2)
Graded Pass/No Credit.
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum.
This course will introduce the student to the role of the physical therapist as an educator. The course includes theories of teaching and learning, the importance of learning styles, behavioral objectives, evaluation of teaching, motivation and compliance, and adult learners. The differences in educating multicultural patient populations will be discussed. Clinical teaching will be done in role-playing situations. Students will prepare and present a teaching unit to a community group.

PHTH 554
Diagnosis in Physical Therapy (4)
Graded Pass/No Credit.
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum.
This course will introduce the student to radiology, lab values, and pathology and their application to current physical therapy practice. The course will provide: (1) a model for diagnostic decision making within a physical therapy scope of practice, (2) an overview of systems to facilitate the students knowledge of signs and symptoms that mimic musculoskeletal conditions, and (3) the skills/behaviors/knowledge needed for safe practice.

PHTH 561
Clinical Education Seminar I (1)
Graded Pass/No Credit.
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum.
This is the first of six clinical education seminars. The purpose of these seminars is to prepare students for the clinical internships. Included in Seminar I are an introduction to the clinical education program, procedures for internship site selection, introduction to the generic abilities, and education in the Occupation Health and Safety Administration requirements.

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PHTH 562
Clinical Education Seminar II (1)
Graded Pass/No Credit.
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum.

This is the second of six clinical education seminars. The purpose of these seminars is to prepare students for the clinical internships. Included in Seminar II are discussions on clinical education, the generic abilities, and HIV education.

PHTH 563
Clinical Education Seminar III (1)
Graded Pass/No Credit.
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum.

This is the third of six clinical education seminars. The purpose of these seminars is to prepare students for the clinical internships. Included in Seminar III are discussions of the role of the clinical instructor, characteristics of an effective clinical instructor, and an effective student, the Clinical Performance Instrument, and cardiopulmonary resuscitation.

PHTH 569
Health Care Systems I (2)
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum.

This course is the first of two courses that address health care delivery issues. This course explores and compares models of health care systems. Included are the issues of managed care, multiprovider systems, marketing, availability and accessibility of health care.

PHTH 571
Neuroscience (5)
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum.

The structure and function of the central nervous system are presented in this foundational course in physical therapy. The relationships between the somatosensory system, spinal cord and brainstem reflexes, and motor systems are presented. Students will also learn how the CNS develops, and the consequences of malformations of the CNS during development. Clinical signs and symptoms of specific CNS pathology will be presented, and related to patients with movement disorders that receive physical therapy services.

PHTH 572
Applied Neuroscience (4)
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum.

This course provides the student with the opportunity to apply principles of neuroscience, anatomy, and biomechanics to the control of sensation, posture and balance, motor control in disordered systems, and motor learning. Students will learn to perform clinical sensory, reflex, and cranial nerve examinations, electrophysiologic examinations, examinations of posture, balance, spasticity and rigidity. Students will also learn to apply selected physical therapy interventions directed at modulation of the sensory and motor systems.

PHTH 576
Pharmacology (2)
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum.

The course provides a basic knowledge of pharmacology for the physical therapist in order to incorporate the effects of drugs into an appropriate design and implementation of the patient care process.

PHTH 581
Clinical Internship I (5)
Graded Pass/No Credit.
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum. Clinical Internship I consists of a full time educational experience in a clinical setting for 5 (five) weeks during summer quarter of the first year of the D.P.T. Program. The primary purposes are to gain experience with examination, evaluation and intervention skills learned in the first academic year, practice and demonstrate developing level behavioral criteria in the generic abilities, and interact with patients and health care professionals in the clinical environment.

PHTH 596
Experimental Course (1-8)
PHTH 599
Independent Study (1-8)
Prerequisites: Prior permission of the instructor and department chair.

PHTH 616
Musculoskeletal Systems I (5)
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum.

This course is the first of three utilizing a case-based problem solving approach to the examination and treatment of musculoskeletal conditions. The emphasis is on clients with fractures and amputations. The course facilitates the student’s abilities to problem solve simple diagnoses to more complex diagnoses within the scope of physical therapy practice. Physical therapy interventions will be addressed.

PHTH 617
Musculoskeletal Systems II (5)
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum.

This course is the second of three utilizing a case-based problem solving approach to the examination and treatment of musculoskeletal conditions. The emphasis is on clients with arthritis and soft tissue injuries in or of the extremities. The course facilitates the student’s abilities to problem solve simple diagnoses to more complex diagnoses within the scope of physical therapy practice. Physical therapy interventions will be addressed.

PHTH 618
Musculoskeletal Systems III (4)
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum.

This course is the third of three utilizing a case-based problem solving approach to the treatment of musculoskeletal conditions. The emphasis is on clients with spinal dysfunction. Additional orthopedic conditions addressed include the temporomandibular joint, thoracic outlet/inlet syndrome, soft tissue mobilization, and physical therapy in industry. The course facilitates the student’s abilities to problem solve simple diagnoses to more complex diagnoses within the scope of physical therapy practice. Physical therapy interventions will be addressed.

PHTH 626
Neuromuscular Systems I (5)
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum.

This course utilizes a client-centered (case study) approach to provide the student with the knowledge and skills to manage a client with peripheral or central nervous system disorder. This course includes, but is not limited to the care of clients with peripheral neuropathy, cranial nerve dysfunction, complex regional pain syndrome (reflex sympathetic dystrophy syndrome), disorders of the basal ganglia, demyelinating diseases of the central nervous system, cerebellar dysfunction, traumatic brain injury, vestibular dysfunction, central nervous system infections, and cerebrovascular accident.

PHTH 627
Neuromuscular Systems II (3)
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum.

This course focuses on the patient/client with spinal cord injury. Examination of this patient/client with multiple system involvement, medical systems review, therapeutic interventions, multi-disciplinary approaches to care, functional outcomes, technology and current research are all addressed.

PHTH 628
Neuromuscular Systems III (4)
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum.

This course utilizes a client-centered (case study) approach to provide the student with the knowledge and skills to manage a pediatric client with a disability. Theories of motor development, motor milestones and standardized assessments will be studied to provide a basis for understanding movement dysfunction in children with disabilities.

PHTH 634
Exercise Physiology (3)
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum.

Study of the acute and chronic effects of exercise and work on the human body with emphasis on the processes that control and regulate important properties of living systems. Topics include the fundamentals of human energy, nutrition, measurement of human energy expenditure, the cardiovascular system, the pulmonary system, the neuromuscular system, hormone factors affecting physiological function, body composition and the effects of aging. The application of exercise for fitness and wellness in the practice of Physical Therapy will be emphasized.

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PHTH 635  
Cardiopulmonary Systems (4)  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum. This course utilizes a client-centered (case study) approach to provide the student with the knowledge and skills to enable him/her to manage a client with cardiac and/or pulmonary system pathology. This course includes but is not limited to the care of clients with angina pectoris, coronary artery disease, congestive heart failure, mitral valve stenosis, myocardial infarction, post-coronary artery bypass graft surgery, heart and heart-lung transplantation, chronic obstructive pulmonary disease, bronchiitis, cystic fibrosis, asthma, restrictive lung disease, pneumonia, atelectasis, hematomas, and pulmonary embolus.

PHTH 636  
Physical Therapy Practice Seminar II (2)  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum. The role of physical therapy in health care will be discussed. Speakers will present information on health care delivery, contrasting urban and rural areas. Community agencies, clinical decision making/ethics, and the role of other health care professionals will be introduced. Leadership/Advocacy issues will be addressed as they relate to these top topics.

PHTH 639  
Topics in Physical Therapy (2-6)  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum. This course will provide the student with opportunities to explore specific topical areas in depth using the four practice patterns described in the Guide to Physical Therapist Practice: musculoskeletal, neuromuscular, cardiopulmonary, and integumentary patterns. Specific course content will be offered in a variety of practice arenas to provide the participant with an opportunity to increase knowledge and skills in physical therapy practice. The behaviors and attitudes expected at the doctoral level will also be addressed.

PHTH 641  
Multiple Systems (2)  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum. The course applies an analytical approach to the treatment of patients/clients with multiple systems involvement and requires integration of aspects of learning from previous courses. Emphasis is placed on comprehensive case study management of clients with psychiatric disorders, immunologic disorders, cancer, eating disorders, women's health problems, complex medical problems, metabolic disorders, hematologic disorders, and medical emergencies. The topic of wellness is also explored.

PHTH 646  
Integumentary Systems (3)  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum. This course provides the student with the knowledge and skills to enable him/her to manage the client with integumentary disorders. The course includes, but is not limited to, the care of clients with burns, wounds, peripheral vascular disease, and diabetes.

PHTH 661  
Clinical Education Seminar IV (1)  
Graded Pass/No Credit.  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum. This is the fourth of six clinical education seminars. The purpose of these seminars is to prepare students for the clinical internships. Included in Seminar IV are discussions on the first clinical internship, the generic abilities, student responsibilities, communication, professional behavior and internship expectations.

PHTH 662  
Clinical Education Seminar V (1)  
Graded Pass/No Credit.  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum. This is the fifth of six clinical education seminars. The purpose of these seminars is to prepare the students for the clinical internships. Included in Seminar V are active learning opportunities with Physical Therapist Assistant students, chart review, discussion on professionalism, and goal setting.

PHTH 663  
Clinical Education Seminar VI (1)  
Graded Pass/No Credit.  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum. This is the sixth of six clinical education seminars. The purpose of these seminars is to prepare students for the clinical internships. Included in Seminar VI are the selections for clinical internships, discussion of expectations and the syllabi for the ten week internships, discussions of legal and ethical issues that may occur during clinical internships, and participation in a team conference on a case-based patient.

PHTH 665  
Physical Therapy Administration (3)  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum. Upon completion of this course, the student will be able to develop, administer and manage a physical therapy practice, utilizing the human and financial resources available, for effective delivery of services.

PHTH 669  
Health Care Systems II (3)  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum. This course is the second of two courses addressing health care delivery issues. This course is focused on strategic planning, legal structures of health care systems and the financing of health care.

PHTH 675  
Clinical Research I (2)  
Graded Pass/No Credit.  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum. This is the first of four courses designed to guide the student through the process of contributing to the body of knowledge in physical therapy through the preparation of clinical case reports. In this course, students will prepare a case report based upon the case history of a patient they provided intervention to during Clinical Education Seminar IV. Students will work with an assigned faculty mentor to prepare the case report and will present the case report to faculty and clinicians in a platform format presentation.

PHTH 680  
Geriatrics (2)  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum. The course will provide physical therapist students with opportunities to discuss the demographics and theories of aging, examine personal attitudes on aging, contrast normal and pathological aging in patients presented from long term care facilities and the community, design a physical therapy plan of care, and create an exercise program for an elderly client.

PHTH 770  
Clinical Research II (3)  
Graded Pass/No Credit.  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum. This is the second of four courses designed to prepare the student to participate in clinical research in the field of physical therapy. In this series of courses students will prepare a multiple case report, based upon patients they identified during their full time clinical internships. Students will work with an assigned faculty mentor to prepare a written multiple case report. Students will present their multiple case reports to a committee of faculty members as part of their final project.

PHTH 771  
Clinical Research III (3)  
Grades Pass/No Credit.  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum. This is the third of four courses designed to prepare the student to participate in clinical research in the field of physical therapy. In this series of courses students will prepare a multiple case report, based upon patients they identified during their full time clinical internships. Students will work with an assigned faculty mentor to prepare a written multiple case report. Students will present their multiple case reports to a committee of faculty members as part of their final project.

PHTH 772  
Clinical Research IV (3)  
Graded Pass/No Credit.  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum. This is the fourth of four courses designed to prepare the student to participate in clinical research in the field of physical therapy. In this series of courses students will prepare a multiple case report, based upon patients they identified during their full time clinical internships. Students will work with an assigned faculty mentor to prepare a written multiple case report. Students will present their multiple case reports to a committee of faculty members as part of their final project.
PHTH 780
Clinical Internship II (10)
Graded Pass/No Credit.
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all coursework each quarter to progress to the next quarter in the curriculum. Clinical Internship II consists of a full time educational experience in a clinical setting for 10 (ten) weeks. The primary purposes are to gain experience in an acute care, rehabilitation, or specialty setting, demonstrate progress toward entry-level behavioral criteria in the generic abilities, and clinically apply skills and knowledge attained in the first two years of the program. Upon completion of the internship, the student will demonstrate performance at a level of professional clinical competency consistent with the expectations of a physical therapist in a similar practice setting (acute care, rehabilitation, or specialty setting).

PHTH 781
Clinical Internship III (10)
Graded Pass/No Credit.
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all coursework each quarter to progress to the next quarter in the curriculum. Clinical Internship III consists of a full time educational experience in a clinical setting for 10 (ten) weeks. The primary purposes are to gain experience in an acute care, rehabilitation, or specialty setting, demonstrate progress toward entry-level behavioral criteria in the generic abilities, and clinically apply skills and knowledge attained in the first two years of the program. Upon completion of the internship, the student will demonstrate performance at a level of professional clinical competency consistent with the expectations of a physical therapist in a similar practice setting (acute care, rehabilitation, or specialty setting).

PHTH 782
Clinical Internship IV (10)
Graded Pass/No Credit.
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all coursework each quarter to progress to the next quarter in the curriculum. Clinical Internship IV consists of a full time educational experience in a clinical setting for 10 (ten) weeks. The primary purposes are to gain experience in an acute care, rehabilitation, or specialty setting, demonstrate progress toward entry-level behavioral criteria in the generic abilities, and clinically apply skills and knowledge attained in the first two years of the program. Upon completion of the internship, the student will demonstrate performance at a level of professional clinical competency consistent with the expectations of a physical therapist in a similar practice setting (acute care, rehabilitation, or specialty setting).

PHYSICS

College of Science, Math and Technology
Achin Sen, Chair
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B.A., B.A.E., B.S.

General Science Endorsement
Faculty: B. House, D. McKinstry, R. Ruotsalainen, A. Sen, P. Sircar

UNDERGRADUATE PROGRAMS

Physics is the study of the physical environment and the laws governing the behavior of particles, fields, and space/time. More specifically, physicists study mechanics, heat, light, electric and magnetic fields, gravitation, relativity, atomic and nuclear physics, solid state physics, and many other topics. In general, physics strives for a mathematical description of the laws of nature at the most fundamental level, and is therefore the most mathematical of the basic sciences.

Employment opportunities have been plentiful for physicists in recent years, especially for those with strong backgrounds in electrical instrumentation and computer electronics. Careers in research and development are available in many companies and federal agencies. The armed forces recruit technically trained people, especially physicists, to become officers, and offer further educational opportunities to those selected. Secondary teaching positions in math and science are readily available. Careers exist in technical sales. Many students go on to graduate school for advanced degrees before starting a career. Advanced degrees lead to community college and university faculty positions, as well as increased opportunities for leadership roles in research and management.

In addition to its degree programs, the department provides several components to the University Community in general and to a wide variety of majors in other disciplines. Introductory Physics and General Physics are supporting courses for such degree programs as chemistry and geology, and are required courses for schools of physical therapy and medicine. General Physics is required in all schools of engineering.

General Admissions and Preparation Information for Physics: Beginning physics students are advised to start the PHYS 151, 152, 153, 221 sequence as soon as possible. This can be done fall quarter if the student is also prepared to enroll in MATH 161. Otherwise the student should take MATH 105 and 106 soon as possible. This can be done fall quarter if the student is also prepared to enroll in PHYS 151 and MATH 161 spring quarter. Bachelor of Science majors should complete the required chemistry sequence and as much of the General Education Core Requirements as possible during the first two years.

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

Bachelor of Arts (B.A.) in Physics

Physics Major (45 credits)

The Bachelor of Arts degree allows the student to acquire a physics degree with strong emphasis in one or more related fields of study. This degree is ideal preparation for graduate work in such areas as geophysics, biophysics, and physical chemistry. Physics graduates also commonly enter graduate schools in engineering fields.

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

Required Courses
PHYS 151 General Physics I (4)
PHYS 152 General Physics II (4)
PHYS 153 General Physics III (4)
PHYS 161 Mechanics Lab (1)
PHYS 162 Heat and Optics Lab (1)
### Physics Major (103 credits)

**Bachelor of Science (B.S.)**

**Professional Educational Requirements / Secondary Education: 119 - 121 credits**

- **Total required credits:** 20 credits
- **Total elective credits:** 25 credits
- **Total credits for above Major:** 45 credits

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

### Physics/Secondary Major (69 credits)

**Bachelor of Arts in Education (B.A.E.)**

**Professional Educational Requirements / Secondary Education: 50-52 credits**

- **Total required credits:** 51 credits
- **Total elective credits:** 18 credits
- **Total required credits:** 51 credits
- **Total elective credits:** 18 credits
- **Total required credits:** 51 credits
- **Total elective credits:** 18 credits

### Minors

#### Physics Minor (15 credits)

**Required Courses**

- PHYS 151 General Physics I (4)
- PHYS 152 General Physics II (4)
- PHYS 153 General Physics III (4)
- PHYS 161 Mechanics Lab (1)
- PHYS 162 Heat and Optics Lab (1)
- PHYS 163 Instrumentation Lab I (1)
- PHYS 164 Instrumentation Lab II (1)
- PHYS 221 General Physics IV (4)
- PHYS 371 Introduction to Quantum Physics (4)
- PHYS 390 Physics Teaching Methods (1)
- CHEM 151 General Chemistry (5)
- CHEM 152 General Chemistry (5)
- MATH 161 Calculus I (5)
- MATH 162 Calculus II (5)
- MATH 163 Calculus III (5)
- MATH 164 Calculus IV (5)
- MATH 342 Topics in Applied Analysis II (4)
- MATH 347 Introductory Differential Equations (4)

- **Electives**
  - Choose from any 300/400-level Physics courses, except PHYS 421 or 497.

- **Total required credits:** 15 credits
- **Total credits for above Minor:** 15 credits

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

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

- **Course Requirements for Teacher Certification/Add-on Endorsements**
  - **Required Courses**
    - PHYS 121 Descriptive Astronomy (5)
    - GEOL/GEOG 390 Earth Science Teaching Methods (1)
    - CHEM 151 General Chemistry (5)
    - CHEM 152 General Chemistry (5)
    - BIOL 170 General Biology I (4)
    - BIOL 171 General Biology II (4)
    - BIOL 172 Biological Investigation (3)
    - BIOL 173 Biology I (4)
    - BIOL 174 Biology II (4)
    - BIOL 175 Biology III (4)

- **Electives**
  - Choose from any 300/400-level Physics courses, except PHYS 421 or 497.

- **Total required credits:** 24 credits
- **Total credits for above Minor:** 24 credits

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

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

- **Required Courses**
  - BIOL 170 General Biology I (4)
  - BIOL 171 General Biology II (4)
  - BIOL 172 Biological Investigation (3)
  - BIOL 173 Biology I (4)
  - BIOL 174 Biology II (4)
  - BIOL 175 Biology III (4)
  - CHEM 151 General Chemistry (5)
  - CHEM 152 General Chemistry (5)
  - GEOL 120 Physical Geology - The Solid Earth (5)
  - GEOL 121 Physical Geology / Surficial Processes (5)
  - GEOL 390 Earth Science Teaching Methods (1)
  - PHYS 121 Descriptive Astronomy (5)
  - PHYS 131 Introductory Physics I (4)
  - PHYS 132 Introductory Physics II (4)
  - PHYS 161 Mechanics Lab (1)
  - PHYS 162 Heat and Optics Lab (1)
  - PHYS 163 Instrumentation Lab I (1)
  - PHYS 164 Instrumentation Lab II (1)
  - PHYS 221 General Physics IV (4)
  - PHYS 495 Teaching Internship (4)

- **Total required credits:** 65 credits
- **Total credits for above Add-on Endorsement:** 65 credits
Physics Courses

Terms Offered: If no terms are indicated, check with department or quarterly Course Announcement.

PHYS 100
Physical Science I (5)
(satisfies the GECR for natural sciences, physics/)
Prerequisite: Basic skills clearance in mathematics.
Part of a four-quarter beginning sequence (151, 152, 153, 221) suitable for all students of natural science and mathematics. Topics covered include: one and multi-dimensional kinematics and dynamics, energy and mathematics.

PHYS 115
Investigating Physical Science (5)
WINTER
(satisfies the GECR for natural sciences, physics/)
Prerequisite: Basic skills clearance in mathematics.
For students planning to teach elementary school. Includes inquiry based physical science investigations that support science instruction outlined in the National Science Education Standards and Washington Essential Academic Learning Requirements.

PHYS 121
Descriptive Astronomy (5)
(satisfies the GECR for natural sciences, physics/)
Prerequisite: Basic skills clearance in mathematics.
This course follows the development of astronomy from the earth-centered model of the early Greeks through the sun-centered model of Copernicus to the modern dynamic model of the universe incorporating the known laws of physics in its description. Topics covered in this development include a study of the solar system and a brief description of the physical laws used in astronomy. Additional topics such as distances, motions properties and evolution of stars lead to a study of galaxies, the structure of the universe and to modern cosmological models. Laboratory activities include naked-eye observation and measurement, planetarium sessions, Celestial Globe activities, computer simulations, as well as experiments in optics, spectra and the use of telescopes.

PHYS 131, 132, 133
Introductory Physics I, II, III (4 each)
FALL(131)/WINTER(132)/SPRING(133)
Prerequisites: MATH 106, concurrent enrollment in PHYS 161 for PHYS 131 is recommended; PHYS 131 for PHYS 132; and PHYS 132 for PHYS 133.
These courses are designed primarily for science students with mathematical preparation through algebra and trigonometry. No calculus is used.
The topics covered are PHYS 131 - kinematics, dynamics, conservation of momentum and energy, and simple harmonic motion; PHYS 132 - sound/waves, heat/thermo-dynamics, geometric optics; PHYS 133 - electricity and magnetism, physical optics, modern physics. Each course consists of 4 credits of lecture and 1 credit of required instrumentation laboratory.

PHYS 151
General Physics I (4)
FALL
Prerequisites: Concurrent enrollment in MATH 161. Concurrent enrollment in PHYS 161 is recommended.
Part of a four-quarter beginning sequence (151, 152, 153, 221) suitable for all students of natural science and mathematics. Topics covered include: one and multi-dimensional kinematics and dynamics, energy and momentum, and oscillations.

PHYS 152
General Physics II (4)
Winter
Prerequisites: PHYS 151 and concurrent enrollment in MATH 162.
Part of a four-quarter beginning sequence (151, 152, 153, 221) suitable for all students of natural science and mathematics. Topics covered include: rotational motion, gravity, fluids, waves, and thermodynamics.

PHYS 153
General Physics III (4)
SPRING
Prerequisites: PHYS 152 and concurrent enrollment in MATH 163.
Part of a four-quarter beginning sequence (151, 152, 153, 221) suitable for all students of natural science and mathematics. Topics covered include: electroweak theory, direct current circuit theory, magnetism and geometric optics.

PHYS 161
Mechanics Laboratory (1)
FALL
A laboratory course in mechanics, including one-dimensional motion, motion in a plane, dynamics, conservation of energy and momentum, and oscillating motion.

PHYS 162
Heat and Optics Laboratory (1)
WINTER
A laboratory course suitable for use with either Introductory or General Physics. Experiments in optics include reflection and refraction, lenses and mirrors, microscopes and telescopes, optical spectra and microwave optics. Experiments in heat include heat and temperature, thermal expansion, mechanical and electrical equivalents of heat and a study of gas laws.

PHYS 163, 164
Instrumentation Laboratory I, II (1 each)
SPRING(163)
This laboratory emphasizes the use of electronic instruments in the measurement of physical quantities.

PHYS 221
General Physics IV (4)
FALL
Prerequisite: PHYS 153.
Part of a four-quarter beginning sequence (151, 152, 153, 221) suitable for all students of natural science and mathematics. Topics covered include: electromagnetism, alternating current circuit theory, Maxwell’s equations, physical optics, quantization, and nuclear physics.

PHYS 299
Special Studies (1-5)
FALL/WINTER/SPRING/SUMMER
Prerequisite: Junior standing or prior permission of the instructor.
A laboratory course dealing with classical experiments in all of physics as well as introducing many modern measurement techniques in atomic and nuclear physics.

PHYS 312, 322
Advanced Physics Lab I, II (3 each)
(312, 322)-ALTERNATE YEARS
Prerequisites: Successful completion or concurrent enrollment in PHYS 152 and EDUC 340/341 and enrollment in a co-requisite SCED 390. This course is for physics majors planning to teach junior or senior high school. Topics will include: organization of lesson materials, techniques, resources, and evaluation.

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

PHYS 361, 362
Classical Mechanics I, II (4 each)
(361, 362)-ALTERNATE YEARS
Prerequisites: PHYS 153, MATH 163.
A study of statics and dynamics from a mathematical point of view; an introduction to Lagrange’s Equations.

PHYS 371
Introduction to Quantum Physics (4)
WINTER
Prerequisites: MATH 163, PHYS 221.
An introduction to Einstein’s theory of special relativity and its application to particle dynamics.

PHYS 390
Physics Teaching Methods (1)
FALL
Prerequisites: Successful completion or concurrent enrollment in PHYS 132 or PHYS 152 and EDUC 340/341 and enrollment in a co-requisite SCED 390. This course is for physics majors planning to teach junior or senior high school. Topics will include: organization of lesson materials, techniques, resources, and evaluation.

PHYS 401, 402, 403
Electromagnetism I, II, III (4 each)
FALL(401)-ALTERNATE YEARS/WINTER(402)-ALTERNATE YEARS/SPRING(403)-ALTERNATE YEARS
Prerequisites: MATH 163, PHYS 221.
A study of electric forces, fields, potentials, dielectric behavior, currents, magnetic forces, and electromagnetic waves.

PHYS 411
Classical Thermodynamics (3)
Prerequisites: PHYS 153, MATH 163.
Introduction to elementary thermodynamics; first, second and third laws of thermodynamics; ideal gases; and kinetic theory.

PHYS 421
Statistical Mechanics (3)
Prerequisite: PHYS 411.
Introduction to the methods of statistical physics with emphasis on the rules of probability and statistics, equations of state, ensembles and spin.
**PRE-PROFESSIONAL PROGRAMS**

Eastern Washington University offers students the opportunity to earn substantial amounts of course work towards the requirements of a number of specific professions. Although the following Pre-Professional programs have been offered for several years by EWU, this listing is not exclusive; students who are interested in a profession which is not represented (below) are encouraged to contact the Office of General Undergraduate Academic Advising for assistance in identifying departments or programs which can offer course work and advice as regards alternative Pre-Professional studies.

### Pre-Dentistry and Pre-Medicine

**College of Science, Math and Technology**  
Sidney Kasuga, Charles Herr, Program Advisors  
Department of Biology  
289 Hall of Sciences  
(509) 359-2868, (509) 359-2038  
Department of Chemistry and Biochemistry  
204A Hall of Sciences  
(509) 359-2447

### UNDERGRADUATE PROGRAMS

Admission requirements for Schools of Medicine, Dentistry or Veterinary Medicine are typically satisfied by a Bachelor of Science degree in either biology or chemistry with substantial course work from both disciplines. The requirements of these professional schools are so demanding and frequently variable that it is imperative students contact a pre-medical, pre-dental or pre-veterinary medicine advisor immediately upon deciding to earn a degree in one of these areas and work closely with that advisor in developing a complete curriculum. The program of study may vary for each student dependent on his/her preparation, background or specific interests. Other majors may be chosen if the basic requirements are met (two years each of biology and chemistry, one year of physics with supporting mathematics, and typically one year of biochemistry and/or molecular biology). As a part of the selection process for admission to professional school, pre-medical and pre-dental students must also take a nationally administered evaluative test (Medical College Admission Test or Dental College Admission Test respectively); these tests are largely based on the science requirements previously noted, Mathematics Applied Quantitative Assessments, English Comprehension and writing. Since the MCAT or DAT is typically taken either at the end of the third or beginning of the fourth academic year, it is imperative that students meet the basic science requirements during the first three years of study. For additional curriculum information and a complete list of courses required in a 4-year program of study leading to the Bachelor of Science degree, see major option descriptions under the Biology or Chemistry/Biochemistry departments. Note that majors in these areas of study offered by the two departments principally differ only in the fourth year.

Because admission requirements can vary between individual professional schools, it is imperative that students directly contact schools of interest. Because admission requirements can vary between individual professional schools, it is imperative that students directly contact schools of interest or specific professions. Although the following Pre-Professional programs have been offered for several years by EWU, this listing is not exclusive; students who are interested in a profession which is not represented (below) are encouraged to contact the Office of General Undergraduate Academic Advising for assistance in identifying departments or programs which can offer course work and advice as regards alternative Pre-Professional studies.

### Undergraduate Programs

**ASTROPHYSICS (4)**  
**PHYS 424**

**Solid State Devices Physics (3)**  
**PHYS 431**

**Optics (4)**  
**PHYS 451**

**Nuclear Physics (3)**  
**PHYS 461**

**Internship (1-5)**  
**PHYS 495**

**Directed Study (1-5)**  
**PHYS 499**

**Workshops, Short Courses, Conferences (1-6)**  
**PHYS 497**

**Seminar (1-2)**  
**PHYS 498**

**FALL/WINTER/SPRING/SUMMER**
Eastern’s Admissions Office for information regarding course equivalencies. Students are encouraged to contact Eastern’s pre-professional advisors prior to enrollment.

See the department of Biology or Chemistry/Biochemistry sections of this catalog for curriculum descriptions.

**Pre-Engineering**

**College of Science, Math and Technology**

Donald C. Richter, Program Advisor  
Department of Engineering and Design  
101 Cheney Hall  
(509) 359-2880

**PROGRAM DESCRIPTION**  
(See Engineering and Design)

**Pre-Law**

**College of Social and Behavioral Sciences**  
James Headley, Advisor  
212 I. Patterson Hall  
(509) 359-2781

Entrance into law school does not depend on the completion of any particular set of undergraduate requirements, but rather on the attainment of a bachelor’s degree in a recognized field of study, a sufficient GPA, and a satisfactory score on the Law School Admission Test. Accordingly, no single pre-professional program can be recommended for the study of law. A balanced preparation for the study of law should include exposure to the traditional liberal arts disciplines and the development of skills in verbal and written communication and in logical thinking.

Since many students interested in law combine that interest with a similar one in public affairs, the Department of Government offers a special option major designed especially to meet the needs of pre-law students.

See Government section of this catalog.

**Pre-Pharmacy**

**College of Science, Math and Technology**  
Jeff Corkill  
Department of Chemistry and Biochemistry  
226 Hall of Sciences  
(509) 359-6518

Pharmacy occupies both a unique and varied position within the health sciences. Undergraduate pharmacy education is largely founded in the biological and chemical sciences and is integrated with course work in the humanities and social sciences. The curriculum of a School of Pharmacy is designed to prepare graduates for a variety of professional careers. These include the practice of community retail and hospital pharmacy, clinical pharmacy, research or sales in the pharmaceutical industry, and regulatory and administrative positions at either the state or federal level. Traditionally the pharmacist has been among the most accessible of the health-care team, serving as the first source of advice and assistance for common disorders.

At present due to an increased clinical emphasis in pharmacy education, pharmacists are more frequently involved in a direct, patient-oriented practice that includes responsibilities such as selecting and dispensing drug products, monitoring drug interactions, and counseling patients.

**Degree Information for Pharmacy:** As of Fall 1997, most Schools of Pharmacy now offer only one degree in Pharmacy: the Doctor of Pharmacy (Pharm.D.) requiring six years. The Pharm.D. degree qualifies the student to take the State Board of Pharmacy Licensing Examination, a requirement for the practice of Pharmacy in any state. The academic program leading to the Pharm.D. degree is divided in two parts. The first, termed the preprofessional program (two years) provides academic exposure to the practice of pharmacy and includes course work in areas such as biochemistry, medicinal chemistry, pharmacology, anatomy, physiology, dispensing, law, therapeutics, pharmacokinetics, and biostatistics; in addition, clerkships in community and clinical settings are required.

The pre-pharmacy program at EWU is recommended for students wishing to complete the preprofessional portion of their pharmacy curriculum. At this time matriculation in either the professional program at the University of Washington or Washington State University requires a minimum of 90 quarter credit hours (two years). The program is designed to satisfy the requirements of out-of-state institutions as well, however appropriate catalogs from these institutions should be consulted for any variances in requirements. During the two year preprofessional program, approximately 15 to 20 elective credits must be satisfied. These should be divided between the Humanities (foreign language recommended), Social Sciences (ECON 100, PSYC 100 recommended), and other supporting areas (CMST 200, CPLA 120 recommended).

Certain courses applicable to most professional Pharmacy programs are available from Eastern’s Chemistry/Biochemistry and Biology Departments for those unable to transfer to a School of Pharmacy after their second year. These include biochemistry (CHEM 480, 481, 482, 485), pharmacology (CHEM 350, 357), anatomy and physiology (BIOL 232, 233, 234, 473), bacteriology and virology (BIOL 335, 420, 421, 432, 435, 452) and botany (BIOL 302).

**Admissions Requirements/Preparation:** Due to the time requirement necessary for completion of the Pharm.D. degree and substantial prerequisites for courses in the professional portion of the program, it is essential that students be prepared to begin college level chemistry and biology at the inception of their preprofessional curriculum. Thus students interested in a major in Pharmacy should complete one year of both high school chemistry and biology as well as mathematics through precalculus prior to enrollment in Eastern’s Pre-Pharmacy program. Students transferring from other institutions including community colleges should consult with the Admissions Office for information regarding course equivalencies. Students are encouraged to contact Eastern’s pre-pharmacy advisor prior to enrollment or early in their academic program.

Admission to a School of Pharmacy is highly competitive. Application to a School is normally initiated one year prior to transfer (typically at the beginning of the second preprofessional year) and may include application to both the University and the School. In addition to completion of preprofessional course requirements with a satisfactory GPA, the School will likely require a personal interview and/or successful completion of the Pharmacy College Admission Test (PCAT), a nationally administered evaluative test.

**Preprofessional Program Requirements**  
Chemistry/Biochemistry Major with Pre-pharmacy Option (91 credits minimum recommended in a program similar to the first two years of the Biochemistry degree option. See advisor for further details.)

**Required Courses (91 credits)**

**First Year (40 credits)**

- BIOL 171 Biology I (4)
- BIOL 172 Biology II (4)
- BIOL 173 Biology III (4)
- BIOL 270 Biological Investigations (3)
- CHEM 151 General Chemistry (5)
- CHEM 152 General Chemistry (5)
- CHEM 153 General Chemistry (5)
- CMST 200 Introduction to Speech Communication (4)

**Second Year (32 credits)**

- BIOL 351 Organic Chemistry (4)
- CHEM 352 Organic Chemistry (4)
- CHEM 353 Organic Chemistry (3)
- CHEM 372 Organic Chemistry Lab I (3)
- CHEM 373 Organic Chemistry Lab II (3)
- ENGL 201 College Composition: Exposition and Argumentation (5)

**Other Suggested Courses (19 credits)**

- CMST 200 Introduction to Speech Communication (4)
- CSCD 225 Programming Principles I (5)
- or CSCD 198 Introduction to Programming (5)

www.ewu.edu
**PROFESSIONAL TRAINING AND DEVELOPMENT**

See BUSINESS ADMINISTRATION.

**PSYCHOLOGY**

College of Social and Behavioral Sciences  
Mahlon B. Dalley, Chair  
151 Martin Hall  
(509) 359-2478  
psychology@mail.ewu.edu

B.A.  
Minors  
M.S.  
Certificate  

**UNDERGRADUATE PROGRAMS**

Psychology is the science of human behavior and experience. Psychologists differ considerably in what they do because the field encompasses a wide range of human activities. Generally speaking, clinical, school, and counseling psychologists provide services to help people make better adjustments in their daily lives, while experimental psychologists conduct research and construct theories to help us better understand the nature of behavior.

The mission of the Department of Psychology is to educate students in the science and profession of psychology. To accomplish this mission, the department seeks to promote the acquisition of the core knowledge and principles of psychology; to enhance the students’ professional growth and development; to further the student’s ability to think analytically, logically, and creatively; and to develop the student’s ability to communicate effectively. The department promotes psychology as a science and a profession by excellence in teaching, research, and service. Our undergraduate program in psychology is patterned after the recommendations of the American Psychological Association for undergraduate majors in psychology.

The Department of Psychology is located in Martin Hall, a building that has up-to-date laboratories. Our laboratories are extremely well equipped and very active. Students are encouraged to get involved in research projects and other professional activities as undergraduates. Transfer students may be given credit for appropriate psychology, and natural science courses such as biology and chemistry should have at least one year of algebra. Social science courses, including psychology, and natural science courses such as biology and chemistry are also encouraged. Transfer students may be given credit for appropriate transfer courses in the major and for electives.

**Note:** To declare psychology as a major, students must have a minimum cumulative GPA of 2.0 and taken and passed PSYC 100 or its equivalent.

**General Degree Completion Requirements for Psychology:** Students who major in psychology but who transfer some lower division psychology course work from other colleges/universities must complete at least 55 hours of upper division credits in the 70 credit psychology major.

**Note:** Students must attain a minimum of a 1.5 grade (C-) for the required courses: PSYC 100, PSYC 309, CSRS 320 (PSYC 310), PSYC 313, PSYC 395/495, PSYC 398/498, and PSYC 399/499.

**Capstone Course:** The University capstone requirement can be met by the department capstone course, PSYC 490, Senior Capstone: The Tradition of Psychology (6).

Required courses in the following programs of study may have prerequisites. Reference the course description section for clarification.
Bachelor of Arts (B.A.)

Psychology Major (70 credits)

Required courses are designed to provide students with the foundations of the field. Through careful planning in the selection of cluster and elective courses, students may develop a program of study to prepare for application to graduate school programs or meet specific career goals in psychology-related business/human services occupations.

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

Required Courses

Prerequisite Course
PSYC 100 General Psychology (5)

Required Courses

PSYC 309 Scientific Principles of Psychology (5)
PSYC 513 Research Methods in Psychology (5)
PSYC 510 Psychological Statistics (5)

Focus Experience Courses (3 credits) Students are to take a minimum of 3 credits from any combination of the following:

PSYC 395/495 Internship* 
PSYC 398/498 Seminar 
PSYC 399/499 Directed Study* 
*Instructor’s permission required.

In addition to the core course requirements, psychology majors are required to take a specified number of courses from three clusters or groups of courses as follows:

Cluster A: Core Courses. Students are required to take at least four of the following courses:

PSYC 301 Theories of Personality (5) 
PSYC 302 Abnormal Psychology (5) 
PSYC 303 Foundations of Psychotherapy (5) 
PSYC 315 Conditioning and Learning (5) 
PSYC 316 Human Memory and Cognition (5) 
PSYC 340 Emotion and Emotional Intelligence (5) 
PSYC 381 Social Psychology (5) 
PSYC 415 Sensation and Perception (5) 
PSYC 420 Biological Basis of Behavior (5) 

Note: CEDP 201, CEDP 313 or CEDP 314 may be used to count as one of the Cluster A courses as approved by the psychology department chair. If a CEDP class is used the total credits in Cluster A will be 19 credits.

Cluster B: Applied/Lab Courses. Students are required to take at least two of the following courses:

PSYC 312 Computerized Statistical Analysis (4) 
PSYC 314 Principles of Clinical Assessment (5) 
PSYC 318 Computerized Research Techniques in Psychology (4) 
PSYC 430 Human Psychophysiology (5) 
PSYC 431 Stress and Coping (3) 
PSYC 440 Happiness and Positive Psychology (4)

Cluster C: Specialty Courses. Students are required to take at least one of the following courses:

PSYC 317 Health Psychology (5) 
PSYC 325 Drugs and Behavior (5) 
PSYC 331 Psychology of Women (4) 
PSYC 359 Human Sexuality (5) 
PSYC 425 Psychology and the Legal System (5) 
PSYC 432 Clinical Psychology of Adult Life and Aging (4) 
PSYC 450 Trauma: Theory, Assessment, and Treatment (4) 
PSYC 496 Experimental Course, PSYC 497 Workshops, Short Courses, Conferences may be counted as a cluster course or elective as approved by the department chair.

Note: The remainder of courses required to complete the 70 credit major may be chosen from any other psychology course or from any of the above courses that are not used to meet the group requirements.

Total required prerequisite credits 5 credits
Total required common core credits 15 credits
Total required focus experience credits 3 credits 
Total required cluster A credits 20 credits
Minimum total required cluster B credits 7 - 10 credits 
Minimum total required cluster C credits 4 - 5 credits 
Minimum total psychology elective credits (see note) 16 - 12 credits 
Minimum total credits for above Major 70 credits

Minors

Psychology Minor (15 credits)

Required Courses

The Psychology minor requires PSYC 309 plus 10 hours of upper division psychology credit. These courses should be approved by an advisor in the Psychology Department.

Total required credits 15 credits
Total credits for above Minor 15 credits

Psychology/Elementary Minor (15 credits)

This minor does not meet a state of Washington endorsement.

Required Courses

Select courses in psychology or counseling, educational and developmental psychology, to be approved by a department advisor. (PSYC 100 and CEDP 302 are excluded.)

Total required credits 15 credits
Total credits for above Minor 15 credits

GRADUATE PROGRAMS

Master’s level graduate study in psychology provides the student with advanced preparation for practice in the field or for entering doctoral-level programs in psychology. Two programs are offered by the department: an MS in Psychology with a concentration in either Clinical or General/Experimental Psychology, and an MS in School Psychology.

Admission Requirements/Preparation

All application materials are due March 1. Students ordinarily begin their graduate studies fall quarter. Admission to begin the program in winter or spring is discouraged.

1. Must have a 3.00 GPA in the last 90 quarter or 60 semester graded credits.
2. Must meet the requirements of the Graduate School.
3. Must submit application to the Department of Psychology and a statement of intent for admission to the Psychology Graduate Program.
4. Must send three letters of recommendation to the Department of Psychology from academic sources.
5. Must have a bachelor’s degree in psychology or its equivalent. Ordinarily, the applicant’s transcript must show evidence of courses in the following areas: scientific principles of psychology, inferential statistics, learning and personality theory, abnormal psychology, life span development, physiological psychology, history and systems in psychology and general/experimental psychology. Accepted applicants whose transcripts are lacking some areas of proficiency may be asked to complete appropriate courses prior to full acceptance to the program. Moreover, students applying for the MS in Psychology who do not have a history and systems course at the undergraduate level will be expected to add PSYC 490, Senior Capstone: The Tradition of Psychology, to their graduate program of study.
6. Must submit scores for the Graduate Record General Test. The GRE must have been taken no more than five years before the date of application.
7. It is expected that a student complete all of the requirements for admission to the Graduate School and the Department of Psychology before registering for core classes.
8. Applicants to the Certificate Only program in School Psychology must meet the master’s degree criteria listed in the description of that program.

Students accepted will be notified of a general information meeting held during the week preceding the beginning of their first quarter, to provide orientation to institutional and departmental procedures, and to provide information about registration.
The Master of Science in Psychology is intended to prepare students to be master's-level practitioners or to pursue further graduate study in the clinical or experimental areas. A set of core classes provides students in the program with foundation knowledge in the discipline that includes methods classes that impart research and data analysis skills.

Obtaining a Master of Science in Psychology ordinarily takes two years. Students elect either a clinical or experimental concentration. Beyond the required core classes, the clinical concentration provides additional foundational and applied courses that emphasize clinical knowledge and skills. In the clinical concentration, students who intend to pursue a Ph.D. study may choose a predoctoral focus that substitutes research experience for some applied clinical courses that otherwise make up the career focus within the concentration. Beyond the required core classes, students electing the general/experimental concentration design course work and research experience, in consultation with a faculty advisor, to match the interests of the student with the expertise of the department faculty.

Course Requirements

All students in the program are required to take the following set of core courses:

- *PSYC 503 Proseminar: Scientific Methods (3)
- *PSYC 522 Advanced Statistics (5)
- *PSYC 534 Human Neuropsychology (4)
- *PSYC 537 Advanced Psychopathology (5)
- *PSYC 554 Cognitive Assessment (4)
- *PSYC 556 Personality and Behavioral Assessment (4)
- *PSYC 600 Thesis (minimum) (6)
- or PSYC 601 Research Report (6)
- PSYC 694 Practicum (6)

Focus requirements:

**Total core credits** 29 credits

Students must successfully complete the courses marked with an asterisk during the first two quarters of enrollment in order to continue in the program without a significant delay or required remediation plan during the second year of study. Elective courses may be added to a student’s program of study upon agreement with the Program Director (see discussion of elective courses under the General/Experimental emphasis section).

Clinical Concentration: The Clinical concentration is designed for students who are interested in becoming Master’s-level mental health providers in private practice, mental health centers, hospitals, or social service agencies, or are pursuing pre-doctoral studies to support application to doctoral programs in Clinical or Counseling Psychology. All students in the Clinical concentration are required to take the following set of courses in addition to the core classes:

- PSYC 504 Proseminar: Learning and Behavior Therapy (3)
- PSYC 508 Professional Issues (1)
- PSYC 551 Foundation of Psychotherapy (4)
- PSYC 554 Cognitive Assessment (4)
- PSYC 556 Personality and Behavioral Assessment (4)

**Total Clinical Concentration credits** 16 credits

Note: All Clinical Psychology students will be asked to elect either the Career Focus or Pre-doctoral Focus before the end of the first year.

Career Focus: Students who intend to seek employment after completing their degree are expected to complete appropriate practicum experience in a field placement. Normally this will occur in the second year and, together with the 6 credit core practicum requirement, extend to all three quarters of the second year of study. The additional course/practicum requirements for the career option are:

- PSYC 555 Clinical Practice in Cognitive Assessment (5)
- PSYC 557 Clinical Practice in Personality and Behavioral Assessment (4)
- PSYC 694 Clinical Practicum (5)

**Total Career Focus credits** 10 credits

The State of Washington Department of Health administers a credentialing process for licensure as a mental health counselor. In order to have all or part of the second year internship count as “post graduate-professional experience,” students should add the necessary electives the first year or as soon as possible. See the department handout or obtain a copy of “The Law Relating to Counselors 18.19 R.C.W.” from the Department of Health.

**Predoctoral Focus:** Students who intend to pursue their graduate education and professional training at the doctoral level may substitute research experience or course work for some or all of the course shown above (PSYC 555, PSYC 557, PSYC 694). These substitutions are to be arranged with a faculty advisor, and be documented and approved by the Clinical Coordinating Committee before the beginning of the second year. The arrangements for research experience must be made with individual instructors following the procedures used by students who elect the General/Experimental concentration (see below).

**General/Experimental Concentration**

The concentration in General/Experimental Psychology is designed to prepare students for research or teaching in psychology. Methodology and both basic and applied research are emphasized. Students are prepared to enter doctoral programs or to seek employment in appropriate master’s-level positions. Curricula plans, in addition to the 29 credit hours of core courses, should include a minimum of 26 credits of elective courses chosen with an advisor in accord with the elective courses guidelines shown below. Students particularly interested in acquiring college-level instruction skills should consider including the program of study listed under college instruction found in the graduate college catalog.

**Elective Courses**

Additional graduate courses are offered within the department and may be taken by students in any program of study. Moreover, with the appropriate Program Director's approval, the following type of courses may be taken as part of the student’s graduate program of study:

- 400-level courses in Psychology
- specific emphases such as Alcohol and Drug Studies, Interdisciplinary Aging
- specific courses in related, relevant departments (i.e., Counseling, Educational and Developmental Psychology (CEDP), or Social Work) - with permission of instructor and Program Director
- EWU weekend college courses

**Master of Science - School Psychology**

(Joint program between the Departments of Psychology and Counseling, Educational, and Developmental Psychology)

Gretchen Jefferson, Program Director
135G Martin Hall
(509) 359-4665

This program prepares students for practice as a school psychologist. Course work, practica, and internship are aligned with state and national certification and training standards. Specific areas of training include student and program evaluation (i.e., measurement principles); development of academic and social behavioral intervention plans (i.e., instructional and behavior analysis and consultation, counseling); and research (i.e., methods and statistics). Knowledge and skills are developed through integrated course work, field experiences, and internship. The program duration is three years.

**Prerequisites**

A bachelor’s degree in psychology or its equivalent is generally required. Successful completion of undergraduate course work in child or life-span development, research measurement, and statistics is required. Faculty will evaluate each applicant on an individual basis to determine prerequisite needs.
Program Requirements
CEDP 503 Applied Learning Theory and Behavior Modification (4)
CEDP 504 Theories of Human Development (4)
CEDP 522 Teaching Exceptional Students I (4)
CEDP 523 Assessing Exceptional Students (4)
CEDP 546 Group Counseling (4)
CEDP 548 Counseling Children and Adolescents (4)
CEDP 554 Developmental Psychopathology (4)
CEDP 556/PSYC 560 Professional School Psychology (5)
CEDP 557 Consultation and Alternative Service Delivery (4)
CEDP 569 Family Systems and Parent Education (4)
CEDP 592 Crisis Intervention and Trauma Counseling (4)
PSYC 503/PSYC 555 Seminar: Scientific Methods (5)
PSYC 504 Proseminar: Learning and Behavior Therapy (3)
PSYC 522 Advanced Statistics (5)
PSYC 534 Human Neuropsychology (4)
PSYC 554 Cognitive Assessment (4)
PSYC 556 Personality and Behavioral Assessment (4)
PSYC 558/CEDP 695 School Psychology Practicum (17) (total)
PSYC 559 Cognitive Assessment Lab (3)
PSYC 566 Cross-Cultural Psychology (5)
CEDP 697 or PSYC 695 School Psychology Internship (15)
CEDP 600/601 Thesis/Research Project (6)
or PSYC 600/601 Thesis/Research Project (6)

Minimum total credits for above Master’s Degree 114 credits

Successful completion of the National School Psychology Certification Examination and an oral examination that reviews the thesis/research project and contents is required.

Final Comprehensive Examination
The Comprehensive Examination Policy of the Department of Psychology is as follows:

A. Each student shall complete, before the awarding of the master’s degree, a research report, thesis, or other project which demonstrates the competence of the student in graduate level work in psychology. The proposal for the project must be approved by the chair of the committee and psychology department committee second member in advance of the project’s beginning at a proposal meeting announced to and open to all faculty and graduate students of the Department of Psychology.

B. An oral examination which will focus primarily on the master’s project, but which may also include questions to demonstrate competence in all areas included in the program of that student. The oral examination committee will consist of two members from the Department of Psychology, and a third member designated by Graduate Studies. The final oral examination will be open to all interested faculty and students, and may be open to questions by outside members at the discretion of the committee. Final oral examinations will not be held over vacation periods or during summer quarter except by advance approval of the committee chair, second member and graduate office representative. The final oral examination will not be over two hours.

C. All graduate students in the Department of Psychology are subject to the academic advancement policies of Graduate Studies regarding grades. Moreover, clinical psychology graduate students must successfully complete their clinical interview conducted during the spring quarter of their first year in the program before continuing in the program.

School Psychology Post-Master’s (EWU–WSU) — Certificate Only program
Mahlon Dalley, EWU Coordinator
151A Martin Hall
(509) 359-6731
mdalley@mail.ewu.edu

This collaborative program is designed for educators, counselors, and mental health professionals who currently hold a master’s degree in their respective field and who aspire to obtain a State of Washington Educational Staff Associate (ESA) Certification to become a school psychologist. Eastern Washington University and Washington State University jointly administer and instruct the courses in the program, which is based in Spokane. This program is designed to reflect the scientist-practitioner model emphasizing comprehensive school psychological services that apply developmental, social, cognitive, and behavioral orientations.

Classes are offered during the summer session during evenings and/or weekends throughout the regular academic year. Students are admitted as cohorts at the beginning of summer session and continue through fall and spring sessions. The program of study is determined by evaluation of previous master’s-level academic course work as it compares to the course requirements for Washington Administrative Code (WAC) training standards and National Association of School Psychologist (NASP) accreditation standards for school psychologist training (see curriculum for the School Psychology Program at EWU). Program faculty will verify successful completion of certificate requirements to the EWU certification officer and the EWU Graduate Studies Office.

The number of total credits for each student will vary depending upon the candidate’s previous graduate course work from an accredited university. Because the EWU/WSU Post-Master’s School Psychology Certificate-only student has already earned a master’s degree in a related field such as counseling, psychology, or education, he or she will have already taken many classes similar to what the EWU school psychology student takes in the three-year School Psychology Program. Prior courses will be evaluated according to EWU, WAC, and NASP standards for the School Psychology Program. These courses should include such areas as social bases for behavior (e.g. multicultural or social psychology), foundations of education and educational intervention, statistics, research methods, child and adolescent development, assessment, counseling/psychotherapy, and human learning. If candidates have not taken these courses, they will be required to do so as part of their certificate-only program of study. Candidates who have previously taken such course work will be required to take approximately 9–12 semester credit hours from WSU or approximately 14–20 quarter credit hours from EWU. These credits represent the professional aspects of school psychology, practica, and internship, and would be distributed as follows*:

• EdPsy 521 (WSU): Topics/Ed Psychology: School Psychology Professional Practice (3 semester credits) or CEDP 556/PSYC 560 (EWU), Professional School Psychology (quarter credits)
• EdPsy 600 (WSU): Special Projects/Independent Study: School Psychology Practicum (3 semester credits) or CEDP 697/PSYC 695 (EWU), School Psychology Practicum (quarter credits)
• EdPsy 597 (WSU): Educational Psychology Internship: School Psychology (3–6 semester credits) or CEDP 697/PSYC 695 (EWU), School Psychology Internship (6–12 quarter credits)

*Each of the universities will be responsible for offering approximately half of the required courses. The courses that will be taught by each university will be distributed as to the best utilization of resources and based on equal distribution.

In addition to twelve hundred clock hours of internship, a comprehensive exam is required for school psychologist certification in the state of Washington and for NASP certification. The internship may be reduced in length if the program faculty determine that previous internship experience provided the candidate with knowledge and skills otherwise gained from the required internship (WAC 180-78A-195). The internship may not be reduced by more than 600 clock hours. Internships will occur in school settings, under the direct supervision of a certified school psychologist.
**Psychology Courses**

**PSYC 100**  
**General Psychology (5)**  
**FALL/WINTER/SPRING/SUMMER**  
Satisfies the GECR for social sciences, list 2, anthropology, geography, psychology and sociology.

A general introduction to psychology as the scientific study of behavior and thought; an overview of the areas of psychology and their development; methods in psychology; biological, sensory, and developmental influences on behavior; physiological and cognitive components of behavior; theories of learning; a survey of theories of normal and abnormal behavior; principles of psychotherapy; personality theory and testing; and social influences.

**PSYC 210**  
**Career Development (2)**  
**FALL/WINTER/SPRING**

Resource course designed to provide information and assistance with academic and career decision-making. Standardized interest inventories are used as part of the information gathering process. Open to students of any academic level.

**PSYC 295**  
**Internship (1-5)**  
**FALL/WINTER/SPRING/SUMMER**

Prerequisites: Prior permission of the department Internship Director and the department chair, and the University Career Services Internship office.

Individualized learning and career development through an off-campus internship. An internship agreement-learning contract form is required and can be picked up prior to registration, along with information about placements and procedures from the Career Services Internship office. Two sections are available, one for psychology majors, one for non-psychology majors.

**PSYC 299**  
**Directed Studies (1-6)**  
**FALL/WINTER/SPRING/SUMMER**

Prerequisites: Prior permission of the instructor and the department chair.

**PSYC 301**  
**Theories of Personality (5)**  
**FALL/WINTER/SPRING/SUMMER**

An objective and comprehensive study of the major theories of personality.

**PSYC 302**  
**Abnormal Psychology (5)**  
**FALL/WINTER/SPRING/SUMMER**

Explores and evaluates research and theoretical concepts relating to deviant and abnormal behavior.

**PSYC 303**  
**Foundations of Psychotherapy (5)**  
**FALL/SPRING**

Prerequisites: PSYC 301 and 302.

Survey of theories of psychotherapy dealing with psychopathology. Particular attention is given to effectiveness of theory construction. Evaluates the role of intervening variables and logical consistency.

**PSYC 309**  
**Scientific Principles of Psychology (5)**  
**FALL/WINTER/SPRING**

Prerequisites: Successful completion of a 200-level English course and Math 100 or Mathematics clearance by test.

The study of the methodology and attitudes of psychology irrespective of any special area. Considers techniques for evaluating information, discovering invalid interpretations, and uncovering alternative explanations. These are illustrated by reading research articles and classroom discussion of the articles and of popular beliefs.

**PSYC 310**  
**Psychological Statistics (5)**  
**FALL/WINTER/SPRING/SUMMER**

Prerequisites: MATH 104 or Mathematics clearance by test required; MATH 115 recommended.

This class introduces techniques for organizing distributions, summarizing their key properties, describing the relative standing of individual scores, and measuring relations between pairs of variables. In the second half of the course, hypothesis testing is examined using a variety of common parametric and nonparametric procedures.

**PSYC 312**  
**Computerized Statistical Analysis (4)**  
**SPRING**

Prerequisites: CPLE 120 or the equivalent, CSBS 320.

An introduction to the use of the computer package SPSS in the statistical analysis of data. Topics include describing the distribution of a single variable, graphing variables, organizing multivariate data, and testing hypotheses with t-test, the analysis of variance, regression, and selected nonparametric tests. Factor analysis and discriminant function analysis are also introduced.

**PSYC 313**  
**Research Methods in Psychology (5)**  
**FALL/WINTER/SPRING**

Prerequisites: PSYC 309 and CSBS 320.

An introduction to typical research methods used in psychology. Students complete several research projects reflecting these various methods.

**PSYC 314**  
**Principles of Clinical Assessment (5)**  
**FALL/WINTER**

Prerequisites: PSYC 301, 302, CSBS 320.

Course is to help test users evaluate, select, construct, and administer tests, and to interpret results. The first part of the course covers the customary statistics of tests that determine how good they are: validity, reliability, norms, item analysis, and selection ratios. The rest of the course presents an overview and evaluation of major tests in each area of testing, including personality, intelligence, ability, and occupation interest.

**PSYC 315**  
**Conditioning and Learning (5)**

Prerequisite: PSYC 309.

Overview of classical and instrumental conditioning: terminology, procedures and current findings, contemporary topics such as biological constraints and motivation as they influence learning.

**PSYC 316**  
**Human Memory and Cognition (5)**

Prerequisite: Junior level standing or permission of the instructor.

Examination of the principles and theories of human memory and selected topics in cognitive psychology.

**PSYC 317**  
**Health Psychology (5)**

Prerequisite: PSYC 309.

An examination of the psychological influences on health including both wellness and illness; a focus on the etiology and correlates of health and illness as well as the prevention and treatment of illness. Exploring the psychological dynamics at work in utilization of the health care system and patient-practitioner interactions. Specific coverage of the illness process in pain, lung disease, stress, chronic illness, and AIDS.

**PSYC 318**  
**Computerized Research Techniques in Psychology (4)**

Prerequisites: PSYC 309 and CSBS 320.

Introduces the use of computers in psychological research through software that inexperienced users can program by filling out forms. Hands-on experience on the system will be acquired during the first 2-3 weeks. Recent experimental findings in a number of research areas will be introduced. Working individually or in small groups, students will select a problem for study and develop a method of investigation using the software system.

**PSYC 322**  
**Drugs and Behavior (5)**

Prerequisite: PSYC 100 recommended.

An introduction to the action, use, and abuse of psychoactive agents from analgesics to hallucinogens. Special attention given to drug abuse. (Cross-listed ADST 300)

**PSYC 331**  
**Psychology of Women (4)**

Satisfies cultural and gender diversity university graduation requirement.

**PSYC 338**  
**Discovering Women in Science (1)**

Satisfies the GECR for social sciences, list 2, anthropology, geography, psychology and sociology.

[Cross-listed BIOL 338, CHEM 338, ECE 338, HIST 338, PHYS 338, WMST 338]
PSYC 395
Internship (1-5)
FALL/WINTER/SPRING/SUMMER
Prerequisites: Prior permission of the department Internship Director and the department chair, and the University Career Services Internship office.
Individualized learning and career development through an off-campus internship. An internship agreement-learning contract form is required and can be picked up prior to registration, along with information about placements and procedures from the Career Services Internship office. Two sections are available, one for psychology majors, one for non-psychology majors.

PSYC 398
Seminar (1-5)
FALL/WINTER/SPRING

PSYC 399
Directed Studies (1-6)
FALL/WINTER/SPRING/SUMMER
Prerequisites: Prior permission of the instructor and the department chair.

PSYC 403
Women and Men in Psychology (1)
SUMMER
A one day workshop designed to facilitate and provide frameworks for gender-balancing psychology curricula (materials appropriate for secondary education and college level instruction). (Cross-listed WSMT 403)

PSYC 415
Sensation and Perception (5)
Prerequisites: PSYC 309, 313, 420.
Phenomenal and perceptual bases of hearing, vision, body perception, illusions, sensory deprivation, sleep, hypnosis, altered perceptual states. Theoretical and interpretations and perceptual organization.

PSYC 420
Biological Basis of Behavior (5)
FALL/WINTER/SPRING/SUMMER
Prerequisite: PSYC 309.
Organic foundations of behavior.

PSYC 425
Psychology and the Legal System (5)
WINTER
Prerequisite: PSYC 100-General Psychology or permission of the instructor.
This course is designed to provide an introduction to the field of forensic psychology. The course provides an overview of the role of mental health professionals in correctional settings and in conducting forensic evaluations.

PSYC 430
Human Psychophysiology (5)
SPRING
Prerequisites: CSBS 320.
An overview of the following topics: automatic nervous system, biofeedback, clinical applications, emotion, instrumentation, measurement, pain, psychosomatic processes, sleep, social aspects of physiological processes and stress. Laboratory includes: biofeedback, blood flow, EGG, EDR, EEG, EMG, and respiration. Course is especially suited for students of the health sciences.

PSYC 431
Stress and Coping (3)
WINTER/SPRING
Examines the psychological, physiological, and health consequences resulting from selected psychological and environmental stressors. Psychological stressors include personality type, social disorganization, competition, and conflict. Environmental stressors include cold, heat, hypo- and hyperbaric pressures, and exercise. Examines coping responses such as biofeedback, progressive relaxation, autogenic training, and physiological adaptation.

PSYC 432
Clinical Psychology of Adult Life and Aging (4)
Prerequisite: PSYC 100 or AGST 310.
Psychological meanings of aging in terms of personal experience with growing older, relations with older family members, and potential professional roles. Focus is on sensory, cognitive and personality changes, psychopathology, and coping with death.

PSYC 440
Happiness and Positive Psychology (4)
WINTER
Prerequisite: Junior standing.
Happiness has been a neglected topic in psychology, and yet is an important human pursuit. This class investigates what happiness is, how it can be assessed, and what factors facilitate happiness. Other human virtues important to well-being such as gratitude, wisdom, courage, humanity, justice, temperance, and transcendence are explored.

PSYC 450
Trauma: Theory, Assessment, and Treatment (4)
SPRING
Prerequisite: Recommended PSYC 302.
This class explores traumatic experience in terms of substance, impact, and reactions, including the assessment and treatment of trauma-related psychopathology.

PSYC 483
Group Dynamics (5)
Introduces the principles formed through scientific study of small-group dynamics, and considers the issues and problems arising in the study of groups. (Cross-listed CEDP 483)

PSYC 484
Industrial and Organization Psychology (5)
This course examines organizations - what they are and how they work - from a psychological perspective. It deals with the psychological problems an organization must deal with if it is to survive: the succession of leaders, creating motivation for members to remain in the organization and to perform their roles, maintaining control, managing conflict, and adapting to the changing conditions of the external world.

PSYC 485
Managerial Psychology (4)
This course deals with the human problems that occur within the leadership ranks of organizations. The aim is to help managers understand the effects of psychological variables, e.g., personality, motivation, and learning upon individual role performance and upon productivity of groups and systems.

PSYC 490
Senior Capstone: The Tradition of Psychology (6)
FALL/WINTER
Satisfies senior capstone university graduation requirement.
Prerequisites: PSYC 309 and 313; PSYC 315 can be taken concurrently, CSBS 320.
This course fulfills the University capstone requirement and may also be used as an elective within the department’s major. The course consists of three components: (a) the history of psychology, (b) a collaborative project, and (c) portfolio preparation.

PSYC 495
Internship (1-15)
FALL/WINTER/SPRING/SUMMER
Prerequisites: Prior permission of the department Internship Director and the department chair.
Individualized learning and career development through an off-campus internship. An internship agreement-learning contract form is required and can be picked up prior to registration, along with information about placements and procedures from the Career Services Internship Office. Two sections are available, one for psychology majors and one for non-psychology majors.

PSYC 496
Experimental Course (1-5)
PSYC 497
Workshops, Short Courses, Conferences (1-5)
PSYC 498
Seminar (1-5)
PSYC 499
Directed Study (1-5)
PSYC 503
Proseminar: Scientific Methods (3)
FALL
Introduction to logic of scientific method, decision making, hypothesis testing, measurement, and model and theory construction.

PSYC 504
Proseminar: Learning and Behavior Therapy (3)
SPRING
An intensive survey of important learning phenomena as they relate to theoretical issues and controversies. Consideration of methodological problems.

PSYC 508
Professional Issues (1)
SPRING
Professional Issues presents legal, ethical and moral aspects of the professional practice of psychology. Topics will include professional credentialing, registration and licensing, ethical principles of psychologists; confidentiality; disclosure to clients, duty to warn, and other ethical dilemmas.

PSYC 510
Human Memory and Cognition (5)
SPRING
Prerequisite: Graduate standing or permission of the instructor.
An examination of the principles and theories of human memory and selected topics in cognitive psychology.

PSYC 517
Health Psychology (5)
WINTER
Prerequisite: Graduate standing or permission of the instructor.
An examination of the psychological influences on health including both wellness and illness; a focus on the etiology and correlates of health and illness as well as the prevention and treatment of illness. Exploring the psychological dynamics at work in utilization of the health care system and patient-practitioner interactions. Specific coverage of the illness process in pain, heart disease, cancer, stress, and chronic illnesses.
PSYC 518  
**Computerized Research Techniques in Psychology (4)**  
**S P R I N G**  
Prerequisite: CPLA or equivalent.  
This class is intended to provide graduate students in psychology and allied disciplines with an efficient method of presenting stimuli and gathering data using personal computers. The class introduces the MEL programming system by which users can prepare programs by filling out forms and supplementing the forms with MEL code. Demonstrations and class exercises will apply the programming techniques to carry out common psychological tasks. Students will select a problem for individual study and develop a method of investigation using the software system.

PSYC 522  
**Advanced Statistics (5)**  
**W I N T E R**  
Prerequisite: CSBS 320 or other inferential statistics class. Statistical theory, interpretations, and procedures which are especially valuable to workers in education, psychology and related fields.

PSYC 525  
**Psychology and the Legal System (5)**  
**W I N T E R**  
This course is designed to provide an introduction to the field of forensic psychology. The course provides an overview of the role of mental health professionals in correctional settings and in conducting forensic evaluations.

PSYC 530  
**Human Psychophysiology (5)**  
**S P R I N G**  
Prerequisite: Graduate standing.  
An overview of the following topics: autonomic nervous system, biofeedback, clinical applications, emotion, instrumentation, measurement, pain, psychosomatic, processes, sleep, social aspects of physiological processes and stress. Laboratory includes: biofeedback, blood flow, ECG, EDR, EEG, EMG, and respiration. Course is especially suited for students of the health sciences.

PSYC 534  
**Human Neuropsychology (4)**  
**F A L L**  
The relationships between physiological processes and behavior.

PSYC 536  
**Advanced Social Psychology (4)**  
**W I N T E R**  
Prerequisite: Graduate student.  
This course is designed as an advanced course covering the topics of social identity, attribution theory, social cognition, attitude development and change, social influence, prejudice, aggression, altruism, interpersonal attraction, group formation and behavior, and applications of these concepts to related fields. A multicultural perspective is emphasized.

PSYC 537  
**Advanced Psychopathology (3)**  
**F A L L**  
Prerequisite: PSYC 302 or equivalent.  
This course is designed to teach strategies in diagnosing mental disorders, and to evaluate the most current treatment modalities. Problems of cultural diversity and ethnic differences are explored.

PSYC 538  
**Research Topics (1)**  
**F A L L / W I N T E R**  
Graded Pass/No Credit.  
Prerequisite: Admission to the Psychology Department's M.S. program.  
This course introduces incoming graduate students in the Psychology Department’s M.S. program to research interests of the department faculty. Lectures cover theory and previous work on problems of interest, design of recent experimental investigations and analysis of experimental data. Students participate in discussions with lectures and develop their own research interests through meetings with selected faculty.

PSYC 539  
**Seminar in Special Topics (1-5)**  
May be graded Pass/No Credit.

PSYC 547  
**Managerial Psychology (4)**  
The purpose of this class is to help persons in authority roles be more competent in dealing with psychological factors that influence work productivity and organizational climate. Leadership styles, decision making, motivation, accountability and rewards, conflict resolution and career planning for the manager will be explored.

PSYC 550  
**Trauma: Theory, Assessment, and Treatment (4)**  
**S P R I N G**  
Prerequisite: Undergraduate degree in psychology or related field.  
This class explores traumatic experience in terms of substance, impact, and reactions, including the assessment and treatment of trauma-related psychopathology.

PSYC 551  
**Foundation of Psychotherapy (4)**  
**W I N T E R**  
Prerequisite: Acceptance into the Psychology Program, Clinical Emphasis or prior permission of the instructor.  
Main types of psychological treatment with emphasis upon those which primarily rely on verbal exchanges between the counselee and the therapist.

PSYC 553  
**Laws and Professional Issues for School Psychologists (2)**  
Prerequisite: Acceptance into the School Psychology program.  
Seminar course covering legal, ethical and professional issues in school psychology.

PSYC 554  
**Cognitive Assessment (4)**  
**F A L L / S P R I N G**  
Prerequisite: Graduate student.  
This course will provide in-depth training in cognitive assessment, including intelligence, memory, academic, and special abilities testing.

PSYC 555  
**Clinical Practice in Cognitive Assessment (3)**  
**F A L L**  
Prerequisites: PSYC 554 and prior permission of the instructor.  
Administration, scoring and writing of psychological reports; Stanford Binet, WISC and WAIS.

PSYC 556  
**Personality and Behavioral Assessment (4)**  
**F A L L / W I N T E R / S P R I N G**  
Prerequisite: Graduate School and prior permission of the instructor.  
This course focuses on the administration, scoring, and interpretation of personality and behavioral measures. Major tests considered and applied within this course include MMPI, Rorschach, TAT/CAT, drawings, and teacher, parent, and self-report rating scales.

PSYC 557  
**Clinical Practice in Personality and Behavioral Assessment (4)**  
**W I N T E R**  
Prerequisite: PSYC 556 and prior permission of the instructor.  
Supervision of practice testing with projective techniques, structured personality instruments, and teacher, parent, and self-report rating scales.

PSYC 558  
**School Psychology Practicum (1-8)**  
**F A L L / W I N T E R / S P R I N G**  
Supervised experience of school psychology students in psychometric assessment, behavior analysis, and mental health counseling, as well as professional and ethical areas.

PSYC 559  
**Cognitive Assessment Lab (3)**  
**S P R I N G**  
Prerequisite: Must be in School Psychology Program and prior permission of the instructor.  
School Psychology graduate students take this course concurrently with PSYC 554 - COGNITIVE ASSESSMENT. Students will administer, score, report, and interpret published norm-referenced measures of intelligence, memory, achievement, perceptual, adaptive, and special abilities typically used in educational environments.

PSYC 560  
**Professional School Psychology (5)**  
**F A L L**  
This course focuses on the history and principles of School Psychology and the professional role of the School Psychologist including knowledge of legal and ethical standards for practice.

PSYC 561  
**Advanced Educational Psychology (4)**  
**W I N T E R**  
This course focuses on the relevance of psychological theory to educational practice as applied to teaching, learning, development, and evaluation.

PSYC 562  
**Human Sexuality (5)**  
Prerequisite: Graduate standing or permission of the instructor.  
Psychological, biological, and cultural perspective of human sexual behavior. The basis for successful functioning, frequency and significance of various types of sexual behavior, anatomy and physiology of reproduction, and sexual inadequacy and deviations.

PSYC 564  
**Group Therapy (4)**  
**S P R I N G**  
Prerequisite: Graduate standing or permission of the instructor.  
This course provides both a didactic and experiential introduction to the theory and practice of group psychotherapy. The understanding of group dynamics and group process will be stressed. Additionally, this course provides experience in developing and refining group leadership/facilitation techniques with emphasis on group simulations and demonstrations. In simulated groups, students will engage in alternating roles of facilitator, group member, and process observer.
PSYC 566
Cross-Cultural Psychology (5)
WINTER
Prerequisite: Graduate standing or permission of the instructor.
This course is designed to explore the cross-cultural applications of theory in traditional psychological domains. Very broadly, cross-cultural psychology is concerned with a wide range of human phenomena. Psychologists in this area engage a variety of cross-cultural techniques to test for universality or cultural specificity of such human phenomena.

PSYC 596
Experimental Course (1-5)

PSYC 597
Workshops (1-5)
Note: Workshop credit cannot be used to fulfill graduate degree requirements.

PSYC 598
Seminar (1-5)
FALL/WINTER/Spring
May be graded or offered Pass/No Credit at the discretion of the instructor.
Current problems in psychology are presented by department faculty.

PSYC 599
Independent Study (1-5)

PSYC 600
Thesis (1-15)
Prerequisites: Prior permission of the department chair and the graduate research chair.
A bound research study conducted as partial fulfillment of a master’s under the direction of a graduate committee.

PSYC 601
Research Report (1-15)
Prerequisites: Prior permission of the department chair and the graduate research chair.
A research study in lieu of a bound thesis conducted as partial fulfillment of a master’s under the direction of a graduate committee.

PSYC 694
Practicum (1-6)
Graded Pass/No Credit.
Prerequisite: Prior permission of the instructor.
Supervised experience of a clinical or counseling nature in service areas or supervised experience in research.

PSYC 695
Internship in School Psychology (1-4)
May be graded Pass/No Credit.
Prerequisite: Prior permission of the instructor and must be in the School Psychology Program.
Experience under supervision in selecting, administering and scoring tests. Opportunities for diagnosis, counseling evaluation and reporting.

PSYC 696
College Teaching Internship (1-5)
Prerequisites: Prior permission of the instructor and the department chair.
Teaching a lower-division college course under the supervision of a regular faculty member. Includes course planning, arranging bibliographical and other instructional aids, conferences with students, experience in classroom instruction, and student and course evaluation.

PSYC 697
Internship in Psychology (1-10)
Prerequisite: Prior permission of the instructor.
Internship experience of professionally supervised training in approved agency or institution. The period of internship will commence on the date it is approved by the department chair and no internship credit will be granted retroactively.
PUBLIC ADMINISTRATION
College of Business and Public Administration
Larry Luton, Program Director
EWU, Phase One Classroom Building
688 N. Riverpoint Blvd., # 324
Spokane, WA 99202-1660
(509) 358-2248
FAX (509) 358-2267

GRADUATE PROGRAMS
The Graduate Program in Public Administration (PADM) is designed to provide widely varied educational opportunities in the fields of public and not-for-profit management. Graduate study opportunities are available for those currently employed as well as for recent graduates seeking a career in the public service. Both full-time and part-time study programs are available on a degree and non-degree basis.

Students in PADM are encouraged to become aware of the public service environment, the values that guide public service, and the critical and analytical skills necessary to formulate, implement and evaluate public service decisions.

Program faculty, all of whom hold doctoral degrees and have public service management experience, have been selected from the several academic areas most pertinent to public sector applications. Adjunct faculty are highly trained, qualified and experienced academics and practitioners.

Alternatives offered include a master’s degree in public administration (60 quarter credit hours), several types of dual degrees (M.B.A./M.P.A., M.S.W./M.P.A., M.U.R.P./M.P.A.), a Public Management Development Certificate Program (as few as 16 credit hours), and a Health Service Administration Certificate Program (20 credit hours).

Students interested in any of these alternatives should contact the Director of PADM for further information.

Scheduling
To make the PADM courses more accessible to those employed full-time, all course work is offered at the Riverpoint Campus, either during weekday evening hours or on weekends.

Assistantships
Paid graduate assistantships are often available. Information and application forms are available from the program office. Applications for academic year assistantships should be completed and returned to the PADM office no later than June 1 preceding the academic year for which the student is applying.

Admission Requirements
Based on the standards described below, students are admitted upon the recommendation of the director of PADM. The director’s recommendation will be sent to the Dean of Graduate Studies. That dean will then notify the student, in writing, of his/her admission or rejection. Applicants may seek admission on the basis of 1) their bachelor’s degree work, 2) completion of another master’s degree, or 3) their work experience (if they can demonstrate a least 10 years of progressive responsibility in a related profession). Admission procedures and requirements are the same for the M.P.A. degree and the certificate programs.

Admission Based on Undergraduate Academic Performance
Students who have completed a bachelor’s degree at an appropriately accredited institution are admitted to the Graduate Program in Public Administration based on the following criteria:

1. Cumulative GPA of at least 3.00 in the last 90 quarter graded credits of post-secondary course work (or its equivalent as computed by the Graduate Studies Office); or
2. Recommendation of the director based upon a successful appeal by the student. (This appeals process will be utilized only for students who do not have an undergraduate cumulative GPA of at least 3.00.)

Students seeking to utilize this appeals process must directly request consideration by the director. In considering that request the director will review such information as: 1) a biographical sketch or resume listing previous experience; 2) letters of recommendation; 3) a combined verbal, and quantitative, score of 1000, and analytical score of 3 on the GRE; 4) a GMAT score of at least 500 and/or 5) successful completion of up to 12 credits in PADM courses with a minimum GPA in those courses of at least 3.30.

Admission Based on Another Master’s Degree
A student may be admitted to PADM with proof of possession of another valid master’s degree.

Admission Based on Work Experience
Applicants with at least ten years of increasingly responsible professional experience in public administration can be offered regular admission. Admission is based on the following:

1. Evidence of having obtained a bachelor’s degree from an appropriately accredited institution.
2. An essay demonstrating critical thinking skills.
3. A statement of intent demonstrating a level of knowledge and intellectual maturity appropriate to the proposed field of graduate study.
4. Evidence of professional success in Public Administration.

English Language Requirement
All students from non-English speaking countries must provide evidence of adequate proficiency in the English language before being admitted to the PADM. This requirement may be satisfied by presenting a TOEFL score of 580 (237 CBT) or its equivalent. A student with a TOEFL score of between 550 and 580 may be admitted conditionally. In such cases, registration for classes is conditional upon having a program of English language study approved by the director in consultation with the international student advisor.

Students with TOEFL scores of 525 to 550, (197-213 CBT) may be admitted to the University as post-baccalaureate students. As post-baccalaureate students they may register for classes and demonstrate their ability to do the work required of M.P.A. students. They should be aware of the EWU regulation on “Previous Graduate Credit” which permits no more than 12 pre-admission credits to be counted toward a graduate degree (see the general policies in the front of this catalog). The director of PADM will determine whether they should be granted admission to the program based in part upon their work as post-baccalaureate students.

The “Test Drive”
In the “test drive” applicants may be allowed to take up to 12 quarter credits with permission of the director while completing all admission requirements. The letters of recommendation and career plan summary are not required prior to enrolling in the first 12 credits of classes. It will be necessary to complete the Application for Admission to a Graduate Program and submit it to the Graduate Studies Office with the appropriate fee. Documentation of completing a bachelor’s degree will also be required. The application should be signed by the PADM Director with the notation “post-baccalaureate acceptance.”

We hope this “test drive” option for graduate school admission will assist our non-traditional students in balancing their lifestyle choices between family, employment and graduate study.

Background Requirements
All students taking a program of study in the PADM must provide evidence of having attained a minimum level of education in two background subjects:

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U.S. domestic political institutions, and statistical techniques. Admission may be gained prior to completion of background requirements, but each background requirement is also a prerequisite for a specific course in the core curriculum.

The minimal acceptable grade in any background course is 2.5. For courses taken at an institution using a letter-grade system, a “C” or better is acceptable. Courses taken more than seven years prior to the date of admission to PADM will not normally be accepted. It may also be possible to gain credit for a background requirement by passing a challenge exam in the appropriate subject area. Course credits taken to satisfy background requirements may not be counted toward the M.P.A. degree.

Advancement to Candidacy
Prior to completing 30 credit hours of course work, a student is expected to file for advancement to candidacy. When the candidacy form is filed and accepted, it represents an official statement regarding what courses a student must complete to obtain the M.P.A. degree. Filling out the form involves listing all courses completed, all in progress, and all those yet to be taken to complete the courses required for the degree. It also involves selecting two PADM faculty members who will sit on the oral exam committee. The chair of the committee is normally the advisor for the student’s research project or thesis.

Comprehensive Examination
Every student seeking a master of public administration degree must take a comprehensive oral examination.

The first step toward the comprehensive examination is filing for candidacy. When the student files for candidacy, he or she will designate two Graduate Program in Public Administration faculty members as members of the comprehensive exam committee. One of those faculty members must be designated as the chair of the comprehensive exam committee. The other will be the “second member.” A third committee member will be assigned by the Graduate Studies Office from a list of eligible faculty. The chair of the comprehensive examination committee should be the faculty member best suited to supervise the student’s work on the research project or thesis. If the student is doing a research project, the chair will work with the student on identifying a topic suitable for research. If the thesis option is taken, the chair will work with the student on development of the proposal and on the early drafts of the thesis. Normally the second and third members of the committee will not be presented a copy of the paper (whether it is a research project or a thesis) until it is approved by the chair for distribution. Both departmental members must agree that the paper is ready prior to scheduling the oral. In any case the second and third members must receive the paper at least two weeks prior to the date of the comprehensive oral examination.

Normally the examination will take place during the final quarter of the student’s work in the program, but in all cases it will take place at a time approved by the student’s comprehensive examination chair and agreed upon by the other two members of the comprehensive exam committee. The student must notify the Graduate Studies Office of the time and place of the examination at least two weeks prior to the examination. The student will also be responsible for coordinating arrangements with the examination committee and for scheduling a room for the examination.

The examination will last approximately 90 minutes and will be evenly divided between 1) presentation and defense of the student’s research paper, and 2) answering questions based upon course work taken from the Graduate Program in Public Administration. If the thesis option is chosen, a different allocation of time may be arranged by the committee.

In order for the student to pass the examination at least two committee members must approve of her/his performance. The Chair will be responsible for reporting the results of the examination to the Graduate Studies Office.

Should it be necessary to schedule a retaking of the examination, the procedures shall be the same with the exceptions noted under Graduate Affairs Council policy 13.12. A copy of “Graduate Affairs Council Policies” is available for reading in the main Public Administration office, EWU, Phase One Classroom Building, 608 N. Riverpoint Blvd., #325.

Degree Requirements

1. Core Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PADM 500</td>
<td>Personal Assessment</td>
<td>2</td>
</tr>
<tr>
<td>PADM 501</td>
<td>Research Tools of the Administrator</td>
<td>4</td>
</tr>
<tr>
<td>PADM 503</td>
<td>Concepts and Values of Public Service</td>
<td>4</td>
</tr>
<tr>
<td>PADM 504</td>
<td>Public Policy Cycles</td>
<td>4</td>
</tr>
<tr>
<td>PADM 507</td>
<td>Public Policy Analysis</td>
<td>4</td>
</tr>
<tr>
<td>PADM 509</td>
<td>Public Sector Management</td>
<td>4</td>
</tr>
<tr>
<td>PADM 511</td>
<td>Public Sector Organization Theory</td>
<td>4</td>
</tr>
<tr>
<td>PADM 513</td>
<td>Public Planning and Budgeting</td>
<td>4</td>
</tr>
<tr>
<td>PADM 515</td>
<td>Administrative Law and Regulation</td>
<td>4</td>
</tr>
<tr>
<td>PADM 517</td>
<td>Professional Employment</td>
<td>2</td>
</tr>
<tr>
<td>PADM 601</td>
<td>Research Project</td>
<td>4</td>
</tr>
</tbody>
</table>

2. Elective Options

There are 20 credits in elective options in the M.P.A. program. Students may either take a varied mixture of elective courses, or they may choose to concentrate their elective options in certain subject areas. Concentrating options in one area may make it possible for the student to develop in some depth a subject area that fits his or her past experience, interests, and/or professional needs. Concentrations normally available within the program include public personnel, public finance, local government administration, and health services administration.

Concentrations currently offered include:

- **Public Finance**
  - PADM 521 Public Finance (4)
  - PADM 523 Public Financial Management (4)
  - PADM 525 Public Sector Grants-Writing and Administration (4)

- **Local Government Administration**
  - PADM 525 Public Sector Grants-Writing and Administration (4)
  - PADM 531 Intergovernmental Relations (4)
  - PADM 533 City Government Administration (4)

- **Public Personnel**
  - PADM 541 Public Personnel Management (4)
  - PADM 543 Labor Relations and Collective Bargaining in the Public Sector (4)
  - PADM 571 The Political Executive (4)

- **Health Services Administration**
  - HSAD 500 U.S. Health Care Systems (4)
  - HSAD 510 Health Law (4)
  - HSAD 520 Health Reimbursement Issues (4)
  - HSAD 560 Managed Care Systems (4)
  - HSAD 596 Seminar in Health Services Administration (4)

Other courses offered by the PADM that may be taken as electives include:

- PADM 539 Special Topics (1-5)
- PADM 551 Comparative Public Administration (4)
- PADM 596 Experimental Course (1-4)
- PADM 598 Seminars in Public Administration (1-4)
- PADM 599 Directed Study (1-4)
- PADM 600 Thesis Research Seminar (2-8*)
- PADM 603 Internships in Public Administration (2-8)

*The thesis may be substituted for the research project (PADM 601).

In addition, when cross-listed, or with advance permission of a student’s advisor, courses from other programs such as Urban and Regional Planning, Social Work, Business Administration, Computer Science, Government, International Affairs, Applied Psychology, Sociology, Communication, Health Services Administration, etc. may be utilized as electives.

Courses in Health Services Administration that are designed as electives for the M.P.A. include:

- HSAD 515 Health Economics (4)
- HSAD 530 Seminar on Business and Health (4)
- HSAD 570 Comparative Health Systems (4)
- HSAD 590 Administration of American Indian Health Programs (4)
- HSAD 595 Internship (1-5)
- HSAD 599 Directed Readings (1-5)

3. Research Project (Required) (4 credits)

A research project (PADM 601) is a requirement for all students obtaining an M.P.A. degree. It should be taken after completion of PADM 501 and near the completion of all requirements for the degree.

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4. Internships (Optional) (2-8 credits)

Although internships are not a required part of the M.P.A. curriculum, they are strongly recommended for all M.P.A. students who have not had significant public sector administrative experience. The internship is intended to provide a major professional learning experience for the student, including a realistic exposure to a complex organizational environment. The intern is expected both to contribute to the agency by helping to solve problems for the agency and to learn from and about the agency. Normally an internship should be arranged after finishing at least 30 credit hours of course work in the program. The standard requirement for a four-credit internship is 20 hours of work per week for one quarter. No more than eight credits of internship may be counted toward graduation. Academic credit is obtained by registering for PADM 603. Documentation of the work experience is required.

<table>
<thead>
<tr>
<th>Total required core credits</th>
<th>40 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total elective credits</td>
<td>20 credits</td>
</tr>
<tr>
<td>Minimum total credits for above Master's Degree</td>
<td>60 credits</td>
</tr>
</tbody>
</table>

Public Management Development Certificate

The Public Management Development Certificate Program is available to students who are interested in engaging in study in public administration but not in commitment to an entire M.P.A. program. Both a basic certificate (16 credits) and an advanced certificate (36 credits) are available. Course offerings within the basic program provide an introduction to the concepts and skills associated with public sector administrative responsibilities. The advanced certificate program permits further development in the fundamentals of public sector management. Admission to the certificate program is upon the same basis as is admission to the M.P.A. program.

Dual Degree Programs

M.P.A./M.B.A.

A dual-degree program with the Eastern Washington University master of business administration is available through which one can obtain both an M.P.A. degree and an M.B.A. degree. In this program of study, required courses for one degree program serve as elective courses in the second program, thereby reducing the number of credits required for each of the degrees. Any student interested in this dual degree must apply and be admitted to both programs. The average progress requires about eight quarters of full-time study to complete both degrees. Interested parties should contact the PADM director and M.B.A. advisor, Department of Business Administration, EWU, Phase One Classroom Building, 668 N. Riverpoint Blvd., #325, Spokane, WA 99202-1660, or at (509) 358-2230.

M.P.A./M.S.W.

A dual-degree program with the Eastern Washington University School of Social Work and Human Services is available through which one can obtain both an M.P.A. degree and an M.S.W. degree. In this program of study, required courses for one degree program serve as elective courses in the second program, thereby reducing the number of credits required for each of the degrees.

Any student interested in this dual degree must apply and be admitted to both the Master’s in Public Administration and the Master’s in Social Work Programs. Individuals who have already started one of the two master’s programs can work toward the M.P.A./M.S.W. by qualifying for admission to the other program. The average progress requires about eight quarters of full-time study to complete both degrees. Interested parties should contact the PADM director and M.S.W. director in 120 Showalter Hall, Cheney, Washington 99004-2431, (509) 359-6485. For information on the M.S.W. program see the School of Social Work and Human Services section of this catalog.

M.P.A./M.U.R.P.

A dual-degree program with the Eastern Washington University Master of Urban and Regional Planning Program is available through which one can obtain both an M.P.A. degree and an M.U.R.P. degree. In this program of study, required courses for one degree program serve as elective courses in the second program, thereby reducing the number of credits required for each of the degrees. Any student interested in this dual degree must apply and be admitted to both the Master’s in Urban Administration and the Master’s in Urban and Regional Planning Programs. Individuals who have already started one of the two master’s programs can work toward the M.P.A./M.U.R.P. by qualifying for admission to the other program.

Admitted students must complete 90-92 credits to earn both degrees. One comprehensive examination is required. The complete policy on the M.P.A./M.U.R.P. is available in both program offices and in the Graduate Studies Office. Eight quarters of full-time study are typically needed to complete both degrees. Interested parties should contact the PADM director and M.U.R.P. advisor, Department of Urban and Regional Planning, EWU, Phase One Classroom Building, 668 N. Riverpoint Blvd., #239, Spokane, WA 99202-1660, or at (509) 358-2230.
### Public Administration Courses

**Terms Offered:** If no terms are indicated, check with department or quarterly Course Announcement.

Some courses listed below may appear in the quarterly Announcement of Courses bulletin as 59 when using weekend format.

**PADM 500**
**Personal Assessment (2)**
Graded Pass/No Credit
A seminar in weekend format during the student’s first or second quarter; it concentrates on career choice issues and assists in determining job fit, teaching students the use of psychometric instruments and techniques for assisting employees to make sound career decisions. The weekend will also include an abbreviated assessment center so students can gain experience in both the roles of assessor and asseesee.

**PADM 501**
**Research Tools of the Administrator (4)**
Assists the student to develop skills in locating, obtaining and assembling information pertinent to public sector decision-making. The course explores various techniques and forms for gathering data, sources of statistics and other records of past actions by government units, and methods developed for anticipating alternatives.

**PADM 503**
**Concepts and Values of Public Service (4)**
Offers an analysis of the development of the “administrative state” and the profession of public administration. Emphasis is placed on the value system underlying modern public administration and its impact on the administrative process.

**PADM 505**
**Public Policy Cycles (4)**
Prerequisites: Domestic Political Institutions.
An examination of the impact of environmental forces on the formulation and content of public policy on the local, state or national level. Such elements as social values, political institutions and processes, intergovernmental relations, political resource distribution and the structure of policy are central to this investigation.

**PADM 507**
**Public Policy Analysis (4)**
Prerequisites: Statistical Techniques Through Inferential.
An examination of rational decision making with a focus on use of analytical tools as an instrument of public policy. Analytic tools include political and economic modeling. Emphasis varies with instructor.

**PADM 509**
**Public Sector Management (4)**
A survey of human resource management under the constraints imposed by the public sector. Emphasis is placed on developing a theory of state agency, the responsibilities of such agents, and the examination of current management literature in terms of this theory.

**PADM 511**
**Public Sector Organization Theory (4)**
A review of contemporary organization theory with special reference to the public sector and the basic values of modern public administration.

**PADM 513**
**Public Planning and Budgeting (4)**
An examination of budget process emphasizing bureaucratic politics, policy issues, alternative methods, and planning techniques.

**PADM 515**
**Administrative Law and Regulation (4)**
Prerequisite: Domestic Political Institutions.
A description, analysis and critique of the American systems of administrative law and regulations and their impact on the public manager.

**PADM 517**
**Professional Employment (2)**
Graded Pass/No Credit
A seminar in weekend format offered as a student’s graduation approach; it focuses on transition into the job market, giving students experience in resume preparation, hiring practices and interview techniques, from the perspective of both the employer and prospective employee. Additional topics to be covered include personnel system reform efforts, handling of stress in the workplace and ethical issues which commonly arise.

**PADM 521**
**Public Finance (4)**
Reviews the development of the theory of public expenditure and taxes and application of theory to the concerns of state and local governments. Attention focuses on empirical studies of expenditure and revenue problems confronting these governments.

**PADM 523**
**Public Financial Management (4)**
Offers an analysis of the development of public sector grant programs and the distribution and fiscal management of money transfers. Topics include project development, grant applications, program planning and implementation, and public policies for the improvement of intergovernmental operations.

**PADM 525**
**Public Sector Grants-Writing and Administration (4)**
Examination of the development of public sector grant programs and the distribution of fiscal management of money transfers. Topics include project development, grant applications, program planning and implementation, and public policies for the improvement of intergovernmental operations.

**PADM 531**
**Intergovernmental Relations (4)**
Explores the interdependence and linkages between governmental agencies explored from the perspectives of the legal/regulatory, fund raising/fund transfer and administrative/cooperative elements in our federal system.

**PADM 533**
**City Government Administration (4)**
An exploration of the major management issues and techniques involved in the professional management of city governments. Topics include the role of the professional city administrator, the changing face of cities, major city services issues, ethics, decision making, and budget preparation. Examines both theoretical and the practical aspects of city government management.

**PADM 539**
**Special Topics (1-5)**
Generally weekend format for 2 credit courses.

**PADM 541**
**Public Personnel Management (4)**
A discussion of the development of the civil service system, public sector labor relations, affirmative action/equal employment opportunity and relationships of these factors to current techniques of personnel management and motivation.

**PADM 543**
**Labor Relations and Collective Bargaining in the Public Sector (4)**
Provides discussion of the development of public unionism and the unique factors affecting collective bargaining with public employees.

**PADM 551**
**Comparative Public Administration (4)**
A comparative examination and analysis of the impacts of political and social cultures on public administrative systems within nation states.

**PADM 571**
**The Political Executive (4)**
Examines the roles, responsibilities and powers of the elected and politically appointed executive in governments and agencies in the U.S.

**PADM 596**
**Experimental Course (1-4)**

**PADM 597**
**Workshops and Short Courses in Public Administration (1-4)**

**PADM 598**
**Seminars in Public Administration (1-4)**

**PADM 599**
**Directed/Independent Study (1-4)**

**PADM 600**
**Thesis Research Seminar (1-15)**
(Continuous registration of two credit hours per quarter. Maximum of eight credits allowed toward M.P.A. Degree.) A seminar designed to assist students completing research requirements in connection with the M.P.A. program. This is a required course if the thesis option is chosen. The thesis can be substituted for the advanced research and writing seminar within a chosen specialization, and as an elective. The thesis option is intended for those students going on to doctoral study.

**PADM 601**
**Research Project (1-4)**
Prerequisites: PADM 501, plus instructor’s approval.
An advanced research course designed for students to demonstrate an ability to conduct in-depth research on a specific topic and to write a paper clearly presenting the results.

**PADM 603**
**Internships in Public Administration (2-8)**
Graded Pass/No Credit. May be repeated.
Prerequisite: Permission required.
Guided field placement with a public agency.

[www.ewu.edu](http://www.ewu.edu)
RECREATION AND LEISURE SERVICES
See PHYSICAL EDUCATION, HEALTH AND RECREATION.

RELIGIOUS STUDIES
College of Arts and Letters
Garrett Kenney, Program Advisor
254S Patterson Hall
(509) 359-6032

UNDERGRADUATE PROGRAM
Religion strives to show connections and relationships among all types of human experience. As a major aspect of human life and culture, it receives systematic study in many disciplines. Therefore, many departments offer courses in this program.

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

Religious Studies Minor (21 - 25 credits)
This minor is designed for those students majoring in an allied discipline and preparing for graduate seminary study, or for students majoring in any other discipline but wishing to pursue the subject of religion for its importance in other fields. Students are also advised to consider other offerings in the Humanities Program. All interested students should consult with the Program Advisor or the Coordinator of Humanities.

Required Courses
HUMN 215 Introduction to Religion (5)
Select two courses from the following: 9-10 credits
ANTH 454 Myth, Ritual, and Magic (5)
HUMN 315 East-West Philosophies and Religions (5)
PHIL 312 Philosophy of Religion (5)
Select two courses from the following: 7-10 credits
ANTH 454 Myth, Ritual, and Magic (5)
ANTH 477 Witchcraft, Sorcery, and Shamanism (5)
ART 417 History of Medieval Art (5)
ENGL 387 Literature of the Bible (5)
ENGL 385 Mythology (5)
ENGL 387 Literature of the Bible (5)
ENGL 451 Poetry and Prose of Milton (5)
ENGL 452 Chaucer (5)
HIST 325 Ancient Near East (5)
HIST 340 The Middle Ages (5)
HIST 341 The Renaissance and the Reformation (5)
HIST 325 Ancient Near East (5)
HIST 340 The Middle Ages (5)
HIST 341 The Renaissance and the Reformation (5)
HUMN 315 East-West Philosophies and Religions (5)
HUMN 440 Perspectives on Death (5)
PHIL 312 Philosophy of Religion (5)
PHIL 331 Chinese Philosophy (5)

Minimum total required credits 21 - 25 credits
Minimum credits for above Minor 21 - 25 credits

Note: Special substitutions may be made with the approval of the program advisor or the Coordinator of the Humanities Program.

Courses
See course descriptions listed under participating programs and departments: Anthropology, Art, English, History, Humanities, Philosophy, Psychology, and Sociology.

RUSSIAN
See MODERN LANGUAGES AND LITERATURES AND PHILOSOPHY.

SOCIAL AND BEHAVIORAL SCIENCES
The College of Social and Behavior Sciences offers a series of college-wide foundation courses in social science theory, statistics, computer-aided statistics, quantitative research methods and qualitative research methods. These classes may be required or listed as options in each of the social and behavioral science majors. Check the foundation course requirements in the specific major.

Social and Behavioral Sciences Courses

Terms Offered: If no terms are indicated, check with department or quarterly Course Announcement.

CSBS 310 Foundations of Social and Behavioral Sciences Theory (5)
Prerequisites: Completion of the General Education Core Course Requirements in the Social Sciences as specified in this catalog or permission of the instructor.
This course is intended to expose the philosophic choices and historical constraints that underlie all of the social and behavior sciences. In terms as simple as possible, we explore foundational alternatives (which may include idealism vs. materialism, individualism vs. holism, structure vs. agency, value neutrality vs. social critique) and the impact of history on the social and behavioral sciences. By emphasizing the controversy and diversity within the disciplines, and the social contexts that shape them, we encourage students to discover sharply critical perspectives on the social and behavioral theories that claim to tell us how the world works.

CSBS 320 Introductory Statistics for the Social Sciences (5)
Prerequisites: MATH 104 or Mathematics clearance by test. MATH 115 recommended.
Introduces the theory and procedures underlying the use of statistics in the social sciences. During the first half of the class, methods are presented for organizing distributions, summarizing their key properties, conveying the relative standing of individual scores in distributions, and measuring relations between pairs of variables. Commonly used procedures for testing hypotheses in the social sciences are presented in the second half of the class.

CSBS 321 Computer Aided Data Analysis (4)
Prerequisites: CSBS 320 or equivalent, CPLA 120 or equivalent.
Introduces the use of SPSS running on personal computers for analyzing data in the social sciences. Topics include basic tasks such as entering and transforming data. Procedures covered include obtaining summary statistics of single variables, graphing variables organizing multivariate data, and testing hypotheses with t-tests, the analysis of variance, regression, and selected nonparametric tests. Fundamentals of factor analysis and discriminant function analysis are introduced with guidelines for interpreting output.
CSBS 330
Integrated Social Science Methods (5)
Prerequisites: Completion of the General Education Core Course Requirements in the Social Sciences as specified in this catalog or permission of the instructor.
An introduction to the scientific method in the social sciences, core concepts and issues in social science methods, core group of methods for data collection, and core group of analytic techniques.

CSBS 331
Documents-Based Research Methods (5)
Prerequisites: Completion of ENGL 201 and completion of the General Education Core Course Requirements in the Social Sciences as specified in this catalog or permission of the instructor.
An introduction to documents-based research methods that prepares students to research and write successful papers. Topics covered in the course include: framing research questions, locating sources, types of sources, scholarly ethics, and evaluating primary and secondary sources.

SOCIAL STUDIES

College of Social and Behavioral Sciences
Kathleen Huttenmaier, Director
204P Patterson Hall
(509) 359-4824
khuttenmaier@mail.ewu.edu

B.A.E.
Social Studies Endorsement
Faculty: Varies

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

Bachelor of Arts in Education (B.A.E.)
Social Studies/Elementary Major (60 credits)
This major does not meet a state of Washington endorsement.

Note: This major requires a grade of 2.5 in all course work done in the major at Eastern.

Required Courses
ANTH 101 Cultural Anthropology (5)
or ANTH 305 Social Anthropology (5)
or SOCI 320 Race and Ethnic Relations: Global Perspectives (5)
or SOCI/WMST 321 Sex and Gender (5)
ECON 100 General Education Economics (5)
or ECON 200 Introduction to Microeconomics (5)
GEOG 101 Fundamentals of Human Geography (5)
or GEOG 301 Human Geography (5)
GEOG 302 World Regional Geography (5)
GOVT 100 Modern Government in American Context (5)
or GOVT 308 The American Polity (5)
HIST 104 East Asia: Tradition and Transformation (5)
or HIST 365 Latin America History (5)
HIST 105 Western Heritage: Origins to the 18th Century (5)
HIST 106 Western Heritage: 18th Century to the Present (5)
or HIST 306 Modern Europe (5)
HIST 303 U.S. History, 1607-1877 (5)
HIST 304 U.S. History, 1877-Present (5)
HIST 483 History and Government of the Pacific Northwest (5)
HIST 499 Directed Study (1)
SOST 490 Senior Capstone: Social Studies in the Public Schools (4)

Total required credits 60 credits
Total credits for above Major 60 credits

Professional Education Requirements/Elementary Education: 111-115 credits

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

Total credits for above Major and Professional Education 171 - 175 credits

Note: Students must complete at least 15 credits of this major at Eastern Washington University.

Social Studies/Secondary Major (76 credits)
This major satisfies the endorsement for grades 5-12.

Note: This major requires a grade of 2.5 in all course work done in the major at Eastern.

Required Courses
ANTH 101 Cultural Anthropology (5)
or ANTH 305 Social Anthropology (5)
or SOCI 320 Race and Ethnic Relations: Global Perspectives (5)
or SOCI/WMST 321 Sex and Gender (5)
ECON 100 General Education Economics (5)
or ECON 200 Introduction to Microeconomics (5)
GEOG 101 Fundamentals of Human Geography (5)
or GEOG 301 Human Geography (5)
GEOG 302 World Regional Geography (5)
or GEOG 316 Environmental Conservation (5)
GOVT 100 Modern Government in American Context (5)
or GOVT 308 The American Polity (5)
HIST 104 East Asia: Tradition and Transformation (5)
HIST 105 Western Heritage: Origins to the 18th Century (5)
  or HIST 306 Modern Europe (5)
HIST 365 Latin American History (5)
  or Latin American History elective (5)
HIST 301 History of the Present (5)
  or Diplomatic History elective (5)
HIST 303 U.S. History, 1607-1877 (5)
HIST 304 U.S. History, 1877-Present (5)
HIST 483 History and Government of the Pacific Northwest (5)
SOST 490 Senior Capstone: Social Studies in the Public Schools (4)
One upper division non-U.S. History elective (4)
One upper division U.S. History elective (4)

**Total required credits** 76 credits

**Total credits for above Major** 76 credits

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**Professional Education Requirements**

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

**Total credits for above Major and Professional Education** 126 - 128 credits

Note: Students must complete at least 15 credits of this major at Eastern Washington University.

Note: Social Studies/Secondary carries an endorsement in both Social Studies and History.

Alternative required courses may be used if preapproved by the Coordinator of the Social Studies Education Program.

Although this major does not require a minor, it is suggested that majors take minors outside the discipline of social studies education, and that these minors coincide with endorsements for teacher certification in disciplines such as English, mathematics, or the physical or biological sciences.

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**Social Studies Courses**

**SOST 390**

Social Studies in the Secondary School (4)

**FALL/SPRING**

Prerequisite: EDUC 303 or prior permission of the instructor.

The social studies program for secondary schools. Objectives, curricula, teaching materials, techniques, and field experience.

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**SOST 490**

Senior Capstone: Social Studies in the Public Schools (4)

**WINTER**

Satisfies senior capstone university graduation requirement.

Prerequisite: SOST 390 and senior status in the Social Studies Education major or permission of the instructor.

An examination of the objectives, curricula, teaching materials, techniques and methods of social studies.

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**SOST 497**

Social Studies Workshops (1-5)

**FALL/WINTER/SPRING/SUMMER**

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**SOST 498**

Seminar (1-5)

**FALL/WINTER/SPRING/SUMMER**

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**SOST 499**

Directed Study (1-5)

**FALL/WINTER/SPRING/SUMMER**

Prerequisites: Prior permission of the instructor and the department chair.

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**Social Studies/Secondary**

Social Studies/Secondary carries an endorsement in both Social Studies and History.

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

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

**Social Studies/Add-on Endorsement (60 credits)**

This add-on satisfies the endorsement for grades 5-12.

Note: This add-on endorsement requires a grade of 2.5 in all course work done in the add-on at Eastern.

**Required Courses**

ANTH 101 Cultural Anthropology (5)
  or ANTH 305 Social Anthropology (5)
  or SOCI 320 Race and Ethnic Relations: Global Perspectives (5)
  or SOCI/WMST 321 Sex and Gender (5)
ECON 100 General Education Economics (5)
  or ECON 200 Introduction to Microeconomics (5)
GEOG 101 Fundamentals of Human Geography (5)
  or GEOG 301 Human Geography (5)
GEOG 230 World Regional Geography (5)
  or GEOG 316 Environmental Conservation (5)
GOVT 100 Modern Government in American Context (5)
  or GOVT 308 The American Policy (5)
HIST 104 East Asia: Tradition and Transformation (5)
  or HIST 365 Latin American History (5)
HIST 105 Western Heritage: Origins to the 18th Century (5)
HIST 106 Western Heritage: 18th Century to the Present (5)
  or HIST 306 Modern Europe (5)
HIST 303 U.S. History, 1607-1877 (5)
HIST 304 U.S. History, 1877-Present (5)
HIST 483 History and Government of the Pacific Northwest (5)
HIST 499 Directed Study (1)
SOST 390 Social Studies in the Secondary School (4)

**Total required credits** 60 credits

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**Total credits for above Add-on Endorsement** 60 credits

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**Terms Offered:** If no terms are indicated, check with department or quarterly Course Announcement.

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**SOST 390**

Social Studies in the Secondary School (4)

**FALL/SPRING**

Prerequisite: EDUC 303 or prior permission of the instructor.

The social studies program for secondary schools. Objectives, curricula, teaching materials, techniques, and field experience.
SOCIAL WORK

School of Social Work and Human Services
Administration: Michael Frumkin, Dean
120 Showalter Hall
(509) 359-6483
Melissa Lavitt, Associate Dean and Director of Graduate Studies
Bill Horner, Undergraduate Program Director
(509) 359-6486
Jim Pippard, Assistant Dean
(509) 359-6480
Jean Cavanaugh, Administrative Services Manager
(509) 359-2524
Mike Ryan, Graduate Program Director
(509) 359-6477
Sharon Whitehall, Graduate Program Coordinator
(509) 359-2282
Patricia Valdes, Coordinator, Graduate Student Services
(509) 359-6772
Diane Somerday, Coordinator, Undergraduate Student Services
(509) 359-6482
Sue Thompson, Student Services Coordinator
(509) 359-6485

B.A.
M.S.W.

UNDERGRADUATE PROGRAM

Mission of the School of Social Work: The School of Social Work and Human Services is committed to the ongoing development of social work education which instills a core commitment to building a society based on social and economic justice and enhancing opportunities for human well-being. The School engages students in the acquisition of critically assessed knowledge and practice skills focused on working collaboratively and therapeutically with people.

Vision: The School prepares social work professionals for practice in the public sector or in those private agencies which address the needs of oppressed and disadvantage populations. Students are provided with the necessary values, knowledge, and skills to practice within a rural/regional/small urban service delivery system environment.

Graduates assume key professional practice roles in human service agencies, community organizations, collaborative networks, and change focused coalitions.

The curriculum prepares students to engage in processes aimed at empowering individuals to improve their life situation and to modify the organizational, community, and societal conditions that prevent oppressed populations from obtaining a basic quality of life.

Through the combined commitment of the practice community and faculty, the School prepares students at the undergraduate and graduate levels for professional social work practice; serves placebound individuals by providing structured part-time, off-campus, programs; responds to the needs of practitioners through the provision of continuing education, staff development and consultation; and undertakes research activities which contribute to the creation and dissemination of knowledge relevant to the profession.

Affirmative Action

The School is committed to a policy of no discrimination on the basis of race, sex, religion, national origin, age, sexual orientation, or disability. Beyond this is a commitment to affirmative action goals.

The profession of social work has officially taken the position that an increasing proportion of society’s resources should be made available to members of minority racial and ethnic groups. This School supports this position and seeks to implement it through recruitment efforts, allotment of financial aid, and employment practices.

Accreditation

The School of Social Work and Human Services at Eastern Washington University is accredited by the baccalaureate and master’s levels by the Council on Social Work Education.

B.A.S.W. Social Work Goals: The baccalaureate program in social work is designed to provide foundation knowledge and skills for entry-level positions in social agencies and in preparation for a more advanced social work degree in the future.

More specifically, it is the intent of the B.A.S.W. program to provide social work students the latest knowledge and skills necessary to meet the responsibilities assigned to them in the real world of work, as well as those assigned to them by the profession of social work. These responsibilities are named below and defined in the School’s Student Handbook.

1. Providing professional social work value driven practice in entry level positions;
2. Interpersonal helping;
3. Working with groups and teams;
4. Assessing strengths and challenges in clients and their environments;
5. Assessing risks and the need for protection, transition, or other immediate actions;
6. Planning and managing cases with other formal and informal helpers;
7. Linking people to programs and informal resources, and
8. Providing tangible, concrete services.

Additionally, because our program has been accredited by the Commission on Accreditation of the Council on Social Work Education we are committed to achieving the following goals stated in the Accreditation Standards.

Graduates of the School’s B.A.S.W. Program will be able to:

- Apply critical thinking skills within the context of professional social work practice.
- Practice within the values and ethics of the social work profession and with the understanding of and respect for the positive value of diversity.
- Demonstrate the professional use of self.
- Understand the forms and mechanism of oppression and discrimination and the strategies of change that advance social and economic justice.
- Understand the history of the social work profession and its current structures and issues.
- Apply the knowledge and skills of generalist social work to practice with systems of all sizes.
- Apply knowledge of bio-psycho-social variables that affect individual development and behavior; and use theoretical frameworks to understand the interactions among individuals and social systems (i.e., families, groups, organizations, and communities).
- Analyze the impact of social policies on client systems, workers, and agencies.
- Evaluate research studies and apply findings to practice, and under supervision, to evaluate their own practice interventions and those of other relevant systems.

www.ewu.edu
• Use communication skills differentially with a variety of client populations, colleagues, and members of the community.
• Use supervision appropriate to generalist practice.
• Function within the structure of organizations and service delivery systems, and under supervision, seek necessary organizational change.

Admissions Requirements for High School Students: Students planning to major in social work should have a strong college preparatory background. Volunteer experience with a social service agency is also strongly recommended.

Admissions Requirements for Transfer Students and Students Completing AA Degrees: Early planning is highly advantageous to the student. Transfer students should make an appointment to see the Coordinator of Undergraduate Student Services 359-6482 to assist in the transfer.

Application Procedures: There are two separate application procedures for admission. Students must be admitted to EWU and be admitted to the School of Social Work. Students seeking admission to the social work program must submit application materials prior to beginning the junior year, normally the winter or spring quarters. There is no application deadline; the School accepts applications until it has filled the number of sections planned for a given year. Pre-major advising is available through the School by calling 359-6482. Applications may be requested by calling 509-354-6444 or on our web page http://sswhs.ewu.edu.

Admissions Criteria: Admission to the program is based on cumulative GPA, a personal statement addressed to the applicant’s motivation for choosing social work as a career and experience relevant to social work, and two personal references from faculty or others familiar with how you could perform social work tasks. Applications are reviewed and evaluated by faculty to select candidates with strong potential to enter practice upon completion of their degree work.

Before applying to the program, applicants should have completed most or all of their GECRs (General Education Core Requirements). In addition, they should have completed or be in the process of completing the University language and other EWU requirements. If these requirements are not complete at the time of application, students should have a plan to complete them and include that plan in their personal statement.

School of Social Work and Human Services Curriculum: The curriculum is designed to meet the goals of the program within a framework that includes a broad liberal arts education and focused professional social work education and socialization.

Social work and support classes with less than a 2.0 are not acceptable for graduation. Credit for life experience cannot be given for any social work courses.

The Field Practicum: The field practicum experience in the social work program is considered a vital element of the curriculum leading to a bachelor of arts degree. It is the major vehicle that permits the student to discover abilities and areas of growth, integrate theory with practice, and explore the world of social welfare services.

To enter the practicum, students must have completed all of the social work courses up to the point of practicum entry with a minimum average GPA of 2.7. The field practicum is open to majors only. Application for the practicum is completed in Fall quarter of the student’s senior year. Based upon their learning objectives, students are carefully matched with public or private agency settings in diverse areas of service. Students with prior volunteer or work experience are urged to seek placements that offer different tasks, new agency settings in diverse areas of service. Students with prior volunteer or work experience are urged to seek placements that offer different tasks, new agency settings in diverse areas of service.

Required Courses and Course Sequence for Social Work Majors:

**Freshmen, Sophomores or Juniors:**

**FALL Quarter**
- SOWK 273 Introduction to Social Work (5)

**SPRING Quarter**
- SOWK 310 Human Identity (4)
- SOWK 378 Human Behavior in the Social Environment I (4)
- SOWK 460 Methods I Social Work Engagement and Assessment (4)

**Juniors:**

**Fall Quarter**
- SOWK Elective (minimum of 3)

**Spring Quarter**
- SOWK Elective (minimum of 3)

**Seniors:**

**Fall Quarter**
- SOWK 463 Methods IV Social Work Case Management (4)
- SOWK 469 Research II Data Analysis for Social Work (4)
- SOWK Elective (minimum of 3)

**Spring Quarter**
- SOWK 481 Practicum Seminar II (1)
- SOWK 483 Block Practicum II (7)
- SOWK 490 Social Work Senior Capstone (4)

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

**Bachelor of Arts (B.A.)**

**Social Work Major (73 credits)**

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

**Required Courses**
- SOWK 273 Introduction to Social Work (5)
- SOWK 310 Human Identity (4)
- SOWK 378 Human Behavior in Social Environment I (4)
- SOWK 379 Human Behavior in Social Environment II (4)
- SOWK 460 Methods I Social Work Engagement and Assessment (4)
- SOWK 461 Methods II Practice with Individuals and Families (4)
- SOWK 462 Methods III Practice with Groups and Teams (4)
- SOWK 463 Methods IV Social Work Case Management (4)
- SOWK 468 Research I Research Methods for Social Work (4)
- SOWK 469 Research II Data Analysis for Social Work (4)
- SOWK 470 Social Policy Analysis (5)
- SOWK 480 Practicum Seminar I (1)
- SOWK 482 Block Practicum I (8)
- SOWK 483 Block Practicum II (7)
- SOWK 490 Social Work Senior Capstone (4)
- SOWK Elective (3)
- SOWK or ADST Elective (3)

**Total required credits**

**Total credits for above Major**

73 credits

73 credits

**GRADUATE PROGRAMS**

Melissa Lavitt, Associate Dean and Graduate Program Director

**The Master of Social Work Program**

The Master of Social Work Program was established in 1974, following authorization by the state government to meet the need for graduate professional education in social work in the Inland Northwest. The first class of graduate students was admitted in 1975, at which time the program was granted accreditation candidacy status by the Council on Social Work Education. Full accreditation was conferred in 1977, reaffirmed in 1984, 1993, and again in 2001.

The M.S.W. program is guided by an advanced generalist practice perspective. This model meets the requirements of diversified practice in rural, regional or small urban service delivery settings. It is change-oriented, emphasizing analytical skills and utilizing a variety of assessment perspectives, agency orientations, intervention strategies, and interactional techniques.

**M.S.W. Choices**

The School provides two options for the M.S.W.: campus full-time study and community-based part-time study. Advanced standing programs are available in both campus and community based settings.

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Full-time Campus Program
Students admitted to the campus program follow standard academic-year calendars and complete their degrees within six quarters, excluding summers, in a program of full-time study. Because of the demands of the full-time program, full-time employment is not recommended while a student is in the program.

Part-Time Programs
Part-time programs are offered in Spokane, Yakima, Everett, and Vancouver, Wash.

Admission to the part-time programs is not offered every year; interested applicants should consult the School about program offerings prior to applying for admission to this program.

The part-time program curriculum is the same as that of the campus program, though spread out over a three-year period. Classes are scheduled during the evening to accommodate students’ work responsibilities.

Admission requirements and procedures are the same as for the full-time campus program

Advanced Standing Program
This program allows qualified B.S.W. graduates to complete their M.S.W. degree within three quarters and one summer term in the full-time program or in seven consecutive quarters in the part-time program. Admission requirements are similar to those of the full-time program but also require:

a. A 3.50 GPA in undergraduate social work courses, a minimum of one year (or 2000 hours) successful pre or post-B.S.W. social work paid or volunteer experience.

Admission to the M.S.W. Program

Admission Requirements

Admission to the M.S.W. program is based upon the following:

1. Successful completion of a bachelor's degree from an accredited college or university.

2. a. A cumulative grade-point average of no less than 3.00 in the last 90 graded quarter credits or 60 graded semester credits.

b. Upon recommendation of the Graduate Program Director, the Dean of Graduate Studies may admit a limited number of students, with GPAs under 3.00, based upon considerations which include GRE or other appropriate test scores, performance in relevant graduate courses, and faculty evaluations.

3. Official academic transcripts showing:

a. A bachelor's degree with evidence at least 45 quarter credits in social science content broadly distributed beyond the introductory level in sociology, political science, economics, anthropology, psychology, social or intellectual history, or human development.

or

b. A B.S.W. degree (or B.A. in Social Work) from an institution accredited by the Council on Social Work Education.

4. The personal capacity and commitment for graduate study and professional practice in social work as evidenced by the applicant's undergraduate record, personal statement, references and work experience.

Applicants who have questions concerning these criteria are advised to contact the School for further information.

Application Procedures

Please request an application packet containing necessary forms and detailed information from the School of Social Work and Human Services Graduate Student Services Office at (509) 359-6485.

Early application is advised. The School reviews applications when all materials are received and notifies candidates, by letter, as to their admission status. Applications are reviewed in terms of the qualifications of each applicant, not as they compare to an overall applicant pool. There is no application deadline date.

Admission to the M.S.W. Program is a dual process: Applicants must be admitted to the School of Social Work and Human Services and to Graduate Studies at EWU. Graduate admission forms are included in the School of Social Work and Human Services admissions packet and are also available online at grad.ewu.edu/prospective_students/admission.html.

The University Catalog is available online at www.ewu.edu/catalogs/. If you need a paper copy please call the Social Work office of Student Services at (509) 359-6485.

To the Graduate Studies Office at EWU send:

1. Two copies of the Graduate School application and a $35.00 non-refundable application fee (application forms are located on the website at http://grad.ewu.edu and in the application packet).

2. Two official copies of transcripts from every college or university attended. Official transcripts bear the seal of the University or college and are in an unopened university or college envelope.

Mail this information to Eastern Washington University, Graduate Studies Office, 206 Showalter, Cheney, WA 99004-2441.

To the School of Social Work and Human Services send:

1. A “Personal Statement” which consists of:

a) Autobiography.

b) Answers to Professionally Focused Questions.

2. Three reference forms from people who are familiar with your current and potential qualifications for the profession of social work and/or graduate education (e.g. an employer, supervisor, colleague, field instructor, or teacher).

3. If you are applying for the Advanced Standing M.S.W. Program, note that applications must include specific references and additional requirements.

Mail this information to Social Work Graduate Admissions, Eastern Washington University, 120 Showalter Hall, Cheney, WA 99004-2441.

Instructions for applicant's personal statement

Introduction

Your Personal Statement is a major factor used to evaluate your application file. The specificity and clarity of your remarks will assist faculty to assess your capacity and readiness for graduate education, your writing skills, and your ability to achieve your career goals in the program. The total number of pages for the personal statement should be no longer than eight double-spaced, typed pages.

The Personal Statement has two parts:

1) An autobiography.

2) Answers to a series of professionally focused questions.

It is suggested that you draft your autobiography first to provide background and context for your answers to the second part of the Personal Statement.

Autobiography

The autobiography gives you an opportunity to tell us about yourself and what has led you to this point in your life. The content should help us understand what life experiences have molded you as a potential graduate social work professional.

The focus should be on the importance of these facts for your personal and career development. The autobiography must be a maximum of four typed, double-spaced pages.

Also, please respond to these questions:

a) What has been most meaningful to you in your life as it relates to pursuing an M.S.W. degree?

b) What two values do you hold highly and why?
Answers to Professionally-Focused Questions

Please identify your answers for each of the questions by writing the number of the question and the underlined word or phrase following the number. Answer the questions in the progression indicated. This response must be a maximum of four typed, double-spaced pages.

Title: “Responses to Specific Questions.”

1) Factors. Why are you applying to this graduate School of Social Work? (Reflect upon the School’s mission statement in your answer.)

2) Career Goals. What are your short (within three years of M.S.W. graduation) and longer-term career and professional goals. As part of your response:
a) Identify what client populations you would be working with for example: children and families, elderly, physically challenged persons, persons of color, etc.
b) Describe your ideal social work job upon M.S.W. graduation. (Include whether it would be working directly with individual clients or groups including families or in such areas as community action/development, administration, or program planning).
c) Describe your ideal job or position ten years after your M.S.W. degree.
d) Discuss your preferences about practicing in rural/regional or small urban settings.

3) Strengths and Concerns. What do you consider your major achievements in your personal and professional life? What do you believe your strengths will be as a graduate student? Will you have areas of difficulty or concern as a student? If so, what are they and how do you plan to deal with them.

4) Describe client population(s) with whom you would be most comfortable working as well as those with whom you would be uncomfortable.

5) Interests. Do you have any particular research or non-research interests, which you want to explore as a student?

Addendum to the “Personal Statement”

Advanced Standing Students only. Prepare an additional essay titled “Professional Readiness for the Advanced Standing Program.” Please cover the following topics in the essay.

• Assess the contributions which your B.S.W. education and practice experience have made to your current professional development and practice, identifying accomplishments, significant practice and program development activities, and other evidence of excellence. How have your education, work, and life experiences prepared you for Advanced Standing status?

• Articulate specific expectations you have for your learning in the Advanced Standing Program. How do these expectations relate to your short and longer-term post M.S.W. career goals?

• List your experience and hours, (a minimum of 12 months, pre or post B.S.W., a total of 2000 clock hours) working in social services (volunteer or paid prior to the beginning of classes). Do not include your practicum experience. (Form can be found at swhs.ewu.edu or in application packet).

LETTERS OF REFERENCE

Full time candidates (for campus and Part-Time programs) need three reference forms attesting to the quality of their academic performance, paid work experience in social welfare or volunteer experience.

Advanced Standing candidates need three references, two must be from the following persons, 1) applicant’s most recent human service employer, supervisor, or agency director (either paid or volunteer). 2) B.S.W. faculty who can comment on your readiness for entering an Advanced Standing program. These two references need to address the applicant’s level of academic and practice skills required to complete an Advanced Standing Program. Applications will not be processed without these two references. (Forms available at swhs.ewu.edu or in application packet). The third reference is chosen by the applicant.

All documents must be received before applications can be processed. Applicants are responsible for assuring that transcripts and references have been received by the School.

Application Timetable for Campus Full-Time Program

One full-time graduate class is admitted each year beginning in the fall quarter. The School employs a rolling admissions process, with an application deadline of 45 days prior to the start of the program. The School of Social Work’s policy is to fill each year’s class by 45 days before the beginning of an academic year or the start of a new part-time program. In cases where this is not possible applications will continue to be reviewed until the class is filled. Consult the Coordinator of Graduate Student Services for specific information regarding the application time table. Early application is advisable and is important for those seeking financial aid and tuition waivers.

Financial Aid

The University Financial Aid and Scholarship Office has a packet of materials for those interested in financial aid options (work-study, student loans, scholarships). A “Free Application for Federal Student Aid” (FAFSA) form needs to be submitted with all financial aid applications. This form is found at www.fafsa.ed.gov. Apply for financial aid at the same time application is made for admission. Early application for financial aid (January) will maximize chances of receiving an award for the following academic year.

The Financial Aid office address is Eastern Washington University, 102 Sutton Hall, Cheney WA 99004-2441. The telephone number is (509) 359-2314, (509) 359-6216. Access general financial aid information through the EWU website at www.ewu.edu.

WICHE Waiver: Students from Alaska, Arizona, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, and Wyoming are eligible for in-state tuition within the limits of available University funding. The Western Interstate Commission for Higher Education (WICHE) designates the M.S.W. Program at Eastern as a “regional graduate program”. Early application will maximize chances of receiving a waiver, which is available only to full-time students.

Eastern Washington University Graduate Tuition Waiver Scholarships: Students from states outside of Washington (with a GPA of 3.0 or above) may be nominated for a graduate waiver that adjusts tuition to 150% of in-state rates. Students who receive WICHE waivers are not eligible for this award, which is available to full-time students only.

USPHS Scholarships for Disadvantaged Students: (available to full-time students only.) The School is also the recipient of the U.S. Public Health Service “Scholarships for Disadvantaged Students Program.” While these funds must be renewed on a yearly basis, (and thus they are not guaranteed) it is expected that the School will continue to receive such funding. These funds are distributed to incoming M.S.W. students based solely on financial need.

Graduate Part Time Employment: Students interested in part time employment through the School of Social Work and Human Services should fill out the “Graduate Part Time Employment Placement Form.” Recipients of these appointments work up to 10 hours per week on tasks which meet the needs of the school and the faculty. The appointments are made at the beginning of fall quarter.

Field Practicum Stipends: There are a limited number of partially paid practicums. Some of the sites include: The Veterans Administration and Aging and Long Term Care. While these funds must be renewed on a yearly basis, (and thus they are not guaranteed) it is expected that the School will continue to receive such funding.

The Child Welfare Training and Advancement Program in Washington and Idaho State is a stipend program for qualified students interested in the field of Child Welfare. Amount of stipend varies. For information in Washington state contact the Title IV-E Office at (509) 359-4628. For Idaho State contact the Title IV-E office at 208-676-8856.

www.ewu.edu
Students desiring to transfer from other accredited M.S.W. programs must first apply for admission to the School. If admitted, students will have their credits evaluated on a case-by-case basis.

Degree Requirements

Overview of the Curriculum

The first quarter of the two-year, full-time M.S.W. program is focused on providing a foundation for understanding social work practice, social welfare policy, and theories of human behavior in the social environment. First quarter courses include: Foundations of Professional Social Work Practice, Social Work Assessment and Practice with Individuals and Families, Societal Context of Practice, and Human Development in Contemporary Environments.

The second quarter includes four courses: Biopsychosocial Bases for Human Development provides a holistic framework for understanding the ways in which biological factors interact with psychological and sociocultural processes to influence human development. Social Work Practice in a Diverse Society develops knowledge of diverse populations with whom, and on behalf of whom, social workers practice. The course also explores practice principles for working with people of difference and for working in an increasingly diverse society. Social Work Intervention and Evaluation with Individuals and Families, and Social Work with Groups continue the development of practice knowledge and skills.

The third quarter continues to prepare students for generalist practice with systems of different sizes through the course Organizational and Community Contexts of Practice. Students learn to critically evaluate and use research in their practice in the course Research Methods for Program and Practice Evaluation. Students also begin the first quarter of a four-quarter field practicum and integrative seminar.

The M.S.W. program requires a total of 968 hours of field practicum and 80 hours of integrative seminar sequenced over four quarters. Each student is placed in a social service agency or other public or private organization related to the welfare of people. In the placement, the student performs social work tasks in the role of a student learner. Direction and instruction are provided by a faculty member of the School, working collaboratively with a designated agency supervisor in the organization. The faculty member, the agency supervisor, and the student negotiate a contract specifying student learning goals, potential field learning experiences, and the means for evaluating the field learning. Agencies and organizations throughout the Inland Northwest in rural, urban and regional settings are used as field placements.

Students who wish to complete practicum requirements within their current or former workplace must indicate this desire to the School at the time of admission. This indication does not automatically ensure a practicum in the workplace. Consideration will be given to each request individually. Practicum placements in the workplace must conform with all of the School’s existing field practicum requirements.

Courses in the second year of the program prepare students for collaborative advanced generalist social work practice with populations at-risk. In the first quarter of the second year, students choose one of three advanced practice selectives: Family-Centered Practice with Populations at-Risk, Brief Interventions, and Practice with Populations with Persistent and Pervasive Service Needs. Students also choose one of three community and organizational practice selectives: Organizational Leadership, Management and Change; Supervision, and Community Skills for Prevention, Advocacy and Resource Development. During the second quarter, students complete a research project in the course Research Methods for Data Analysis and Presentation. In the third quarter, students enroll in the Proseminar in Social Welfare Policies and Programs which examines current policy and program issues which impact populations at-risk. Electives are offered during each quarter of the second year. In the third quarter, students complete the electives requirement of 14 credits. Students may take additional elective course options which can be used to meet part of the electives requirement. During all three quarters of the second year, students are enrolled in field practicum and the integrative seminar.

The plan for delivering the curriculum is shown below.

Schedule of Courses and Credit Hours for the Two-Year M.S.W. Program

First Year

Fall Quarter
SOWK 531 Societal Context of Practice (4)
SOWK 532 Foundations of Professional Social Work Practice (4)
SOWK 533 Social Work Assessment and Practice with Individuals and Families (4)
SOWK 540 Human Development in Contemporary Environments (4)

Winter Quarter
SOWK 541 Social Work Practice in a Diverse Society (4)
SOWK 550 Social Work with Groups (4)
SOWK 553 Social Work Intervention and Evaluation with Individuals and Families (4)
SOWK 557 Biopsychosocial Bases for Human Development (4)

Spring Quarter
SOWK 525 Research Methods for Program and Practice Evaluation (4)
SOWK 530 Organizational and Community Contexts of Practice (4)
SOWK 581 Integrative Seminar I (1)
SOWK 695 Practicum (4)
Electives (1-3)

Second Year

Fall Quarter
Advanced Practice Selectives:
One of the three courses below is required, and additional selectives can be taken toward the 16-credit elective requirement for the M.S.W.
SOWK 563 Brief Interventions (4)
SOWK 565 Family-Centered Practice with Populations at-Risk (4)
SOWK 567 Practice with Persons with Persistent and Pervasive Service Needs (4)

Community and Organizational Practice Selectives:
One of the three courses below is required, and additional selectives can be taken toward the 16-credit elective requirement for the M.S.W.
SOWK 551 Community Skills for Prevention, Advocacy and Resource Development (4)
SOWK 552 Organizational Leadership, Management and Change (4)
SOWK 566 Supervision (4)

Required Courses: 5 credits
SOWK 582 Integrative Seminar II (1)
SOWK 695 Practicum (4)
Electives: 1-6 credits

Winter Quarter
Required Courses: 9 credits
SOWK 526 Research Methods for Data Analysis and Presentation (4)
SOWK 583 Integrative Seminar III (1)
SOWK 695 Practicum (4)
Electives: 1-6 credits

Spring Quarter
Required Courses: 9 credits
SOWK 568 Proseminars in Social Welfare Policies and Programs (4)
SOWK 584 Integrative Seminar IV (1)
SOWK 695 Practicum (4)
Electives: 1-6 credits

Total required credits 68 credits
Minimum elective credits 14 credits
Minimum total required Program credits 90 credits

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M.S.W. Degree Requirements

Students are required to complete 90 credits of required and elective course work (51 credits in the Advanced Standing Program), and must maintain a 3.00 cumulative GPA.

Prior to earning 45 credits (during Fall Quarter for Advanced Standing Program), students will develop a contract program in consultation with faculty, outlining the program of courses to be completed for the degree. This contract will be based on the student’s career goals, standards of the profession, and the objectives of the School. Development and approval of the contract program will be accomplished in conjunction with advancement to degree candidacy.

The research requirement of the University is met by successful completion of two research courses which includes a research project. Students may choose to engage in an additional research project, and students who elect to do so may also produce a thesis.

A final comprehensive oral examination will be administered in the student’s final quarter.

Advanced Standing Program

Summer preparation program (6 credits) is required before entry to second year fall quarter classes.

The one year (Advanced Standing) Program is designed for persons who have graduated from a CSWE accredited B.S.W. program and who meet the following criteria:

1. An overall undergraduate GPA of 3.0 (on a 4.0 scale) and a 3.5 in B.S.W. course work.
2. One year (or 2000 hours) of pre or post-B.S.W. paid or volunteer human service experience prior to the beginning of classes.
3. Three favorable references, two of which must be from the following persons, with a third chosen by the applicant:
   • Applicant’s most recent human services employer, supervisor, or agency director (paid or volunteer).
   • One of applicant’s B.S.W. faculty members.

A total of 51 credits is required for graduation. First year (Foundation) course requirements are waived because students have received equivalent content in their B.S.W. programs. A 6 credit summer Professional Preparation Seminar is required to prepare students for their Advanced year experience. The distribution of credits is as follows:

1. Professional Preparation Seminar (6)
2. Advanced Year Required Classes (16)
   • SOWK 526 Research Methods for Data Analysis and Presentation
   • Advanced Community and Organizational Practice Selectives
   • Advanced Social Work Practice Selectives
   • SOWK 568 Proseminars in Social Welfare Policies and Programs
3. Elective Courses (14)
4. Field Practicum (15)
   • SOWK 695 Advanced Field Practicum
   • SOWK 582, 583, 584 Integrative Seminars II, III, IV

Total required summer preparation program credits: 6 credits

Advanced year total required credits: 16 credits
Minimum total elective credits: 14 credits
Minimum total field practicum credits: 15 credits
Minimum total required Program credits: 51 credits

Innovative Program Options

The School of Social Work and Human Services offers several ways in which students can focus their programs of study to meet their professional goals. Certificates typically require approximately three courses in lieu of social work electives. Dual degrees have more extensive requirements, depending on the requirements of the particular programs involved. Interested students should contact the Graduate Student Services Coordinator, Patricia Valdes (509-359-6772), for additional information and/or individuals associated with programs listed below.

Certificate in School Social Work—Contact: Pat McLam at 509-363-4628

The state of Washington requires Initial Level Certification to qualify for employment in the public school system. The School of Social Work and Human Services offers practica at all sites to prepare students for work as a school social worker.

Certificate in Public Administration for Social Workers—Contact: PADM Director at 509-358-2248

This 12 credit certificate provides interested students with content in: Planning and Budgeting, Grant Writing, and Personnel Management. The Three courses provide elective credit to the M.S.W. degree. Students may also take related courses in Public Administration without pursuing the certificate.

M.S.W./M.P.A. Dual Degree Program—Contact: Larry Luton, Public Administration Director at 509-358-2248

More comprehensive than a Certificate, this cooperative degree option allows students to prepare for professional employment in both social work and public administration. Interested students are encouraged to review the catalog descriptions in Public Administration to get an overview of the coursework in this field.

Certificate in Health Services Administration—Contact: Dr. Mary Ann Keogh-Hoss at 509-358-2263

This 20 credit certificate is for students with an interest in the health related aspects of professional social work practice. The certificate includes course work on US Healthcare Systems, Health Reimbursement, and an additional course related to the student’s area of interest. Separate application is required.

Center for Studies in Aging—Contact: Dr. Maria Hernandez-Peck at mpeck@mail.ewu.edu

The Center provides students an opportunity to focus their course work and practicum experience in the growing area of practice with older adults. Many of the community-based internships offer a stipend to qualified students. The Center sponsors a Scholar-in-Residence and has established strong community and organizational linkages to develop programs that better meet the needs of our aging population.

M.S.W./J.D. Degree—Contact: Dr. Melissa Lavitt at mlavitt@mail.ewu.edu

Offered in collaboration with Gonzaga University Law School, students complete the requirements of both professional programs. Approximately 12 credits are counted toward both programs of study. In consultation with advisors in law and social work, students are placed in practica that address the legal and psychosocial needs of vulnerable clients. Integrative seminars allow students to better identify points of intersection of social work and the law, and how practice in one field can enhance work in the other.

Student Organization

The social work graduate student organization is recognized by the University as an established student organization and, as such, may request funding from the Associated Students of EWU to sponsor additional educational endeavors, e.g., workshops, guest speakers. Graduate students are encouraged to become members of School of Social Work and Human Services committees and other University and community committees and organizations.
**Social Work Courses**

**Terms Offered**  If no terms are indicated, check with department or quarterly Course Announcement.

**SOWK 273**  Introduction to Social Work  (5)
FALL/SPRING
Prerequisite: Successful completion of English 201 or its equivalent.
Explores the history of social work and social welfare in the United States. Introduces values and ethics in relation to social work practice. Provides an understanding of social work interventions in relation to issues of social justice, oppression, and discrimination.

**SOWK 310**  Human Identity  (4)
Prerequisites: Social Work major; junior standing and ENGL 301 or equivalent or permission of the Director of Social Work.
FALL
Human Identity explores human uniqueness. The course considers whether human characteristics are genetic or learned. It investigates the nature of human self-perception and self-expression, and it studies the human sense of morality. Faculty interest and preparation determine the emphasis in each particular class, but all 310 classes draw from various modes of expression such as non-fiction, fiction, poetry, music, dance and visual art. All classes emphasize writing, collaboration and different forms of public speaking.

**SOWK 378**  Human Behavior in the Social Environment I  (4)
FALL
Prerequisites: SOWK 310 recommended; SOWK 273 or currently enrolled.
Employs a systems framework for using biopsychosocial research findings, theories and related knowledge to understand the development and behavior of individuals and families. Examines the reciprocal influences of culture, social injustice, poverty and related phenomena on development and behavior. Critically assesses the related research.

**SOWK 379**  Human Behavior in the Social Environment II  (4)
WINTER
Prerequisite: SOWK 378.
A continuation of the approach to understanding the biopsychosocial influences on development and behavior taken in SOWK 378.

**SOWK 395**  Experiential Learning (elective)  (1-15)
FALL/WINTER/SPRING
Coordinated through the Internship Office. Prerequisite: Prior permission of the instructor.
Individualized learning and career development through an off-campus internship. Designed to help students develop beginning knowledge of agency work. Does not substitute for Field Practicum but gives added preparation to students with minimal work experience.

**SOWK 399**  Special Studies and Programs (electives)  (1-15)
FALL/WINTER/SPRING
Prerequisite: Permission of the instructor.

**SOWK 448**  Gay and Lesbian Issues for the Social Work Practitioner  (3)
Prerequisite: ENGL 201 or permission of the instructor.
Designed to assist professionals who may encounter lesbian, bisexual, gay, and transgendered individuals as clients. The course educates and suggests counseling approaches helpful to gays and lesbians and explores available support systems. (Cross-listed WMST 448)

**SOWK 450**  Women and Social Reform  (3)
FALL/WINTER/SPRING/ SUMMER
Prerequisites: Upper-division standing, ability to handle 400/500-level analysis, writing, and seminar participation.
Activities and accomplishments of women working toward social change. Strategies and tactics of organizing communities and society that have been to improve the status of women and other disadvantaged groups. Reform movements, issues, or actions covered include suffrage, abolition, neighborhood development, ERA and unionization. Current issues and organizational realities and responses for women in society. (Cross-listed WMST 450)

**SOWK 451**  Women in Administration  (3)
FALL/WINTER/SPRING/ SUMMER
Prerequisites: Upper-division standing, ability to handle 400/500-level analysis, writing, and seminar participation.
The course focuses on study of the barriers to women in their efforts to function or advance in administrative roles. The social, economic and cultural bases for the barriers are analyzed. Strategies to reduce resistance to the advancement of women, based on concepts of organizational change, participatory management, and feminist philosophy are presented. Some emphasis is placed on the interaction of racism and sexism and the special impacts on minority women.

**SOWK 452**  Gender and Sexual Assault  (4)
Prerequisite: ENGL 201.
This course addresses contemporary concerns about sexual assault, primarily, but not exclusively, against women. Feminist perspectives on gender socialization and sexual violence provide frameworks for understanding personal and societal responses to sexual violence. Dynamics of trauma and recovery, treatment, prevention and change strategies will be discussed. (Cross-listed WMST 452)

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

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

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

**SOWK 458**  Perspectives on Death and Dying  (3)
FALL/WINTER/SPRING/ SUMMER
Prerequisite: AGST 310 or prior permission of the instructor.
This course is designed to assist students in the helping professions who wish to work with the terminally ill. Focus will be on an increased ability to deal with one’s own mortality; the development of beginning skills for working with the terminally ill and their families; an understanding of the complex social system which surrounds death in modern America; as well as the current moral, ethical, and philosophical issues in the field. (Cross-listed AGST 458)

**SOWK 459**  Methods I Social Work Engagement and Assessment  (4)
FALL
Prerequisites: SOWK 310 recommended, and concurrently enrolled in SOWK 273 and SOWK 378.
Relationship building skills emphasized to gather and interpret biopsychosocial data on the interactions between individuals and families and their environments. Emphasizes culturally competent, strengths-based and systems oriented assessment. Demonstrates how social work values and the generalist perspective guide assessment. Explores role of self in helping process.

**SOWK 460**  Methods II Practice with Individuals and Families  (4)
WINTER
Prerequisite: SOWK 460
Applies the assessment information obtained in 459 to social work interventions with individuals and families. Emphasizes culturally competent interventions which build on strengths and resources in multiple environments. Continues examination of self in role of change agent.

**SOWK 461**  Methods III Practice with Groups and Teams  (4)
SPRING
Prerequisites: SOWK 460, 461.
This course differs from 461 in terms of focus and the social work methods taught. Values, use of self, cultural competence, strengths and resources continue to be important practice skills within this new context. Critical thinking and effective communication are additional focus for knowledge and skill development.

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SOWK 463
Methods IV Social Work Case Management (4)
FALL
Prerequisites: 460, 461, 462.
How to piece together a unified service response to a consumer in a political and economic context that shapes a fragmented, competitive and incomplete service system. How to understand and respect the dignity of consumers and colleagues when orchestrating and managing divergent perspectives, needs and interests. This course differs from the previous methods courses in its focus on knowledge and skills related to case management.

SOWK 468
Research I-Research Methods for Social Work (4)
SPRING
Prerequisite: SOWK 273.
Prepares students to evaluate research findings for social work practice and to design and carry out basic research procedures.

SOWK 469
Research II-Data Analysis for Social Work (4)
FALL
Prerequisite: SOWK 468, MATH 104. MATH 115 recommended.
Descriptive and inferential statistics are included. Students are introduced to software for data analysis.

SOWK 470
Social Policy Analysis (5)
WINTER
Prerequisite: SOWK 273.
Introduction to social policy analysis and the social policy process. Examines various policies and processes of social legislation in terms of their impact on social service programs.

SOWK 471
Human Rights and Women’s Rights (4)
Prerequisite: ENGL 201 or permission of the instructor.
Examines the history of human rights and dignity, the United Nation as framework, human rights of women (violence against women, health, housing, education), children’s rights, and approaches to achieving social justice, locally and globally. (Cross-listed WMST 471)

SOWK 480
Practicum Seminar I (1)
WINTER
Prerequisite: SOWK 482 taken concurrently; Social Work major; cum GPA of 2.7 in social work courses; no remaining incompletes in social work courses.
Integrates classroom knowledge and skills with real world social agency tasks and processes student experiences in the practicum. Emphasis on application and fit of social work values and critical thinking in the real world.

SOWK 481
Practicum Seminar II (1)
SPRING
Prerequisite: SOWK 483 taken concurrently; Social Work major; cum GPA of 2.7 in social work courses; no remaining incompletes in social work courses.
Integrates classroom knowledge and skills with real world social agency tasks and processes student experiences in the practicum. Because the student will be asked to perform different tasks at this stage in practical learning, the content of the seminar will likewise change. Continued emphasis on application and fit of social work values in the real world.

SOWK 482
Block Practicum I (8)
WINTER
Prerequisites: Social Work major; cumulative GPA of 2.7 in social work courses. No remaining incompletes in social work courses.
In Block Practicum I, students integrate course work in a practice setting. In a social work agency, students, agency field instructors, and faculty field instructors plan activities which support the development of generalist skills as specified in individualized learning contracts.

SOWK 483
Block Practicum II (7)
SPRING
Prerequisites: Social Work major; cumulative GPA of 2.7 in social work courses. No remaining incompletes in social work courses.
In Block Practicum II, students integrate course work in a practice setting. In a social work agency, students, agency field instructors, and faculty field instructors plan activities which support the development of generalist skills as specified in individualized learning contracts.

SOWK 490
Social Work Senior Capstone (4)
SPRING
[meets senior capstone university graduation requirement.]*
Prerequisites: Senior standing and Social Work as a declared major.
The educational goal is to further develop students’ applied knowledge and skill in the domains: critical thinking, cultural competence, multidimensional thinking, civic mindedness, professional identity, problem solving, working in teams, integrative thinking and contextual thinking, including the ability to understand how smaller regional problems are related to larger societal problems, beginning with critical thinking. This will be achieved by focusing on projects related to a practicum issue which also has national significance. Students will demonstrate their creativity in the selection of these projects.

SOWK 492
Child Welfare Programs and Services (5)
FALL/WINTER/SPRING/SUMMER
The function and purposes of child welfare programs, public and private; child welfare legislation; trends in child welfare services. Elective.

SOWK 497
Workshops, Short Courses, or Conferences (1-5)
FALL/WINTER/SPRING/SUMMER
Short duration programs of contemporary significance in societal-cultural behavior areas. The range and scope of topics are essentially interdisciplinary, and students from all academic areas are eligible to participate. Elective.

SOWK 498
Departmental Seminar (1-5)
FALL/WINTER/SPRING
May be repeated once for credit. Readings and evaluations in contemporary issues in social welfare. Elective.

SOWK 499
Directed Study (1-5)
FALL/WINTER/SPRING
Prerequisite: Permission of the instructor. Independent study in selected areas of social work. Open to seniors and graduate students. Elective.

SOWK 525
Research Methods for Program and Practice Evaluation (4)
SPRING
Prerequisites: 525, 530, 581 and 4 credits of 695; or 560
Advanced Standing Seminar
Continues applied research projects through the processes of data collection, data analysis, and presentation and dissemination of research findings. Involves work with data in order to understand the logic of social work programs, and to understand statistical concepts, data analysis, and the use of statistical programs and computer graphics for the presentation of information in agency and community settings.

SOWK 530
Organizational and Community Contexts of Practice (4)
FALL/WINTER/SPRING/SUMMER
This course explores the nature of community organizations and social service delivery systems and their relationships to other community systems. Attention is given to understanding the dynamics of power, economics, politics, and social policies impacting the life of organizations and communities. Students are introduced to ways of assessing organizations and communities with a particular emphasis on community collaborative networks and partnership projects that impact direct service delivery for at-risk populations in urban and rural contexts.

SOWK 531
Societal Context of Practice (4)
The impact of the political economy on the social welfare system and the pursuit of social justice is the focus of this course. Students engage in research projects related to the social welfare system and the pursuit of social justice.

SOWK 532
Foundations of Professional Social Work Practice (4)
This course provides a framework for understanding the mission and purpose of social work practice, the historical roots and ethical foundations for the profession, and emerging themes and models of practice. The course highlights required knowledge bases and skills, and the specific roles in day-by-day professional practice. Cultural competence as an essential element of practice is also emphasized. The course introduces students to the challenges of graduate social work education and to the professional culture of social work, typified by NASW, its professional organization.

SOWK 533
Social Work Assessment and Practice with Individuals and Families (4)
Examine individual and family intervention within American social systems across ethnic, social, class and gender differences. Students learn effective strengths-based interviewing processes with individuals and families and build communications skills. The organizing framework for intervention is ecological systems and a strengths perspective. Current practice models that incorporate the organizing framework are reviewed for their application to specific problem situations.
SOWK 540
Human Development in Contemporary Environments (4)
Research and helping about contexts and interactions influencing human development over the life course. Emphasis on understanding life course development in oppressed, vulnerable, and underserved populations. Critical reflection is paid to the use and limits of research and theory in relation to these populations.

SOWK 541
Social Work Practice in a Diverse Society (4)
For purposes of this course, diverse populations refer to racial/ethnic groups; however, other diverse groups are discussed. After brief descriptive materials are presented for each population, the course emphasizes the development of a knowledge base and skills for working with diverse populations at both the direct practice and macro levels. A primary critical skill is the examination of one's own attitudes and values. Models of practice with diverse populations are presented for comparative purposes.

SOWK 550
Social Work Intervention and Evaluation with Individuals and Families (4)
This is the second of a two-course sequence focused on the intervention, ongoing assessment and the termination and evaluation phases of the helping process. This course provides both didactic and experiential learning experiences relative to communication skills, counseling and therapy skills, and termination and practice evaluation strategies.

SOWK 554
Clinical Aspects of Human Sexuality (3)
From the time of conception, there are forces continuously shaping our sexuality. This course has been developed to assist participants to develop skills to work with people as sexual beings. Self assessment by each person with regard to his/her own values should occur throughout the course. Sexual functioning and a variety of conditions affecting sexual functioning will be explored. It is intended that participants will complete this course with the basic knowledge, attitudes and skills to deal with sexual questions and concerns of clients. Course content will include: (1) basic issues in sexuality; (2) sexuality throughout the lifespan; (3) anatomy and physiology of the sexual response cycle; (4) sexual alternatives; (5) sexuality in illness and disability; (6) sexual dysfunctions; and (7) treatment issues.

SOWK 555
Conflict Management (3)
An analysis of the dynamics of conflict resolution from one-on-one communication to mediation and negotiation to global/international efforts toward peace.

SOWK 556
Crisis Intervention (3)
All persons working in the field of human services and allied fields will work with clients and colleagues who have dealt with stress, stress which may push the individual or family into a crisis state. This course teaches some of the key dynamics of the person in crisis. A significant part of the course focuses on intervention including theory underlying practice. The course covers the following: crisis theory, crisis intervention strategies, prevention programs. Special attention will be paid to child abuse, suicide, HIV/AIDS, family violence, worker stress, burn out, and prevention.

SOWK 557
Biopsychosocial Bases for Human Development (4)
This course focuses primarily on the biopsychosocial aspects of human development. Biopsychosocial development is defined as including heredity, physical traits and diseases, neurological functioning and disorders, and sexual functioning and the reciprocal relationships between biopsychosocial development and social contexts—the meanings of gender, sexual orientation, and disability in society. The course is designed to help students gain familiarity with human physical systems, to identify their functions and to understand the implications of dysfunction. The course will also focus on disability issues and the effects of living with a disability. Students will be able to critically analyze the biopsychosocial and cultural implications of physical functioning in people’s everyday lives and apply this understanding to professional practice.

SOWK 558
Gay/Lesbian Issues for the Social Work Practitioner (3)
This course is designed to assist professionals who may encounter lesbians and gay men as clients. Students in the course will be encouraged to deal openly with their feelings and attitudes about homosexuality. Class members will be allowed to explore their motivations and resistance to working with this client group and those hostile to them, and will be helped, where possible, to resolve blocks to effective social provision. The course is designed to educate and to suggest counseling approaches that might be most helpful to gays and lesbians, and to explore available support systems. Issues that will receive special attention include health, problems of rural lesbians and gay men, the aging, child welfare, homophobia, the “coming out” process and societal attitudes toward gays and lesbians.

SOWK 559
School Social Work and School Law (3)
Prerequisite: Bachelor’s degree.
This course will review Federal and State legislation as well as local policies which affect the role of the social worker in the public school. We will review how the school system functions as a part of our total society. The course will describe how social work knowledge, skills, and values provide an ecological approach to preventive, crisis, and remedial care for school children and their families.

SOWK 560
Topics of Social Work Practice (1-6)
Selected and variable content around topics related to social work and social welfare.

SOWK 562
Processes of Social Work Practice (1-5)
Selected and variable content on processes employed in social work practice.

SOWK 563
Brief Interventions (4)
Prerequisites: 525, 530, 581 and 4 credits of 695; or 560 Advanced Standing Seminar.
This course is designed to help students to integrate a cognitive and practical understanding of brief intervention strategies within their practice with individuals, couples, and families. Content areas include an overview of the theoretical base of the solution-focused model of intervention, the professional debate regarding the use of the short-term model, and the potential benefits of its application in the health-care reform environment.

SOWK 564
Issues of Social Work Practice (1-6)
Selected and variable content dealing with social work and social welfare issues.

SOWK 565
Family-Centered Practice with Populations At-Risk (4)
Prerequisites: 525, 530, 581 and 4 credits of 695; or 560 Advanced Standing Seminar.
Provides students with advanced direct practice knowledge and skills for work with populations at-risk in the context of families. Students are introduced to strategies for family-centered practice that are derived from ecological systems, developmental, behavioral, intergenerational, and cognitive practice traditions. Core concepts emphasized in the course include respect and support of family decisions, collaborative problem-solving, strengths orientation, flexibility of approach, family empowerment, and support for families in their caregiving role.

SOWK 566
Supervision (4)
Prerequisites: 525, 530, 581 and 4 credits of 695; or 560 Advanced Standing Seminar.
This course develops knowledge and skills required in supervisory practice. Supervisors play a key role in the provision of services to populations at-risk. They are responsible for ensuring that effective, culturally responsive and empowerment-based service delivery is supported at the organizational level and provided by staff to clients. Students in the course gain knowledge of the situational leadership and supervisory development models, and the administrative skills for planning, executing, monitoring, and evaluating programs and activities of staff.

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SOWK 567  
**Practice with Persons with Persistent and Pervasive Service Needs (4)**  
Prerequisites: 525, 530, 581 and 4 credits of 695; or 560 Advanced Standing Seminar.  
This course provides students with advanced direct practice knowledge and skills for work with individuals and families with longer-term service needs across a variety of social work settings. Students examine specific strategies and techniques for direct practice provided by the ecological systems, behavioral, and cognitive practice traditions and learn to use several assessment paradigms as they apply to service consumers with persistent and pervasive service needs. Students are required to apply appropriate assessment procedures and plan effective intervention strategies and techniques under supervision; in class and through practicum-based assignments.

SOWK 568  
**Proseminars in Social Welfare Policies and Programs (4)**  
Prerequisites: 525, 530, 581 and 4 credits of 695; or 560 Advanced Standing Seminar.  
Advanced seminars on current policy and program developments in contemporary areas of social welfare which impact populations at-risk, including health care, aging, mental health, and services to children and families. Seminars provide research and theory pertaining to social problems and institutional responses. Three domains of institutional response—legal, professional, and program—receive attention.

SOWK 570  
**Theories of Family Counseling and Therapy (3)**  
An introduction to theory, perspectives, procedures, and historical development of family counseling and therapy. (Cross-listed CEDP 570)

SOWK 571  
**Family Counseling and Therapy Intervention Techniques (3)**  
Laboratory in family assessment and change techniques. Students assess simulated or actual family situations, plan intervention strategies, and apply family therapy techniques in the laboratory setting. (Cross-listed CEDP 571)

SOWK 575  
**Advanced Social Work Practice with Children and Adolescents (4)**  
OFFERED ONCE OR TWICE YEARLY, DEPENDING UPON STUDENT INTEREST  
Prerequisites: SOWK 532, 533 or consent of the instructor.  
Advanced practice strategies and techniques for current problems facing children, youth and families. Students will apply assessment paradigms to case situations and design appropriate intervention strategies based on contemporary practice theory. Direct practice knowledge and skills will be evaluated through experiential and written assignments.

SOWK 576  
**A Systems Approach to Substance Abuse (3)**  
Application of the ecological-systems perspective to the substance abuse field. Emphasis on an examination of the reciprocal interaction between the individual substance abuser and the various systems that impact addiction, treatment, and recovery. Systems will include biological/genetic, family, community, economic, and cosmos/spiritual frameworks, as well as special population issues such as gender, race/ethnicity, age groups, and dual diagnoses. The content of the course will draw heavily on current research in the substance abuse field. The process will emphasize critical thinking and analysis of the current controversies in the substance abuse field.

SOWK 577  
**Clinical Social Work Assessment (3)**  
Examination of the assessment skills required for professional social work practice in mental health and other professional settings. Application of mental health diagnosis and clinical assessment techniques to case situations.

SOWK 578  
**Personal and Professional Issues in the HIV/AIDS Epidemic (4)**  
It has been twelve years since the first medical reports were published identifying patterns of extraordinary illnesses that we now know as HIV/AIDS. The epidemic is world-wide. We will explore its brief history; analyze social changes precipitated; study the biology of human immunity; consider the development and delivery of social services; critique models of prevention education; read case studies of case management of people with AIDS; develop skills in comprehensive psychosocial assessment; examine the implications of HIV as a chronic disease; and reflect on our own feelings, values, and attitudes which HIV/AIDS has challenged.

SOWK 579  
**Gender and Sexual Assault (4)**  
This course addresses contemporary concerns about sexual assault primarily, but not exclusively against women. Theories about the sociocultural context of gender socialization and other explanatory theories will provide a framework for understanding personal and societal responses to sexual violence. The course will survey all forms of sexual violence and discuss dynamics of trauma and recovery. Treatment approaches will be discussed as well as the importance of prevention and change strategies on both the personal and the societal level.

SOWK 581, 582, 583, 584  
**Integrative Seminar I, II, III, and IV (1 each)**  
Graded Pass/No Credit.  
Prerequisites: 511, 531, 532, 533, 540, 541, 550, 553, 557. Prerequisites for 582: 581 and 4 credits of 695; or 560 Advanced Standing Seminar.  
This seminar is the forum in which students share, compare, and analyze the field experience and participate in learning activities focused on application of curriculum content to practice. It is designed to assist in the integration process, to provide support for students in discussion of practice issues and learning experiences, and to engage students in utilizing course content to enhance their professional practice.

SOWK 596  
**Experimental Course (1-5)**

SOWK 597  
**Workshops (1-5)**  
Note: Workshop credit cannot be used to fulfill graduate degree requirements.

SOWK 599  
**Independent Study (1-5)**  
Students take intensive and independent study of some special area in social work or social welfare.

SOWK 600  
**Thesis (1-15)**  
Elective course.

SOWK 601  
**Research Project (1-15)**  
Individually supervised research work.

SOWK 695  
**Practicum (2-4)**  
Graded Pass/No Credit.  
Prerequisites: 531, 532, 533, 540, 541, 550, 553, 557; or 560 Advanced Standing Seminar.  
A total of 16 credits distributed over 4 quarters in the full-time program and over 4 or 5 quarters in the part-time programs. Students in practicum utilize the agency setting for integration of course work knowledge and for the development of professional practice skills. The placement agency is the laboratory for the application of classroom learning. Practicum is a supervised experience which allows students to learn to use supervision as a professional development process and to receive feedback concerning their professional functioning.
SOCIETY

College of Social and Behavioral Sciences
Dale Lindekugel, Chair
314 Patterson Hall
(509) 359-2335

B.A.
Minor
Faculty: S. Chabot, P. Elkind, T. Hechtman, P. Lam, D. Lindekugel, S. Wright

UNDERGRADUATE PROGRAMS

Sociology may be defined as the scientific study of human society and the social interactions which emerge among people. Sociology seeks to develop a body of interrelated scientific propositions or generalizations that explain social behavior in holistic terms. Its basic goal is to understand how human beings fit their activities together into a system of stable (and sometimes unstable) social arrangements. As such, sociology focuses on the groups, organizations, institutions, and communities which make up the larger society; Sociology seeks to place society in the international setting of today’s changing world. More importantly, it helps us to understand the relationships among these various social units, and the implications of these relationships for order and change.

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

Bachelor of Arts (B.A.)

Sociology Major (74-84 credits)

Within the bachelor of arts degree, the Department of Sociology and Criminal Justice offers a program in Sociology, blending career education and the liberal arts. The education goal is not to train students; neither is the goal to educate students solely in sociology. Rather, the goal is to use the discipline as a way to critically synthesize what is learned in a liberal arts program. The program envisaged here provides a general background which will enable the student to move into a variety of career paths, while retaining the opportunity for particular specializations within sociology and thematically related disciplines.

The Department of Sociology and Criminal Justice believes that a university must educate broadly to enrich both career and life. Accordingly, students in the Sociology program will complete social science foundation courses, as well as core disciplinary courses. In order to assist students as they move into a variety of career paths, students will also complete an interdisciplinary certificate or course work in an approved area of specialization.

Required Courses

<table>
<thead>
<tr>
<th>Introduction</th>
<th>5 credits</th>
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<tr>
<td>SOCI 101 Introduction to Sociology (5) or SOCI 361 General Sociology (5)</td>
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Social and Behavioral Science Foundation Courses

| CSBS 310 Foundations of Social and Behavioral Science Theory (5) or SOCI 331 Classical Sociological Theory (5) |
| CSBS 320 Introductory Statistics for the Social Sciences (5) |
| CSBS 330 Integrated Social Science Methods (5) or SOCI 357 A Methodology for Social Research (5) |

Disciplinary Core

| SOCI 351 Social Stratification (5) |
| SOCI 365 Sociology of Deviance (5) |
| SOCI 481 Social Psychology (5) |

One course from Institutions/Organizations, student to choose:

| SOCI 350 American Community Structure (5) or SOCI 362 Sociology of Politics (5) or SOCI 370 Sociology of the Family (5) or SOCI 472 Sociology of Religion (5) or SOCI 479 Medical Sociology (5) |

Total introduction credits 5 credits
Total social and behavioral science foundation credits 15 credits
Total disciplinary core credits 29 - 30 credits
Total interdisciplinary certificate or specialization credits 20 - 29 credits
Total discipline-based capstone/thesis credits 5 credits
Total credits for above Major 74 - 84 credits

Note: SOCI 101 recommended for lower-division (freshman/sophomore) students and SOCI 361 recommended for upper-division (junior/senior) students. Credit cannot be earned for both 101 and 361.

Minor

Sociology Minor (15 credits)

Required Courses

| SOCI 101 Introduction to Sociology (5) or SOCI 361 General Sociology (5) |

Electives

Select from upper-division sociology courses

Total required credits 5 credits
Total elective credits 10 credits
Total credits for above Minor 15 credits

Note: SOCI 101 recommended for lower-division (freshman/sophomore) students and SOCI 361 recommended for upper-division (junior/senior) students.
Sociology Courses

Terms Offered: If no terms are indicated, check with department or quarterly Course Announcement.

SOCI 101
Introduction to Sociology (5)
FALL/WINTER/SPRING
(satisfies the GE CR for social sciences, list 2, anthropology, geography, psychology, and sociology.)
Explores the concepts, principles, and theories of sociology. Sociology seeks to develop a body of interrelated scientific propositions or generalizations that explain social behavior in non-psychological terms. Its basic goal is to understand how human beings fit their activities together into a system of stable (and sometimes unstable) social arrangements.

SOCI 263
Social Problems (5)
FALL/WINTER/SPRING
(satisfies international studies university graduation requirement.)
An overview of major perspectives on social problems and a demonstration of their relevance for contemporary issues. Topics may include poverty, racism, sexism, aging, alienation, colonialism and the Third World, human ecology, crime, deviance and the law.

SOCI 290
Introduction to Student Services (2)
FALL
Graded Pass/No Credit.
Prerequisite: Must be admitted as an ambassador.
A history of the University and campus. An overview of the University curricula and range of student services with emphasis on the development of leadership and communication skills. Lab.

SOCI 299
Special Studies and Programs (1-5)
FALL/WINTER/SPRING/SUMMER
Prerequisites: Prior permission of the instructor and the department chair.

SOCI 300
Organizational Change (5)
Improving the effectiveness of agencies and voluntary organizations through programs of planned change.

SOCI 301
Crime and Society (5)
FALL
Prerequisite: SOCI 101.
Provides an introduction to the field of criminology, including descriptions and explanations of crime and efforts to control it. Topics include theories of crime causation, measurement of crime, criminal law, the criminal justice system, and street, victimless, white collar, political and corporate crime.

SOCI 320
Race and Ethnic Relations: Global Perspectives (5)
FALL/WINTER/SPRING/SUMMER
(satisfies cultural and gender diversity university graduation requirement.)
Prerequisite: SOCI 101 or 361.
A socio-structural analysis of the bases of oppression of minority groups in society. The course deals with economic, political and cultural factors involved in the emergence and perpetuation of racism/ethnocism in the United States and around the world.

SOCI 321
Sex and Gender (5)
FALL/SPRING
(satisfies cultural and gender diversity university graduation requirement.)
Prerequisite: SOCI 101 or 361.
A sociological analysis of differences and similarities between women and men. Examines the impact of gender ideologies of individual identity and social and political arrangements (especially instances of stratification and inequality). Also considers how changes in the gendered nature of society (e.g., socioeconomic organization, socialization, sexuality) occur. (Cross-listed WMST 321)

SOCI 331
Classical Sociological Theory (5)
FALL/SPRING
Prerequisite: SOCI 101.
Establishes the nature and requirements of sociological explanation. Identifies main currents of preclassical social thought. Explains, discusses and evaluates classical systems of sociological theory.

SOCI 350
American Community Structure (5)
WINTER
Prerequisite: SOCI 101.
Comparisons and contrasts of rural and urban environments; interaction, independence, and dominance of community structures; changing models and styles of living. Opportunities for individual research.

SOCI 351
Social Stratification (5)
SPRING
Prerequisite: SOCI 101.
Course investigates class structures, stratification systems, and social mobility in contemporary American society.

SOCI 352
Introduction To Social Statistics (5)
FALL/WINTER/SPRING/SUMMER
Prerequisite: SOCI 101.
A survey of statistical methods and techniques used in social science research.

SOCI 353
A Methodology for Social Research (5)
FALL/WINTER/SPRING
Prerequisite: SOCI 101.
This course seeks to realize two complementary objectives: First, to acquaint you with the origins of sociological inquiry and the variety of styles and logical systems which shape such research; secondly, to demonstrate the nature of the research techniques which follow.

SOCI 355
Population, Reproduction and Resources (5)
FALL
Prerequisite: SOCI 101.
Examines the conditions under which deviance as a social reality emerges, develops, and changes over time. Typical concerns are the process of social typing; official responses to deviances; managing the deviant identity; and the role of bureaucracies and social class in promoting deviance as a political construction.

SOCI 360
Sociology of the Family (5)
WINTER/SUMMER
Prerequisite: SOCI 101.
A consideration of family structures, cultures, and interactions, changing family patterns, and contemporary family debates. (Cross-listed WMST 376)

SOCI 361
General Sociology (5)
WINTER/SUMMER
Not open to lower division students without departmental permission. Credit may not be counted in both SOCI 101 and 361.
A course in principles of sociology intended primarily for upper division, fifth-year and graduate students.

SOCI 362
Sociology of Politics (5)
FALL/WINTER/SPRING/SUMMER
Prerequisite: SOCI 101.
Analyzes causes and consequences of the distribution of power within and between societies and with the social and political conflicts which lead to changes in the distribution of power.

SOCI 363
Sociology of Deviance (5)
FALL
Prerequisite: SOCI 101.
Examines the conditions under which deviance as a social reality emerges, develops, and changes over time. Typical concerns are the process of social typing; official responses to deviances; managing the deviant identity; and the role of bureaucracies and social class in promoting deviance as a political construction.

SOCI 368
Population, Reproduction and Resources (5)
FALL
Prerequisite: SOCI 101.
Major qualitative and quantitative problems and trends in human population and consideration of social factors which influence their composition. From a global perspective, this course also addresses the issues of population(s)—resource balance or imbalance.

SOCI 370
Sociology of the Family (5)
The African American Family as a social system influenced by institutions of the larger American society. (Cross-listed AST 320)

SOCI 377
Alternatives to Domestic Violence (2)
FALL/WINTER/SPRING
Prerequisite: SOCI 101.
Analyzes theories relevant to issues of domestic violence in their historical, legal, and cultural contexts. Therapeutic interventions are explored. (Cross-listed WMST 377)

SOCI 399
Special Studies and Programs (1-5)
FALL/WINTER/SPRING/SUMMER
Prerequisites: Prior permission of the instructor and the department chair.

SOCI 441
Culture, Society, and Personality (5)
Prerequisites: At least five hours each in sociology, anthropology, and psychology, SOCI 101.
Synthesis of research, theory, and methodology concerning basic behavioral and interactional concepts of culture, society, and personality. (Cross-listed ANTH 441)
Environmental Sociology (5) 

FALL

Prerequisite: Junior standing and permission of the instructor.

Environmental Sociology is the investigation of the relationships between the social organization/structure of human societies and their environment, both natural and constructed. It considers the trade-offs between production and conversation. The environmental movement is explored in this course.

SOCI 443 Social Impact Assessment (5) 

WINTER

Prerequisite: Junior standing and permission of the instructor.

Social Impact Assessment is a hands-on applied methods course. Employing the study of environmental sociology, this course provides students with experience assessing the social consequence of technological changes.

SOCI 452 Juvenile Delinquency (5) 

SUMMER

Prerequisite: SOCI 101 (freshman/sophomore) or 361 (junior/senior).

Provides an in-depth examination of the phenomenon of juvenile delinquency. Included in the examination are analyses of types of delinquency, measurement of delinquency, theories of delinquency causation, and the juvenile justice system. Includes field trips and class visitations from professionals who work with juveniles.

SOCI 455 Criminology (5) 

SPRING

Prerequisite: SOCI 101 (freshman/sophomore) or 361 (junior/senior).

Provides an in-depth inquiry into crime and criminalization. Course places particular emphasis on the social context within which these phenomena occur.

SOCI 458 Sociology of Institutional Corrections (5) 

WINTER

Prerequisite: SOCI 101.

Provides an inquiry into institutional corrections for both adults and juveniles. Topics include historical development of correctional institutions, programs and practices in correctional institutions, the corrections officer, inmate subculture, and prisonization. Includes field trips to area correctional facilities.

SOCI 459 Sociology of Community Corrections (5) 

WINTER

Prerequisite: SOCI 101.

Provides a sociological examination of correctional programs and practices in non-institutional settings for both adults and juveniles. Topics include program alternatives to institutional commitment, reintegration of offenders after institutionalization, the community corrections officer, and the process of working with offenders. Field trips to area agencies are also included.

SOCI 463 Complex Organizations (5) 

FALL

Prerequisite: SOCI 101 (freshman/sophomore) or 361 (junior/senior) or permission of the instructor.

Analyzes large, complex organizations as a social system. Includes theory related to the emergence and structure of bureaucracy, authority and control, organizational conflict and change, the individual and the organization, and the organization and its environment.

SOCI 465 Contemporary Sociological Theory (5) 

SPRING

Prerequisite: SOCI 101.

Establishes the nature and requirements of sociological explanation. Identifies the classical repertoire of contemporary sociological theories. Explains, discusses and evaluates contemporary systems of sociological theories.

SOCI 470 Social Change (4) 

SPRING/SUMMER

Prerequisite: SOCI 101.

Analyzes theories of social and cultural change; processes, characteristics, and conditions of change in large social systems; differential rate of change; the impact of change on man and his institutions.

SOCI 471 Sociology of Work (5) 

SPRING

Prerequisite: SOCI 101 (freshman/sophomore) or 361 (junior/senior).

A sociology of knowledge approach to work that examines ways in which much of the conflict that characterizes the world of work arises from differing realities that individuals and groups construct. Also examines the major location of work, organizations, and the way work can be organized as a result of images held and the impact this organization has on the construction of reality.

SOCI 472 Sociology of Religion (5) 

Prerequisites: SOCI 101 or advanced standing in department program.

Investigates religious institutions in society in terms of their structure, function, and change.

SOCI 479 Medical Sociology (5) 

FALL

Prerequisite: SOCI 101.

The social impact of disease and illness in human groups, including the definition and measurement of disease, response to illness, doctor-patient interaction, role of medical and paramedical professionals and a study of medical care institutions and systems.

SOCI 481 Social Psychology (5) 

WINTER

Prerequisite: SOCI 101.

An analytic approach to the social-psychological consequences of social structure. Focal concerns may include alienation, anti-psychotherapy, personality and social class, role behavior, and socialization.

SOCI 482 Identity and Power (5) 

Prerequisite: SOCI 101.

This course is about the relationship between power and identity. Identity can be defined as presentations of the self that facilitate human social interaction and thereby situate individuals in social structures. We will use the concept of “power” to explore how identities are central to various forms of social inequality.

SOCI 483 Sociology of Children (5) 

Prerequisite: SOCI 101 or 361.

Addresses children and childhood from the preschool years through adolescence. Examines historical shifts in the meanings of childhood and the methods used for studying the worlds of children. Explores the theoretical approaches to child development and socialization and how these can be used to understand children’s experiences in different cultural settings and situations. (Cross-listed WMST 485)

SOCI 484 Sociology of Aging (5) 

SPRING

Prerequisite: SOCI 101 (freshman/sophomore) or 361 (junior/senior).

Analyzes demographic and institutional patterns, social roles, policies and various perspectives on aging in the United States and globally.

SOCI 486 Contemporary World Systems (5) 

WINTER

Satisfies international studies university graduation requirement.

Prerequisite: Choice of either SOCI 263 or INST 200.

Course examines contemporary world systems; integration, conflict and change.

SOCI 488 Sociology of Education (5) 

SPRING

Prerequisites: CSBS 310 or SOCI 331 or SOCI 465 and CSBS 330 or SOCI 357.

This class is designed for advanced sociology majors to develop an understanding of the process of doing sociological research in preparation for the senior capstone or to undertake a senior research thesis if so desired. Our goal is integrate theory and methods, thus learning to “do” sociology holistically.

SOCI 490 Senior Capstone: Sociological Practice (5) 

Satisfies senior capstone university graduation requirement!

Prerequisite: SOCI 489 or approval of instructor.

This course is designed to move from a basic understanding of sociological research and practice to more advanced applications in the field. Working as a team and addressing a specific social problem or issue, students will define the problem, carry out research, craft and/or evaluate strategies, and present reports in appropriate formats.

SOCI 491 Senior Thesis (5) 

Satisfies senior capstone university graduation requirement.

Prerequisite: SOCI 489.

The thesis represents a summative assessment of the student’s academic competence in his or her field of study. Students will complete and defend an original research project in the field of sociology.

SOCI 495 Internship (1-5) 

Fall/Winter/Spring/Summer

Supervised field experience aligned with the student’s academic program.

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

Fall/Winter/Spring/Summer

Special short-duration programs of contemporary significance in societal-cultural behavior areas. The range and scope of topics is essentially interdisciplinary and students from all academic areas are eligible to participate.
**SOCI 498**  
Departmental Seminar (1-5)  
FALL/SPRING  
May be repeated once for credit.  
Examination of current research topics in sociology.  
The specific content of the seminar varies according to recent developments in sociology and according to the interests of the instructor.

**SOCI 499**  
Directed Study (1-5)  
FALL/WINTER/SPRING/SUMMER  
Open to senior and graduate students from any department.  
Independent and/or group study in selected areas of sociology.

**SPANISH**  
See MODERN LANGUAGES AND LITERATURES AND PHILOSOPHY.

**TECHNOLOGY**  
See ENGINEERING and DESIGN.

**THEATRE**  
College of Arts and Letters  
209 University Theatre  
(509) 359-2459  
B.A.  
Minors  
Faculty: G. Eugene, E. Evans, D. McLaughlin

**UNDERGRADUATE PROGRAMS**  
The Theatre program offers: The Bachelor of Arts in Theatre, for those who wish to enter the profession or for those who wish to prepare for graduate school. A minor is available. This program is designed to give the student a thorough preparation in all aspects of theatre, with the necessary knowledge and skills and to support any graduate school specialty the major may choose to pursue. The range of elective courses permits the major a small amount of specialization within the curriculum, but the primary intention of the curriculum is to achieve a broad fundamental preparation in theatre, with the belief that specialization is the proper pursuit of graduate study. In addition to classroom studies, the program offers valuable “hands-on” experience in virtually every phase of theatrical production, whether it be acting, directing, singing, costuming, or a myriad of technical and design skills. Each major is expected and required to be available to work on every production in the department’s season.

Each University season is chosen for balance and variety. Productions range from classical to modern in plays and include dance concerts and musical comedy. Plays are produced in the University Theatre, a modern, well equipped plant, opened in 1972.

The Theatre is located in the University’s College of Fine Arts Complex in close proximity to the Music, Art and Electronic Media, and Filmic Arts departments. Students are encouraged to supplement their theatre studies with exploration in other fields in order to better understand theatre as an art form, a field of study in the liberal arts, and as an area of human activity and endeavor with a long history that affects us every day.

Graduates with Bachelor of Arts Degrees are traditionally employed in a variety of careers. Graduates of Eastern’s Theatre Department have become professional actors, dancers, arts administrators and theatre technicians in scenery, lighting, properties and sound design as well as working in public relations, sales, management and OTHER careers which require daily person-to-person contact and effective self-presentation. Recent Eastern graduates have also been successful in being accepted in graduate programs across the country in Theatre and other related fields. Many are also engaged in teaching at the elementary, middle and high school levels.

All theatre faculty participate in and are available for advising with classes and registration.

**General Admissions Requirements for Theatre:** High school graduates and community college transfer students who want to major in theatre should possess high verbal aptitude and effective skills in reading and writing. Moreover, theatre majors should possess an attitude of teamwork, strong self-discipline, and a commitment to hard work for long hours. Previous course work and participation in music, dance, acting, singing, and back stage production is highly desirable, but not mandatory.
Theatre majors must earn a minimum grade of 2.5 in each course counted in the major. Failure to earn at least a 2.5 in any course in the major will necessitate repeating the course. If the course is a prerequisite for advanced course work, it must be repeated successfully before advanced work may be taken.

Theatre Majors must earn a final cumulative GPA of 3.0 in the major for graduation. Required courses in the following programs of study may have prerequisites. Reference the course description section for clarification.

Bachelor of Arts (B.A.)

Theatre Major (81 credits)

This curriculum features a core of what the faculty believes is a body of knowledge each theatre student should possess. It has two additional requirements: (1) a senior project or comprehensive examination, and (2) the requirement that each graduating major has completed at least 12 credits in production balanced between acting in plays and working crews.

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

Required Courses

- THTR 110 Movement and Voice (5)
- THTR 150 Fundamentals of Music/Dance Theatre (3)
- THTR/HUMN 202 Theatre in the Humanities (5)
- THTR 203 Theatre Graphics (5)
- THTR 210 Fundamentals of Acting (3)
- THTR 226 Stage Make-Up (1)
- THTR/HUMN 303 Survey of Theatre History (5)
- THTR 319 Rehearsal and Performance (6)
- THTR 330 Stage Costume (3)
- THTR 336 Stage Lighting (5)
- THTR 340 Scene Construction (5)
- THTR 419 Rehearsal and Performance (6)
- THTR 421 Play Directing (3)
- ENGL 350 Shakespeare (5)
- THTR/HUMN 202 Theatre in the Humanities (5)
- THTR 150 Fundamentals of Music/Dance Theatre (3)
- THTR 110 Movement and Voice (5)

Electives Select from the following

- THTR 250 Music and Dance Theatre II (3)
- THTR 295 University Theatre Internship (1)

Total required credits: 66 credits
Total elective credits: 15 credits
Total credits for above Major: 81 credits

Minors

Theatre Minor (28 credits)

Required Courses

- THTR 110 Movement and Voice (5)
- THTR 150 Fundamentals of Music/Dance Theatre (3)
- THTR/HUMN 202 Theatre in the Humanities (5)
- THTR 203 Theatre Graphics (5)
- THTR 226 Stage Make-Up (1)
- THTR 319 Rehearsal and Performance (2)
- THTR 321 Play Production: Directing (3)
- THTR 330 Stage Costume (5)
- THTR 419 Rehearsal and Performance (1)

Total required credits: 28 credits
Total credits for above Minor: 28 credits

Theatre/Elementary or Secondary Minor (44 - 48 credits)

This minor satisfies the endorsement for Preschool to grade 12.

Required Courses

- THTR 110 Movement and Voice (5)
- THTR 150 Fundamentals of Music/Dance Theatre (3)
- THTR/HUMN 202 Theatre in the Humanities (5)
- THTR 203 Theatre Graphics (5)
- THTR 226 Stage Make-Up (1)
- THTR 319 Rehearsal and Performance (3-5)
- THTR 419 Rehearsal and Performance (3-5)
- THTR 321 Play Production (3)
- THTR 326 Creative Dramatics (3)
- THTR 330 Stage Costume (3)
- THTR 336 Stage Lighting (5)
- THTR 340 Scene Construction (5)

Minimum total required credits: 44 - 48 credits
Minimum credits for above Minor: 44 - 48 credits

Theater Courses

Terms Offered: If no terms are indicated, check with department or quarterly Course Announcement.

THTR 110
Movement and Voice (5)

FALL

Physical and vocal exercise and practice to acquaint the beginning actor with the necessary techniques and discipline for acting.

THTR 203
Theatre Graphics (5)

FALL

The first in a series of courses in technical theatre. Introduction to drafting, blueprint reading, sketching, perspective drawing, rendering in watercolor and model making for theatrical settings, lighting and properties.

THTR 210
Fundamentals of Acting (3)

WINTER

Prerequisite: THTR 110 or prior permission of the instructor. Communication through the visual stimuli: projects in mime and beginning character interpretation on the stage.

THTR 312 Special Skills for Actors (4)
THTR 326 Creative Dramatics (5)
THTR 338 Concepts of Scene Design (2)
THTR 399 Special Studies (1-5)
THTR 409 Foreign Theatre Tour (5)
THTR 410 Period Acting Technique (5)
THTR 412 Acting: The Profession (3)
THTR 422 Production Management (3)
THTR 425 Professional Stage Management (3)
THTR 438 Scene Design (3)
THTR 445 Scene Painting (2)
THTR 495 Field Experience in Theatre (1-15)
THTR 499 Directed Study (1-5)

Total required credits: 66 credits
Total elective credits: 15 credits
Total credits for above Major: 81 credits

THTR 226
Stage Make-Up (1)

WINTER-EVEN YEARS

Lecture and laboratory where the student may learn basic and advanced techniques and principles of straight and character make-up.

THTR 250
Music and Dance Theatre II (3)

A continuation of 150. This course emphasizes audition techniques by coming singing and dancing in musical comedy roles.

THTR 295
University Theatre Internship (1)

FALL/WINTER/SPRING/SUMMER

Internship experience at University Theatre in the scene shop, costume shop, or publicity office.

www.ewu.edu
THTR 303 Survey of Theatre History (5)  
WINTER  
Prerequisite: THTR 202 or upper class standing.  
Surveys the major periods of Western theatre from  
Greek to modern trends. (Cross-listed HUMN 305)

THTR 310 Advanced Acting (3)  
SPRING  
Prerequisite: THTR 210.  
Acting techniques with emphasis on characterization  
and acting styles using scenes from various plays.

THTR 312 Special Skills for Actors (4)  
WINTER  
Prerequisite: THTR 110.  
A practical course in developing special skills for  
actors, i.e., juggling, dialects, theatrical swordplay.

THTR 319 Rehearsal and Performance (1-5)  
FALL/WINTER/SPRING/SUMMER  
Course is repeatable for credit. Prerequisite: Prior  
permission of the instructor.  
Performance on stage in a University Theatre  
production. Amount of credit is determined by role  
played.

THTR 321 Play Production (3)  
FALL-ODD YEARS  
Techniques of producing a play for public  
performance. Methods of selecting scripts,  
casting, rehearsal procedure, and performance  
responsibilities. Elements of the business of  
production, including contractual policies and  
limitations.

THTR 326 Creative Dramatics (3)  
FALL-ODD YEARS  
Prerequisite: Prior permission of the instructor.  
Aims, objectives and role of creative dramatics in  
education; includes participation with children.

THTR 330 Stage Costume (3)  
FALL-EVEN YEARS  
Principles of costumes for the stage. The nature  
and function of this area of production including  
procedures, policies, sources plus historical and  
professional data.

THTR 332 Scene Construction (5)  
FALL  
Prerequisite: THTR 203 or consent of instructor.  
Introduction to style and types of scenery; materials;  
tools; stage mechanics and construction. Three  
lecture hours and two two-hour laboratory sessions  
per week.

THTR 335 Concepts of Stage Design (2)  
SPRING  
Prerequisite: THTR 203 or consent of instructor.  
A study into the preshow production and post-  
show requirements, supervised by a stage manager.  
Includes work description of related department  
heads and the interaction therein, both in academic  
and professional theatre.

THTR 340 Scene Construction (5)  
WINTER  
Prerequisite: THTR 203 or consent of instructor.  
Introduction to style and types of scenery; materials;  
tools; stage mechanics and construction. Three  
lecture hours and two two-hour laboratory sessions  
per week.

THTR 345 Stage Costume (5)  
WINTER  
Prerequisite: THTR 203 or consent of instructor.  
A course in the methods available to the scene  
designer in presenting the design idea.

THTR 350 Music/Dance Theatre III (3)  
SPRING  
Prerequisite: THTR 250.  
A continuation of THTR 250. Emphasis is placed on  
characterization and development of an individual  
performing style in musical theatre roles.

THTR 359 Special Studies (1-5)  
FALL/WINTER/SPRING/SUMMER  
Prerequisite: Prior permission of the instructor.  
Subjects studied vary according to faculty and student  
interests.

THTR 409 Foreign Theatre Tour (5)  
SPRING-ODD YEARS  
To be offered during one quarter in alternating  
years. Prerequisite: Written permission of the  
instructor.  
Theatre study in a foreign country. Students tour  
one or more countries and either perform a play and/or  
see plays produced in that country. Social, economic,  
political and religious customs of the host country are  
studied. Demonstrations, lectures and/or seminars  
by foreign theatre professionals are offered as  
companion studies to productions viewed by students.

THTR 410 Period Acting Technique (3)  
SPRING-EVEN YEARS  
Prerequisites: THTR 110, 210, and 310.  
Discussion and practice of techniques for  
performance in plays from the major periods of  
Western theatre.

THTR 412 Acting: the Profession (3)  
SPRING-ODD YEARS  
Prerequisite: THTR 210.  
An introduction to the “business” of the acting  
profession: agents, unions, contracts and resumes.  
Special segments on auditioning skills and acting for  
the camera.

THTR 419 Rehearsal and Performance (1-5)  
FALL/WINTER/SPRING/SUMMER  
Prerequisite: Prior permission of the instructor.  
Practical experience of working backstage during  
actual stage productions. Amount of credit to be  
determined by work done on the production. Course  
is repeatable for credit.

THTR 421 Play Directing (4)  
WINTER-EVEN YEARS  
Prerequisite: THTR 321 or its equivalent or prior  
permission of the instructor.  
Theory, technique and practice of play direction. Each  
student must cast, organize rehearsals and present  
either a one act play or a substantial scene from a  
full-length play.

THTR 422 Production Management (3)  
FALL/WINTER/SPRING/SUMMER  
Prerequisite: Prior permission of the instructor.  
Management of theatre productions from pre-planning  
through auditions to the closing night of performance  
and strike.

THTR 425 Professional Stage Management (3)  
WINTER  
A study into the preshow production and post-  
show requirements, supervised by a stage manager.  
Includes work description of related department  
heads and the interaction therein, both in academic  
and professional theatre.

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URBAN AND REGIONAL PLANNING

College of Business and Public Administration
Fred A. Hurand, Chair
608 N. Riverpoint, Suite A
Spokane, WA 99202
(509) 358-2230

B.A.
Minor
M.U.R.P.
Faculty: C. Dotson, F. Hurand, W. Kelley, R. Rolland, D. Winchell, G. Zovanyi

Many social, physical, economic, technical, and political issues in society cry out for definition and resolution. Among these are: decline in central cities, deterioration of neighborhoods, inefficient and inequitable taxing and regulation policies, congestion and other problems of accessibility, the impact of growth and change, an erosion of natural resources including water, land, and air, and inefficient or absent human services. Urban and regional planning is one of society’s means for addressing these problems in a creative, positive manner. Planning is a problem-solving profession that is concerned with the forces that influence the quality of life in the neighborhood, city, region, state, nation, and world. Thus, planning provides a unique occupational avenue for those who desire a role in shaping a better future.

The goal of Eastern’s program in Urban and Regional Planning is to train competent professionals for careers in planning. To achieve this goal, the department stresses the acquisition of practical, analytical and organizational skills designed to aid the student in analyzing problems and organizing community activities to help solve problems. The combination of classroom instruction and applied planning field projects develops professional competence and insures that each student has the requisite abilities to function within the profession after leaving the program. The department takes particular pride in having the only accredited undergraduate planning degree in the Northwest and one of only 11 in the nation.

The department is housed in excellent academic facilities at the Riverpoint campus in Spokane and at Isle Hall in Cheney, and has acquired a variety of equipment to support student activities. There are drafting studio facilities, computer terminals, computer labs, a geographic information systems laboratory as well as access to a variety of other resources.

Community Service Information: The department has a long history of providing planning and community development services to urban neighborhoods, towns and cities throughout Eastern Washington through its community service program. This work is conducted either on a contract basis with these communities or through other mechanisms. This work provides students with the opportunity to apply their knowledge and skills in realistic planning settings.

Internships Information: The department maintains an active internship program with local and regional planning agencies throughout the Northwest. Internships are encouraged but not required. An intern gains valuable practical experience while earning credits toward the degree. Credit allocation is determined by the amount of time the student works in the agency.

Awards Program Information: The department conducts an annual awards program to recognize students for work accomplished during their academic careers. These awards include:

- The Frank Schaedigg Scholarship award ($1,000).
- The Washington Chapter APA Scholarship for an undergraduate or graduate student ($2,500).
- William and Elizabeth Rennebohm Scholarship $750
- King Cole scholarship $1000
Undergraduate Scholarship Award: Awarded to the graduating senior whose academic achievement has been outstanding.

Graduate Scholarship Award: Awarded to the graduating master’s degree candidate whose academic achievement has been outstanding.

Community Service Award: Awarded to a graduating student who has accomplished noteworthy and exemplary contributions in public service to regional communities.

Professional Achievement Award: Awarded to a graduate student who has demonstrated outstanding professional knowledge and skill in the performance of a professional internship or research project.

Teaching Methods: The department emphasizes the acquisition of practical professional skills. Therefore, students not only acquire information in the classroom, but are also involved in field projects requiring systematic application of this information. These field projects are often linked to the department’s community service function.

Career Placement Information: The long-range job outlook for urban and regional planners is good. There is an expanding need for planners in the private sector including consulting firms, land development companies, and large corporations involved in land management and location analysis. Planners are also found in non-profit organizations involved in community problem solving. These positions complement more traditional jobs in the public sector including those dealing with comprehensive planning, land use regulation, and transportation systems management. The department takes an active role in placing students and is proud of its continuing success in finding positions for its graduates. Agencies and organizations throughout the Pacific Northwest complement the program for producing graduates who need little additional training to assume their employment responsibilities.

UNDERGRADUATE PROGRAMS

General Admissions Information for Urban and Regional Planning: Students considering a major in planning should contact the department’s undergraduate program advisor as early in their academic careers as possible. Early counseling can help students select GECR courses which best complement their major course requirements. Transfer students should contact the advisor during their admission process to have their records reviewed.

In general, students that major in planning are advised to select their GECR courses from the following areas: physical and human geography, geology, biology, mathematics, sociology, economics and government. Knowledge in these disciplines will aid students in their planning courses.

The University requires that all students receiving a bachelor of arts degree fulfill a foreign language requirement. Students who have had two years of the same language during their high school education or one year of the same language at the college level have fulfilled this requirement. This requirement applies to all planning majors. Undergraduates seeking a degree in planning must complete this requirement including students transferring with an associate of arts degree. If the requirement has not been completed prior to admission to the program, the student, in consultation with the program advisor, will have to schedule the completion of their foreign language requirement during their tenure in the planning program.

Although there are no formal admission requirements for entering the undergraduate planning program, acquisition of basic skills in English composition and mathematics is important preparation for the planning major. Normally, students who enter the program as second or third quarter sophomores or juniors should have completed these requirements. Those students who have not will be expected to complete these requirements within the first three quarters of their tenure in the planning program.

Credit Through Evaluation: Students with life experiences that are closely related to work in the planning profession, community organizing, or other similar work, can have a faculty member review their work for credit through evaluation. Credits toward the degree requirements can be granted if these life experiences are sufficient. Credits gained through evaluation are applied to the elective credits in the major.

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

Bachelor of Arts (B.A.)

Urban and Regional Planning Major (90 credits)
The department offers a 90-credit bachelor of arts major and a 15-credit minor in urban and regional planning. The bachelor of arts major is a fully accredited professional degree that prepares the student for entry-level positions in planning.

Students majoring in planning normally enter the program during their second or third year of undergraduate studies. The Planning minor should be utilized by students majoring in other programs who perceive planning as a complement to their education.

In addition to the baccalaureate programs, the department also offers students the opportunity to earn dual degrees with other academic programs. In the past, students have earned concurrent degrees in geography, economics, sociology and government. Students from other programs may also take courses in the department.

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

Required Courses

- PLAN 201 Introduction to Urban and Regional Planning (5)
- PLAN 261 Community Development (5)
- PLAN 300 Planning Presentation Techniques (5)
- PLAN 301 Planning Methods and Techniques (5)
- PLAN 402 Planning Implementation (5)
- PLAN 403 Community Facilities Planning (5)
- PLAN 406 Planning Law and Legislation (4)
- PLAN 430 Environmental Planning (5)
- PLAN 440 Land Use Planning (5)
- PLAN 450 Transportation Planning (5)
- PLAN 460 Urban Design (3)
- PLAN 490 Senior Capstone: Planning Studio (5)
- GEOG 300 Physical Geography (5)
- GOVT 330 American Local Government and Politics (5)
- SOCI 356 Introduction to Social Statistics (5)

Electives

- PLAN 100 The City (5)
- PLAN 371 New Town Planning (5)
- PLAN 375 Tribal Planning (5)
- PLAN 431 Environmental Impact Statements (3)
- PLAN 435 Hazards Planning (2)
- PLAN 441 Site Planning (5)
- PLAN 445 Land Development (3)
- PLAN 455 Public Transportation Planning (3)
- PLAN 457 Special Topics in Transportation (2)
- PLAN 465 Historic Preservation Planning (3)
- PLAN 467 Parks Planning (5)
- PLAN 470 Community Participation Techniques (2)
- PLAN 471 Rural and Small Town Planning (5)
- PLAN 472 Housing (5)
- PLAN 476 Comparative Urbanization (4)
- PLAN 480 Regional Planning (5)
- PLAN 482 State and Federal Planning (5)
- PLAN 491 Field Studies (12)
- PLAN 495 Planning Internship (1-10)
- PLAN 496 Special Topics in Planning (Var)
- PLAN 497 Conferences and Short Courses in Planning (Var)
- PLAN 498 Seminar in Planning (Var)
- PLAN 499 Directed Study in Planning (Var)
- ECON 458 Regional Economics (5)
- SOCI 498 Departmental Seminar (1-5)

Total required credits: 72 credits
Total elective credits: 18 credits
Total credits for above Major: 90 credits
MINOR

Urban and Regional Planning Minor (15 credits)

Required Courses
Select one course from below: 5 credits minimum
- PLAN 201 Introduction to Urban and Regional Planning (5)
- PLAN 261 Community Development (5)
- PLAN 301 Planning Methods and Techniques (5)
- PLAN 508 Reflective Planning Theory (3)

Additional courses may be selected from above or other planning courses.

Total required credits 15 credits
Total credits for above Minor 15 credits

GRADUATE PROGRAM

Master of Urban and Regional Planning

Gabor Zovanyi, Graduate Advisor
Department of Urban and Regional Planning
College of Business and Public Administration
EWU, Phase One Classroom Building
668 N. Riverpoint Blvd., Suite A
Spokane, Washington 99202-1660
Telephone: (509) 358-2228

The M.U.R.P. Program is a two-year professional curriculum. The program is one of only four in the Pacific Northwest states that is professionally accredited by the Planning Accreditation Board. The purposes of the graduate program are as follows:

1. To provide communities and agencies with competent professionals in the field of urban and regional planning.
2. To prepare professionals who can develop and administer planning policies for the economic vitality, resource efficiency and environmental quality of communities and regions.
3. To fulfill the need for planning-related research with particular emphasis given to research benefiting the region and state.
4. To provide community services in the form of continuing education for public officials, practicing professionals, and citizens; technical assistance for area agencies and communities; information and technology exchange with appropriate local, state and federal authorities.

The major distinction between Eastern's other planning programs is that our combined teaching and practice focuses on problem solving at regional and community scales.

Admission Requirements/Preparation

Admission requirements of the M.U.R.P. program include those required by the graduate school (found in the front of this catalog) as well as the following:

1. Two letters of recommendation submitted to the graduate advisor of the Department of Urban and Regional Planning. Both letters should be from instructors familiar with the applicant's undergraduate or, where applicable, graduate academic record. In the event the applicant has professional planning experience, letters may come from a supervisor or person familiar with planning work of the applicant.
2. All applicants shall also submit a personal letter of intent explaining why they wish to study planning and outlining their educational and career goals.

Degree Requirements

Each student will be expected to complete a minimum of 72 credit hours, including at least 36 hours at the 500 level or above. Graduate students are not prohibited from taking upper-division undergraduate courses in planning and are encouraged to use selected upper division undergraduate courses as electives and in support and pursuit of an area of specialization.

Core Curriculum and Credit Hours Required of all Students:

1. Theory/Philosophy
   - PLAN 501 Foundations of Planning (5)
   - PLAN 502 Advanced Community Development (5)

2. Administrative/Management
   - PLAN 503 Planning Implementation and Law (5)

3. Methods/Techniques
   - PLAN 504 Planning Methods I (5)
   - PLAN 505 Planning Methods II (5)
   - PLAN 506 Planning Methods III (5)

4. Applied Synthesis
   - PLAN 507 Advanced Planning Studio (5)
   - PLAN 591 Research Project Preparation (1)
   - PLAN 601 Research Project (5)
   - PLAN 695 Professional Internship (5)

5. Specialization or Generalist Electives

Every student must either take courses in one of the specialty areas listed below or take PLAN 440, Land Use Planning, and at least two of the following courses:

- PLAN 403 Community Facilities Planning (5)
- PLAN 430 Environmental Planning (5)
- PLAN 450 Transportation Planning (5)
- PLAN 460 Urban Design (3)

Total required core credits 44 credits
Minimum electives credit 28 credits
Minimum total credits for above Master's Degree 72 credits

Students may not count more than 5 credits in Directed/Independent Studies (PLAN 599) in their program nor exceed 10 credits in Directed/Independent Studies (PLAN 599) in combination with PLAN 695 Professional Internship.

With the exception of those who have applied for leaves of absence, students who enroll in PLAN 601 Research Project must maintain continuous enrollment until their degree requirements are met.

Specialization

Students selecting a specialization must complete the core of a specialization, under advisement from their committee select the majority of their remaining electives from courses that support their area of specialization, and do their research paper in the specialty area. The following list indicates the core of each specialty area.

Tribal Planning
- PLAN 430 Environmental Planning (5)
- PLAN 440 Land Use Planning (5)
- PLAN 523 American Indian Planning (3)

Planning Management
- PLAN 524 Advanced Strategic Planning (3)
- PLAN 523 Planning, Politics, and Public Policy (3)
- PADM 523 Public Financial Management (4)

Environmental Planning
- PLAN 430 Environmental Planning (5)
- PLAN 431 Environmental Impact Statements (3)
- PLAN 440 Land Use Planning (5)

Small Town Planning
- PLAN 403 Community Facilities Planning (5)
- PLAN 440 Land Use Planning (5)
- PLAN 471 Rural and Small Town Planning (3)
- PLAN 514 Local Economic Development Planning (3)

Alternative Degree Options

In addition to the above program, students have two alternative options for acquiring a degree in planning. Students may elect to complete an Interdisciplinary Master's Degree by arranging a set of courses with two or more departments. In these cases, students receive the appropriate degree, M.A. or M.S., but not the M.U.R.P. degree.

The Department of Urban and Regional Planning and the graduate program in Public Administration offer a dual-degree program in Planning and Public Administration. However, students who complete these programs will not be considered to have graduated from the accredited program as described above without fulfilling all of the above requirements in addition to those specified in the dual degree program.

Student interested in either of these options must contact the department's graduate program advisor and have approval to register.
Registration

Before the first registration, students should consult the department’s graduate advisor for assistance in planning courses for the first quarter. The graduate advisor has responsibility for guiding the student until the student has selected a graduate committee. Once the committee has been selected, the chair of the committee provides guidance for the student.

The load for a full-time graduate student is 12 to 16 hours per quarter. An additional charge will be assessed for credits in excess of 18. Students enrolling for 17 credits or more must have written approval from the graduate advisor or chair of their graduate committee plus the department chair and the Dean of the College of Business and Public Administration.

Enrollment Requirements

Students admitted to the Master of Urban and Regional Planning Program must maintain continuous enrollment from the first matriculation until all requirements for the degree are completed. Enrollment may be met in one of the following categories:

1. Full-time enrollment of 10 credits or more;
2. Part-time enrollment of less than 10 credits;
3. In absentia enrollment;

Graduate students are considered to be actively pursuing a degree from the first enrollment in the graduate planning program until graduation or until the limits described in this catalog have expired.

Under unusual circumstances, a student may petition for a leave of absence. If the petition is granted, the registration requirement will be set aside during that period of leave. Leaves will be granted only under conditions that require the suspension of all activities associated with the student’s degree program, including the research project. The leave of absence shall be for no more than one year. A written request for leave of absence shall be submitted to the student’s committee for approval. The recommendation shall be forwarded to the Graduate Studies Office.

Students who have completed all courses in their program other than PLAN 601 shall continue to register for at least 2 credits of planning courses until the degree requirements have been completed. An approved leave of absence is the only exception to this requirement.

Students who do not comply with these requirements for continuous enrollment will have their future registration blocked. They will be allowed to register only after receiving a favorable recommendation from the department’s faculty, the endorsement of the department chair, and the approval of the Dean of the College of Business and Public Administration.

Student’s Advisory Committee

After receiving admission to Graduate Studies and the Department of Urban and Regional Planning, the student will consult with the departmental graduate advisor concerning appointment of the chair of the student’s advisory committee. The graduate committee administering the comprehensive examination shall, according to department policy, be comprised of three members; two faculty members from the department, with one serving as chair, and a third faculty member from another academic discipline. The committee member from outside the student’s discipline may either be appointed by the Graduate Studies Office or students may elect to take the initiative and have a faculty member of their choosing appointed to the third committee position. If the second option is selected, students have the responsibility of approaching such potential members to secure their willingness to serve, and the subsequent responsibility of notifying the Graduate Studies Office so that the willing outside members may formally be appointed to committee assignments.

No adjunct, part-time or other faculty located away from the campus may serve as chair of a student’s advisory committee, but they may serve as a member.

The student’s advisory committee has the responsibility for guiding and directing the entire academic program of the student. The student has the responsibility for initiating academic actions concerning the advisory committee. The chair of the advisory committee has immediate supervision of the student’s academic planning and research project. The chair also has the responsibility for calling required meetings of the advisory committee or other informal meetings considered desirable.

The duties of the advisory committee include the responsibility for the degree program, the research or internship proposal, the research project, the internship report, and the final examination. In addition, the advisory committee, as a group and as individual members, is responsible for counseling the student on academic matters, and in the case of academic deficiency initiating recommendations to the Graduate Studies Office.

The student’s advisory committee will evaluate the student’s previous training and degree objectives. The committee will then outline a proposed degree program and a research problem or internship proposal or some combination of the two. These activities along with the student’s other courses will constitute the student’s program. The student’s proposed degree program must be included in the Application for Degree Candidacy form. This form must be submitted to the Graduate Studies Office prior to the fourth quarter of registration, with endorsements by the student’s advisory committee and the graduate program advisor.

Additional courses may be added to the approved degree program by the student’s advisory committee if such additional course work is deemed necessary to correct deficiencies in the student’s academic preparation. Changes to an approved degree program can be made with the approval of the student’s advisory committee.

Research or Professional Internship Proposal

Students choosing the research report option must prepare a research proposal for approval by the advisory committee prior to the end of their fourth quarter. Any student contemplating a professional internship must prepare a proposal for the internship which includes a clear set of learning objectives, a work program, and an outline of the paper that will evaluate the internship experience.

Research and Internship Reports

Successful completion of a research project or a professional internship is required for the degree of master of urban and regional planning. Both types of experience require a formal report. In the case of the professional internship, this report must be based upon the learning objectives set forth in the internship proposal and must be a reflective review of the work experience in the light of the theories and methods acquired during the student’s tenure in the program. A research report must be the original work of the candidate. Either type of report must be grammatically correct, reflect the candidate’s ability to express thoughts clearly, and adhere to the format of articles and reports contained in the Journal of the American Planning Association. The research report shall also contain an abstract not exceeding 350 words and a vita page. Instructions relating to the specific requirements of either type of report may be obtained from the department office.

Final Comprehensive Examinations

The candidate for the degree of master of urban and regional planning must pass a final examination. At the time of the final examination, a student’s cumulative GPA must be at least 3.0. There must be no unabsolved grades of less than 2.0 and no “X” for any course listed in the candidate’s degree program. The student must have completed all degree program course work with the exception of those courses scheduled during the quarter of the examination. Students who have not met these conditions are not eligible to take the final examination.

All students will be required to pass an oral examination during their final quarter. That oral examination shall consist of questions pertaining to the department’s curriculum and the candidate’s own areas of study. The examination may, at the discretion of the student’s committee, include a written component. In addition, all students are required to defend a research or internship report during the course of the final examination.

The final examination is conducted by the student’s advisory committee. The oral examination is open to the public, however only committee members vote.
It is the candidate’s responsibility to schedule the comprehensive examination at a time agreeable to committee members and to notify the Graduate Studies Office at least two weeks prior to the examination date. In addition to complying with university procedures regarding such matters as deadlines and notification requirements, students within the department must also satisfy two additional procedural requirements with respect to the written component of their final examinations. They must submit an acceptable draft of their research or professional internship report to the chair of their committee no later than the end of the third week of the quarter in which they intend to graduate. In addition, they are also required to submit a final copy of such reports at least two weeks prior to the comprehensive examination.

Students must be registered at the University during the quarter in which the examination is given. A student shall be given only one opportunity to repeat the final examination and that shall be scheduled within the quarter following the first taking of the examination (summer quarter excluded).

### Undergraduate courses recommended for graduate study:

- 403 Community Facilities Planning (3)
- 430 Environmental Planning (5)
- 431 Environmental Impact Statements (3)
- 440 Land Use Planning (5)
- 441 Site Planning (5)
- 450 Transportation Planning (5)
- 460 Urban Design (3)
- 471 Rural and Small Town Planning (3)
- 480 Regional Planning (3)

### Urban and Regional Planning Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN 100</td>
<td>The City (5)</td>
<td>FALL</td>
<td>Surveys the nature of transformations of cities during the course of their evolution from preindustrial to industrial to the postindustrial cities of today, and explains the factors that have contributed to these transformations.</td>
</tr>
<tr>
<td>PLAN 201</td>
<td>Introduction to Urban and Regional Planning (5)</td>
<td>FALL</td>
<td>This lecture/discussion course uses a historical context to introduce the concepts, theories and applications of urban and regional planning.</td>
</tr>
<tr>
<td>PLAN 261</td>
<td>Community Development (5)</td>
<td>SPRING</td>
<td>Applied studies of the process of community development emphasizing the interactive roles of citizens, community officials and planners.</td>
</tr>
<tr>
<td>PLAN 300</td>
<td>Planning Presentation Techniques (5)</td>
<td>FALL</td>
<td>Introduces the written, oral and graphic presentation techniques common to the planning profession.</td>
</tr>
<tr>
<td>PLAN 301</td>
<td>Planning Methods and Techniques (5)</td>
<td>WINTER</td>
<td>This course develops specific skills and techniques in the collection, analysis and interpretation of data commonly used in planning.</td>
</tr>
<tr>
<td>PLAN 371</td>
<td>New Towns Planning (3)</td>
<td></td>
<td>Surveys new towns and planned communities in the United States, Europe and developing countries, comparing these with conventional forms of urban development.</td>
</tr>
<tr>
<td>PLAN 375</td>
<td>Tribal Planning (3)</td>
<td></td>
<td>Presents an overview of Native American community and culture, the history of tribal government and its contemporary structures, and the applications of planning techniques to Native American communities. Emphasizes identifying appropriate planning techniques which promote tribal self-determination and preserve tribal sovereignty.</td>
</tr>
<tr>
<td>PLAN 402</td>
<td>Planning Implementation (5)</td>
<td>FALL</td>
<td>A survey of zoning, subdivision regulations and other tools used to implement public plans and policies. Introduces students to the administrative practices associated with the planning implementation process.</td>
</tr>
<tr>
<td>PLAN 403</td>
<td>Community Facilities Planning (5)</td>
<td>WINTER</td>
<td>An examination of the issues and techniques associated with planning, budgeting and programming for community infrastructure such as sewer and water systems.</td>
</tr>
<tr>
<td>PLAN 406</td>
<td>Planning Law and Legislation (4)</td>
<td>WINTER</td>
<td>Reviews the constitutional, statutory and case law governing public planning and regulatory activities, with specific emphasis on the legal aspects of regulating private lands to further public objectives and Washington state law.</td>
</tr>
<tr>
<td>PLAN 408</td>
<td>Women and Men in City Planning (1)</td>
<td></td>
<td>A seminar in the financial feasibility analysis and packaging of land development projects with emphasis on the private land development process and its interaction with the public planning processes.</td>
</tr>
<tr>
<td>PLAN 430</td>
<td>Environmental Planning (5)</td>
<td>SPRING</td>
<td>Surveys the philosophy and techniques of environmental planning, emphasizing an understanding of why environmental considerations should be incorporated into land use planning activities and developing skills needed to carry out an environmental analysis.</td>
</tr>
<tr>
<td>PLAN 431</td>
<td>Environmental Impact Statements (3)</td>
<td>SPRING</td>
<td>A workshop that surveys the characteristics of selected natural and technological hazards, and reviews mitigating measures, risk assessment procedures and strategies for planning community response.</td>
</tr>
<tr>
<td>PLAN 440</td>
<td>Land Use Planning (5)</td>
<td>SPRING</td>
<td>Explores the issues and methods of analyzing and organizing land uses in urban and regional environments by balancing the demand for uses with the environmental conditions that limit the supply of the land.</td>
</tr>
<tr>
<td>PLAN 441</td>
<td>Site Planning (5)</td>
<td></td>
<td>A studio course in the application of site planning methods and principles to subdivision and site development.</td>
</tr>
<tr>
<td>PLAN 445</td>
<td>Land Development (3)</td>
<td>FALL</td>
<td>A seminar in the financial feasibility analysis and packaging of land development projects with emphasis on the private land development process and its interaction with the public planning processes.</td>
</tr>
<tr>
<td>PLAN 450</td>
<td>Transportation Planning (5)</td>
<td>FALL</td>
<td>A lecture/studio class that explores the procedural and conceptual transportation planning process, including a framework for addressing system characteristics, institutional arrangements, theories of travel supply and demand, selected forecasting models and interactions with land use and other urban systems.</td>
</tr>
<tr>
<td>PLAN 455</td>
<td>Public Transportation Planning (3)</td>
<td></td>
<td>A seminar/studio class introducing transit technology, system design and operating characteristics, and role of transit in urban development. Emphasizes techniques of transit planning, market research and performance evaluation.</td>
</tr>
</tbody>
</table>

**Announcement.**
PLAN 482
State and Federal Planning (3)
Prerequisite: PLAN 201 or prior permission of the instructor.
Discussion of program and policy formulation with emphasis on intergovernmental coordination at the state and federal level.

PLAN 490
Senior Capstone: Planning Studio (5)
SPRING
Satisfies senior capstone university graduation requirement.
Prerequisites: Completion of 15 credit hours of planning courses.
The culminating studio for undergraduates that demonstrates their abilities through the application of their knowledge and skills to a real community problem. Students typically work in consultation with practicing professionals for a community or agency in producing a planning-related product for use by the client.

PLAN 491
Field Studies (12)
Prerequisites: Completion of 15 hours of planning courses.
A field application course designed to develop skills in data collection and analysis, plan graphics and mapping; and plan, program and policy development.

PLAN 495
Planning Internship (1-10)
Prerequisites: Permission of the instructor and the department chair.
Supervised work in a public agency or with a private consultant. Daily journals are kept, a report is written on the work, and the student is evaluated by the supervisor and faculty member. One hour credit for each four hours of work per week per quarter.

PLAN 496
Experimental Courses (1-5)

PLAN 497
Workshops, Short Courses, Conferences (1-5)
Conferences and short courses on selected planning topics are offered for credit from time to time. These may be on campus or in the communities.

PLAN 498
Seminar (1-5)
Selected seminar discussions of various planning topics: law, land development, energy, futures, philosophy and practice.

PLAN 499
Directed Study (1-5)
Prerequisites: Prior permission of the department chair and the instructor.

PLAN 501
Foundations of Planning (5)
FALL
Survey of the history, theory, philosophy, and practice of planning. Subject matter treated during the course includes consideration of the nature of the planning profession's evolution, the profession's relationship to politics, the extent of ideological pluralism among planners, and the highly varied nature of professional planning activities.

PLAN 502
Advanced Community Development (5)
FALL
A survey of the structure and process of community development. Emphasis will be on the role of planners and community development specialists as agents for change in the context of community growth. Course will feature seminars and exercises in community problem solving, needs assessment, small group theory and process facilitation.

PLAN 503
Planning Methods I (5)
FALL
An introduction to planning process models, work programs, research methods, survey research, and descriptive and inferential statistics. Students also learn to present data graphically and orally.

PLAN 504
Planning Methods II (5)
WINTER
Prerequisite: PLAN 503.
An introduction and application of population forecasting, economic analysis, and cost/benefit techniques and their application to planning problems. Students also learn to incorporate information from these techniques into professional planning reports and policy analysis.

PLAN 505
Planning Implementation and Law (5)
WINTER
Review of zoning, subdivision regulations, and other tools employed by planners to implement public plans and policies. Consideration of constitutional, statutory, and case law governing the realm of plan and policy implementation.

PLAN 506
Planning Methods III (5)
SPRING
Prerequisites: PLAN 503, 504.
This is a case studies course focused on comprehensive planning demonstrating how the techniques from previous courses are applied in a comprehensive planning setting and how the functional areas of planning interact with the basic models learned in the previous courses.

PLAN 507
Advanced Planning Studio (5)
FALL
Preparation of a major planning project for a community or other agency. Students work in cooperation with practicing professionals, conduct general research, perform analysis, develop specialized plans and draft implementation tools. Each student is assigned specific responsibilities on an interdisciplinary team.

PLAN 508
Reflective Planning Theory (3)
WINTER
Prerequisite: Second year of graduate program.
This course will present an overview of the range of the philosophical and methodological approaches to planning and their varying roles within the discipline. The emphasis is on examining professional knowledge and reflection in action to provide a contextual guide for planning practitioners as they enter the profession.

PLAN 511
Advanced Planning Law and Legislation (3)
WINTER
A survey of federal and state case law rulings which serve to delimit the extent of permissible regulation of private land use to further public objectives. Examination of national and state legislation pertaining to public planning activities.

PLAN 512
Growth Management (3)
An examination of techniques and strategies for affecting the amount, rate, location, and quality of growth. A review of existing efforts at local and state levels to manage growth. Consideration of the legal limits to growth management activities.
PLAN 514
Local Economic Development Planning (3)
This course offers a review of the objectives, strategies, and techniques associated with economic development programs for cities, counties and towns. Students survey techniques including consideration of financial assistance programs, expenditures on public capital, and regulatory reforms. The course will examine ties between economic development, land use planning, and capital budgeting processes.

PLAN 515
Design and Behavior (3)
This course explores the relationships between environment and human behavior with special emphasis given to the design and planning implications of this body of knowledge.

PLAN 520
Transportation Systems Management (3)
This course looks at applied studies of transportation systems analysis and short range planning and management. The focus will be on means to better utilize existing facilities and services, and methods discussed will include sketch-planning analysis, impact assessment, and system monitoring and evaluation.

PLAN 523
American Indian Planning (3)
This course will outline the unique context of tribal government as sovereign nations under the federal government, examine the history and evolution of tribal government institutions within unique tribal cultural systems, and describe the role and relationship of planning within such a framework.

PLAN 524
Advanced Strategic Planning (3)
This course presents an overview of strategic planning processes and their application in public and private management including organizational planning, program planning, financial management planning, and critical issue analysis.

PLAN 525
Planning, Politics and Public Policy (3)
This course deals with the political nature of planning and public policymaking. It reviews the theoretical aspects of planning as a profession and its relationship to political decision making and investigates techniques for analyzing the political decision making process and improving community participation in the planning process.

PLAN 529
Special Topics (1-5)
Advanced planning topics will be offered periodically.

PLAN 591
Research Project Preparation (1)
FALL
A seminar course designed to prepare students for their capstone research or professional internship report. Reviews research strategies, helps students select topics, produce a work program, and begin research on their project.

PLAN 595
Graduate Internship (1-10)
Students may participate in structured internships in agencies without the responsibility of using the internship as a capstone course. However, students must set learning objectives, maintain a journal of their experiences, and prepare a short report.
**VOCATIONAL EDUCATION**

See BUSINESS ADMINISTRATION.

**WOMEN’S STUDIES**

College of Social and Behavioral Sciences
Sally Winkle, Director
207 Monroe Hall
(509) 359-2409 (Cheney)

**Minor Certificate**


**UNDERGRADUATE PROGRAMS**

Women’s Studies contributes to the accumulation and dissemination of scholarship by, about, and of concern to women in all disciplines. Its courses focus on the contributions of women so often ignored or attributed to men. Specifically, the courses:

1. Explore the female experience in different societies among women of different classes, races or nationalities, historical periods, or academic disciplines, and/or
2. Examine critically a new or rediscovered body of literature or research which provides new information or challenges conventional theories.

Among the more innovative programs initiated by Women’s Studies is its gender-balancing curriculum integration project, which has assisted professors in a wide range of disciplines to build new scholarship about women into course work.

Women’s Studies is a part of Women’s Programs, which includes the Women’s Studies Center. Women’s Studies and the Center work closely together, the Center maintaining a small library and offering numerous programs, both educational and social. One of the program’s particular interests is addressing the needs of re-entry students—many of whom are women—who draw on the lounge, support groups, counseling and referral services of the Center. The HOME (Helping Ourselves Means Education) information network for non-traditional students is an emphasis of the Center. Since the program’s purpose is to promote equality of opportunity for women and men, the Women’s Studies Center and the Women’s Studies academic program welcome participation by all members of the University Community.

The following one day workshops are designed to provide disciplinary frameworks at any level for gender integrating the curriculum with women’s scholarship:

- 400 Women and Men in Literature (1) (Cross-listed ENGL 400)
- 401 Women and Men in Science (1) (Cross-listed BIOL 401, GEOL 401)
- 402 Women and Men in the U.S. Economy (1) (Cross-listed ECON 429)
- 403 Women and Men in Psychology (1) (Cross-listed PSYC 403)
- 404 Women and Men in Communications (1) (Cross-listed CMST 404)
- 405 Women and Men in History (1) (Cross-listed HIST 405)
- 406 Women and Men in the Cultural Landscape (1) (Cross-listed GEOG 406)
- 408 Women and Men in City Planning (1) (Cross-listed PLAN 408)
- 409 Women and Men in Contemporary Art (1) (Cross-listed ART 409)

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

Women’s Studies Minor (22 credits) (or taken in partial fulfillment of Bachelor of Arts in Interdisciplinary Studies Degree—22 credits)

A Women’s Studies minor complements majors in a variety of disciplines, including Art, Communication Studies, Economics, History, Sociology, Social Work, Psychology, English, Education, Business Management, Biology, Government, Criminal Justice, and Modern Languages and Literatures. It provides a theoretical, interdisciplinary approach to the critical examination of women’s roles, contributions, history, and experiences and of gender structures in societies and cultures in the U.S. and the world. Some students choose an Interdisciplinary Studies degree blending Women’s Studies with another field. The minor may also be taken in partial fulfillment of requirements for the Bachelor of Arts Degree in Interdisciplinary Studies.

**Required Courses**

- WMST/HUMN 101 Introduction to Women’s Studies (5)
- or WMST/HUMN 310 Issues in Women’s Studies (4)
- WMST 410 Feminist Theory (4)

Select two of the following courses (at least 8 credits) (8-10 credits)

- WMST/BIOL 318 Biology of Women (3)
- WMST/PSYC 331 Psychology of Women (4)
- WMST/SOCI 370 Sociology of the Family (3)
- WMST/ENGL 380 Women, Literature, and Social Change (5)
- WMST/HIST 394 Women in American History (4)
- WMST/CMST 414 Gender and Communication (5)
- WMST/HUMN 415 Gay, Lesbian, Bisexual and Transgender Studies (5)
- WMST/ECON 427 The Economics of Women and Work (5)
- WMST/PHIL 440 Women and Philosophy (5)
- WMST/SOWK 450 Women and Social Reform (3)

**Electives**

To bring total to 22 credits in Women’s Studies, select from courses 300 or above from the distribution list. No more than 5 credits from the list of courses with applied emphasis will count toward the minor. Students should consult with the Women’s Studies director on choice of distribution. Distribution of courses: see the list below.

Minimum total required credits 14 - 19 credits
Minimum 300-level elective credits 3 - 8 credits
Total credits for above Minor 22 credits

Note: Students who are completing a minor in Women’s Studies as well as a Gender Studies Certificate may only count one course for both the certificate and the minor. WMST 101 or WMST 310.

Note: No more than three credits of summer workshops may be counted toward the minor.

**Gender Studies Certificate (23 - 28 credits)**

An interdisciplinary, critical study of gender and its social impact, designed to increase student understanding of ways in which gender is developed, constructed and expressed in attitudes and institutions of modern societies. The certificate includes a capstone or practicum experience to facilitate students’ abilities to apply their knowledge in a variety of occupations.

**Required Courses**

Choose one of the following courses: 4-5 credits

- WMST 101 Introduction to Women’s Studies (5)
- WMST 310 Issues in Women’s Studies (4)

Choose one of the following courses: 5 credits

- CMST 414 Gender and Communication (5)
- PHIL 417 Women and Ethics (5)
- WMS/PHIL 440 Women and Philosophy (5)
- WMS/SOWK 450 Women and Social Reform (5)

**Required Experiential Component**

Choose one. Must be approved by Women’s Studies Director.

- WMST 499 Directed Study (3-5)
- WMST 499 Directed Study (3-5)

**Research Project or Guided Teaching/Instructional Development Experience in consultation with Gender Studies Certificate Coordinator and appropriate faculty member.**

- WMST 495 Internship or Practicum Experience (3-5)

A concentrated set of experiences in a supervised work setting in which the competencies developed through course work are utilized in actual practice.

- WMST 490 Senior Capstone Seminar (4)

Women’s Studies Capstone Seminar that includes a service learning component, such as a community action project that contributes to the betterment of the community or that assists a community partner.
Women’s Studies Courses

Terms Offered: If no terms are indicated, check with department or quarterly Course Announcement.

WMST 101
Introduction to Women's Studies (5)

WINTER
(satisfies cultural and gender diversity university graduation requirement.)
Explores the struggle for equality, the message and impact of the media, power of language, influence of religion, and the effects of socialization, education, race, class, roles, stereotypes and romantic love on the experience of women. (Cross-listed HUMN 101)

WMST 310
Issues in Women's Studies (4)

FALL
(satisfies cultural and gender diversity university graduation requirement.)
Analyzes causes and effects of sexual stereotypes and surveys new scholarship through women’s studies in psychology, economics, female biology, history, literature, and others. (Cross-listed HUMN 310)

WMST 318
Biography of Women (3)

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

WMST 319
Women Artists and Society (2)

Prerequisite: English clearance.
Survey of women artists from antiquity to the modern period. The work of painters and sculptors will be discussed in terms of the social context and artistic style of their times. (Cross-listed HUMN 319)

WMST 321
Sex and Gender (5)

FALL/SPRING
(satisfies cultural and gender diversity university graduation requirement.)
Prerequisite: SOCI 101 or 561.
A sociological analysis of differences and similarities between women and men. Examines the impact of gender ideologies on individual identity and social and political arrangements (especially instances of stratification and inequality). Also considers how changes in the gendered nature of society (e.g., socioeconomic organization, socialization, sexuality) occur. (Cross-listed SOCI 321)

WMST 331
Psychology of Women (4)

FALL
(satisfies cultural and gender diversity university graduation requirement.)
Prerequisite: ENGL 201 or equivalent.
The psychology of women in terms of their bodies, socialization, personality, affiliation and achievement motivations, abnormal behavior patterns, therapy, and personal growth needs. (Cross-listed PSYC 331)

WMST 338
Discovering Women in Science (1)

The course uses several scientific themes to rediscover from the past, and find in contemporary research, the women who have made significant contributions to science. (Cross-listed BIOL 338, CHEM 338, GEOL 338, HIST 338, PHYS 338, PSYC 338)

WMST 370
Sociology of the Family (5)

Prerequisite: SOCI 101.
A consideration of family structures, cultures, and interactions, changing family patterns, and contemporary family debates. (Cross-listed SOCI 370)

WMST 377
Alternatives to Domestic Violence (2)

WINTER
Analyzes theories relevant to issues of domestic violence in their historical, legal, and cultural contexts. Therapeutic interventions are explored. (Cross-listed SOCI 377)

Women's Studies Courses

WMST/ECON 427 The Economics of Women and Work (5)
WMST/HIST 468 History of Modern American Women (4)
WMST/SOWK 471 Human Rights and Women’s Rights (4)
WMST/SOCI 483 Sociology of Children (5)
WMST 498 Seminar approved by Gender Studies Certificate Coordinator (4-5)
WMST 400-409 Summer workshops (1)
WMST 497 Summer workshop approved by Women's Studies Director (1-2)

Theoretical Emphasis:
WMST/HUMN 319 Women Artists and Society (2)
WMST/ENGL 319 Women in the American West (4)
WMST/HUMN 410 Feminist Theory (4)
WMST/HUMN 415 Gay, Lesbian, Bisexual and Transgender Studies (5)
WMST/PHIL 440 Women and Philosophy (5)
WMST/SPAN 475 Women's Writing in Latin America (4)

Minimum required credits: 9 - 10 credits
Minimum required experiential component: 3 - 5 credits
Minimum elective credits: 11 - 13 credits
Minimum credits for above Certificate: 23 - 28 credits

Note: No more than three credits of summer workshops may be counted toward the certificate.
Note: Students who are completing a minor in Women's Studies as well as a Gender Studies Certificate may only count one course for both the certificate and the minor: WMST 101 or WMST 210.

WMST 389
Women, Literature, and Social Change (5)

SPRING
(satisfies cultural and gender diversity university graduation requirement.)
Prerequisite: Completion of the University writing requirements. Examines fictional images of women as these images reflect the changing roles and status of women from Greece to the present, focusing on the 19th and 20th centuries. (Cross-listed ENGL 389)

WMST 392
Women in the American West (4)

SPRING
This course examines the lives of frontier women using a variety of primary sources (letters, diaries, oral histories), as well as secondary sources (books, articles, movies, tapes). (Cross-listed HIST 392)

WMST 394
Women in American History (4)

FALL/WINTER
(satisfies cultural and gender diversity university graduation requirement.)
Brings to life and surveys the accomplishments of the “lost women” of the past from colonial times to the present. Society’s definition of the nature of women and their proper roles will be examined, as well as the actual life conditions of women and the social and economic functions they performed. (Cross-listed HIST 394)

WMST 400
Women and Men in Literature (1)

SUMMER
This course teaches the integration of women authors, the ideas of men writing about women, and ideas interesting to women in the study of literature. We will deal with textbook selections and a comparative treatment of women and men in a literature survey course. The course will provide a feminist approach and review the literature on gender balance. (Cross-listed ENGL 400)

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

WMST 402
Women and Men in the U.S. Economy (1)
SUMMER
In the course we examine the economic activity and labor force participation of women and men in the United States. Employment issues, such as labor market discrimination, affirmative action, and comparable worth will be discussed. Other topics include income distribution, poverty, welfare programs, and the tax system. (Cross-listed ECON 429)

WMST 403
Women and Men in Psychology (1)
SUMMER
A one day workshop designed to facilitate and provide frameworks for gender-balancing psychology curricula (materials appropriate for secondary education and college level instruction). (Cross-listed PSYC 403)

WMST 404
Women and Men in Communications (1)
SUMMER
This course explores issues which directly affect both male and female classroom experiences. We will study unexamined cultural patterns which can affect communication in elementary, secondary, baccalaureate or post-baccalaureate education and will examine choices in curriculum planning, textbook selection, and teacher/student interaction patterns which affect educational experiences of students in the classroom. Specific suggestions for change and classroom activities will be developed. (Cross-listed CMST 404)

WMST 405
Women and Men in History (1)
SUMMER
This course will deal with the placing of women and men within history. A comparative analysis will be made of the historical treatment given to both women and men. Using American history as an example, the workshop will set forth principles that will effectively help the classroom teacher create a gender balanced course and the student to recognize gender balance in history education. Attention will be given to non-sexist textbooks, audiovisual materials and testing. (Cross-listed HIST 405)

WMST 406
Women and Men in the Cultural Landscape (1)
SUMMER
The created landscape reflects human values and experience. This course examines ways in which women and men create, use, and experience the humanized landscape. We will examine spatial patterns of human activity from a variety of times and places, linking geographic theory to everyday environments. The course will include map work, slide analysis and a field exercise as tools for identifying and interpreting cultural landscapes. (Cross-listed GEOG 406)

WMST 408
Women and Men in City Planning (1)
SUMMER
Prerequisite: English clearence.
Gender issues in the context of city planning, including the contribution of women in the profession, and a feminist approach to land use, transportation and housing. The class investigates how and why cities are structured as they are. It presents a new perspective for understanding the urban environment, which can be incorporated into planning curriculum. (Cross-listed PLAN 408)

WMST 409
Women and Men in Contemporary Art (1)
SUMMER
Prerequisite: English clearence.
The course focuses on how the cultural arts describe society, examining as it does so a variety of social issues. Students will suggest ways in which they can integrate women into the arts and into their understanding of larger cultural relationships. (Cross-listed ART 409)

WMST 410
Feminist Theory (4)
SPRING
Prerequisite: WMST 101 or HUMN/WMST 310.
Feminist theories developed to explain women’s subordinate position in society and current trends in feminist thought. Includes psychoanalytic feminism, feminist literary criticism, and cross-cultural views of feminism. (Cross-listed HUMN 410)

WMST 414
Gender and Communication (5)
FALL
Prerequisite: One 300-level course in Communication or Women’s Studies or permission of the instructor.
This course examines current research on the interactions among language, gender, and communication in contemporary social and cultural contexts. (Cross-listed CMST 414)

WMST 415
Gay, Lesbian, Bisexual and Transgender Studies (5)
Prerequisite: One course in or cross-listed with Women’s Studies.
This course consists of a theoretical examination of gay, lesbian, bisexual and transgender identities. The course material will include texts from queer theory and a wide variety of academic disciplines. (Cross-listed HUMN 415)

WMST 417
Women and Ethics (5)
Prerequisite: At least one of the following: WMST 101 or PHIL 211 or 212.
The course will begin with a brief examination of the treatment of women within traditional ethics. We will then address the views of early women philosophers, followed by a close analysis of contemporary feminist approaches to ethics. (Cross-listed PHIL 417)

WMST 419
Sex, Sexuality, and Communication (5)
Prerequisite: One WMST course or CMST course.
This seminar examines the construction of sexuality and sexual identity through communication, with a focus on the relationship between public policy and private sexuality. (Cross-listed CMST 419)

WMST 424
Equity and Equality in the Workplace (3)
Prerequisite: ENGL 201.
This course examines feminist theory, the law, and business management theories as they apply to equity and equality in the workplace. The course is an integrated approach to business and gender issues. (Cross-listed MGMT 424)

WMST 426
Economics of Poverty and Discrimination (5)
Prerequisite: Junior standing.
Causes of poverty and evaluation of anti-poverty programs. Examines economic theories of discrimination from different perspectives with a particular focus on issues of gender and race. (Cross-listed AST 424, ECON 424)

WMST 427
The Economics of Women and Work (5)
FALL
Prerequisite: Junior standing.
Economic impact of the increasing participation of women in the paid labor force of the United States. Examines expectations of economic roles, participation, discrimination and occupational segregation. Current issues such as comparable worth, affirmative action, nontraditional careers, corporate policies, sexual harassment, child care and social welfare programs. (Cross-listed ECON 427)

WMST 440
Women and Philosophy (5)
Prerequisite: At least 4 credits in WMST and/or PHIL.
The course offers an examination of the treatment of concepts relating to women and femininity, both by traditional philosophers and by more recent feminist philosophers. The course will address key issues within philosophy while simultaneously exploring the role of gender in the production of philosophical knowledge. (Cross-listed PHIIL 440)

WMST 448
Gay and Lesbian Issues for the Social Work Practitioner (3)
Prerequisite: ENGL 201 or permission of the instructor.
Designed to assist professionals who may encounter lesbian, bisexual, gay, and transgendered individuals as clients. The course educates and suggests counseling approaches helpful to gays and lesbians and explores available support systems. (Cross-listed SOWK 448)

WMST 450
Women and Social Reform (3)
Prerequisites: Upper-division standing, ability to handle 400/500 level analysis, writing, and seminar participation. Activities and accomplishments of women working toward social change. Strategies and tactics of organizing communities and society that have been undertaken to improve the status of women and other disadvantaged groups. Reform movements, issues, or actions covered include suffrage, abolition, neighborhood development, ERA and unionization. Current issues and organizations related to changes for women in society. (Cross-listed SOWK 450)

WMST 452
Gender and Sexual Assault (4)
Prerequisite: ENGL 201.
This course addresses contemporary concerns about sexual assault, primarily but not exclusively, against women. Feminist perspectives on gender socialization and sexual violence provide frameworks for understanding personal and societal responses to sexual violence. Dynamics of trauma and recovery, treatment, prevention and change strategies will be discussed. (Cross-listed SOWK 452)

WMST 467
Contemporary Women’s Fiction (5)
Prerequisites: Grades of 2.5 or better in ENGL 270 and ENGL 271 for major; permission of instructor for non-majors.
Looks at changing perspectives in women’s fiction from 1976s to the present. (Cross-listed CRWR 467, ENGL 467)
WMST 468
History of Modern American Women (4)
This course explores the history of women in America from the 1900s to the present through the use of a wide range of contemporary documents that allow a variety of women of the immediate past to speak for themselves. (Cross-listed HIST 468)

WMST 471
Human Rights and Women’s Rights (4)
Prerequisite: ENGL 201 or permission of the instructor. Examines the history of human rights and dignity, the United Nation as framework, human rights of women (violence against women, health, housing, education), children’s rights, and approaches to achieve social justice, locally and globally. (Cross-listed SOWK 471)

WMST 475
Women’s Writing in Latin America (4)
Prerequisites: SPAN 203 or equivalent and SPAN 321 or HIST 365.
This course offers an introduction to women’s writing in Latin America, focusing on narrative productions of the 20th century. We will discuss issues such as feminine representation and identity, women’s perspective and subjectivity through the reading and analysis of contemporary texts by Latin American Women. (Cross-listed SPAN 475)

WMST 479
Sociology of Children (5)
Prerequisite: SOCI 101 or 361.
Addresses children and childhood from the preschool years through adolescence. Examines historical shifts in the meanings of childhood and the methods used for studying the worlds of children. Explores the theoretical approaches to child development and socialization and how these can be used to understand children’s experiences in different cultural settings and situations. (Cross-listed SOCI 479)

WMST 490
Senior Capstone Seminar (4)
Prerequisites: [WMST 101 or WMST 310] and [one additional WMST course of 3 credits or more] and [ENGL 201].
The advanced student of women’s studies consolidates and synthesizes feminist scholarship in the seminar. Working collaboratively, instructor and students draw together scholars and their work in numerous disciplines, relating them and drawing conclusions about the nature of society and feminist reality.
Academic Resources

Academic Advising

General Undergraduate Academic Advising Office
302 Sutton Hall
(509) 359-2345

Academic advisers will assist with academic planning, major exploration, prerequisite checking, and identification of appropriate course sequencing. They also will refer to additional support services on campus as needed.

The Academic Advisors in the Office of General Undergraduate Academic Advising provide academic planning assistance to all students who have earned fewer than 90 credits and who have not yet declared a major. Students who have declared a major receive academic advising from an advisor in that program or department.

Academic advising and a registration authorization are required for all students until sophomore status (earned 45 quarter credits). All other students are strongly encouraged to take advantage of academic advising to stay informed about changes in University and program requirements.

Departmental Advising

Undergraduates who have declared a major will be assigned a program advisor. See the information under “Declaring a Major and Minor” in the front of this catalog. All undergraduates are required to declare a major by the time they have completed 90 quarter credits.

Graduate Studies Advising

Graduate Studies Office
206 Showalter Hall
(509) 359-6297

The Graduate Studies Office provides general information for prospective graduate students including anyone pursuing interdisciplinary studies at the graduate level. The Graduate Studies Office oversees all policies and procedures for graduate education and is the clearinghouse for admissions, candidacy, degree completion, and academic appeals. Please see the general information on Graduate Studies in the front of this catalog for detailed information.

Academic Support Center

111 Monroe Hall
(509) 359-2487

Staffed by professionals who are committed to student success, the Academic Support Center emphasizes independent scholarship abilities in small collaborative group discussions. Types of guidance include:

- Using effective study strategies
- Using effective test-taking techniques
- Time management
- Establishing priorities
- Using visual organizers to focus thinking
- Reading to identify main ideas
- Writing summaries
- Clarifying career and life choices
- Participating in collaborative learning groups.

P.L.U.S. Program Leading to Undergraduate Success

111 Monroe Hall
Aaron Brown (509) 359-6145

The P.L.U.S program offers free collaborative study groups for undergraduate students. These discipline-specific study groups are designed to help students identify and develop learning skills for college success. Active learning and peer tutoring has been shown to increase students’ performance in higher education. Participants will:

- Develop a repertoire of study strategies to apply to many learning tasks
- Participate in a fun, productive environment
- Achieve higher grades
- Meet students from the same discipline

Computer Resources and Laboratories

On the Cheney Campus, an open computer lab is available in the Pence Union Building (PUB) to all students who have paid the technology fee. Computer facilities are also available to students at the Riverpoint campus and the Higher Education Center in Spokane.

Academic programs in Psychology, Physics, Computer Science, Engineering and Design, Art, Music, and Business house special purpose computing labs. Computer Science includes state-of-the-art parallel processing and graphics computer labs. Internet access is available throughout the systems’ facilities.

Enterprise Systems

Monroe Hall Third Floor
(509) 359-2247

Enterprise Systems provides information technology services to students, faculty and staff. Enterprise Systems includes 1) Information Resources and Information Technology Consultation, 2) Student Help Desk 3) Multimedia Activities Resources Services (MARS), 4) Student Computing Resources, and 5) Classroom Technology Services. Enterprise Systems specialists assist the campus community with a wide range of technology-mediated activities.

(1) Information Technology Consultation

Enterprise Systems staff offer consultation and training on the most effective use of campus technology infrastructure including email, calendar, WWW, desktop hardware and software, and the campus area network. In addition, consultations are available on applications systems, databases, software, and hardware.

(2) Student Help Desk

Assistance with technology related questions is available by walking up to the Help Desk located in the lower level of the library. Answers to technology related problems are available online. Ask questions of support staff by dialing 359-HELP or emailing tech-eze@mail.ewu.edu

(3) Multimedia Activities Resource Services (MARS)

MARS supports the application of digital multimedia in academic and administrative areas across campus. Multimedia tools, software applications, and professional design consultation and training are all available in a creative environment. The advanced workstations at MARS provide high quality multimedia software, scanners, audio/video editors, and libraries of digital images. Eastern employees and students can take full advantage of the MARS facilities to produce quality multimedia presentations. Presentation packages and cameras are available for check out.

(4) Student Computing Services

Enterprise Systems manages Eastern’s two university computing labs, where students, faculty, and staff have access to over 150 computers and to lab consultants. Intel-based Pentium PCs and Apple Power Mac computers are available.
available in the labs, as well as scanners, black and white and color printers. The computer labs provide a standard set of software that includes multiple web browsers, Microsoft Office, and other multimedia capabilities. Special curriculum needs are handled by request. The Labs are located in 359 PUB, and 127 Spokane Center. Visit the website http://labs.ewu.edu for detailed information on the labs and the services available.

(5) Classroom Technology Services

Eastern has three types of high tech classrooms: Enhanced Classrooms, Televideo Classrooms and Computer Classrooms. These are general university classrooms scheduled through the Records and Registration Office prior to the start of each quarter.

The Enhanced Classrooms allow a wide variety of multimedia sources to be projected on large format screens installed in the room. These rooms are designed to facilitate multimedia presentations as a primary function.

The Televideo Classrooms provide two-way compressed video conferencing through the statewide K20 Telecommunications network. These rooms are designed to facilitate distance learning.

The Computer Classrooms provide a teaching environment where the instructor and each student have a computer station connected to a server and the campus network. These rooms are designed to facilitate hands-on lectures requiring computer interaction.

Classroom Technology Services provides technical coordination, consulting and training for the use of equipment located in the technologically equipped classrooms. Consultation is also provided on the design of new technologically equipped classrooms and the acquisition of multimedia equipment.

Professional Design and Photography Services (provided by University Graphics)

303 Monroe Hall
(509) 359-7084

Graphic design specialists can create a variety of high quality projects for faculty and staff. Projects include digital presentations, slide shows, web design, video modules, color overheads and prints, poster presentations and research publications.

Photographic services include location and studio photography using digital or traditional cameras, digitizing and enhancing photographic images and artwork, copying slides from books and copying other flat or 3-dimensional items.

Ronald E. McNair Scholars Program

107 Monroe Hall
(509) 359-2465/2471

The McNair Scholars Program is funded by Congress through the U.S. Department of Education to provide opportunities for undergraduates to define their goals, engage in research, and develop the skills and student/faculty mentor relationships critical to success at the doctoral level. McNair Scholars participate in paid research internships with faculty mentors in their majors and attend seminars on GRE preparation and application to graduate programs.

Applicant Requirements

- sophomore standing and above
- a cumulative GPA of 2.8 overall and 3.0 in the major
- U.S. citizen or permanent U.S. resident
- first generation college student from a low-income background or belong to a group under-represented in doctoral studies (African-Americans, Native Americans, and Hispanics).

Student Support Services (SSS)

111 Monroe Hall
(509) 359-2487

Student Support Services (SSS) helps students who are low-income and first generation to stay in college until they earn a baccalaureate degree. Students participate in group activities that emphasize learning how to learn. For example, the math component adjusts for learning styles and pace so that math concepts are mastered.

Writers’ Center

354 PUB
(509) 359-2779

The Writers’ Center offers thoughtful response to students at any stage in their writing processes. Student writers from across the disciplines are invited to participate in one-on-one sessions with Professional Responders or to choose from a variety of workshops. These workshops enable students to become more adept at error-free writing, reading, and creative writing, thesis preparation, use of style books, and resume writing. The Cheney Writers’ Center is in PUB 354, at 359-2779. Appointments are available Monday-Friday. Response sessions in Spokane are also available for department programs there. All Writers’ Center services are free of charge.

Centers of Excellence

Honors

204 Hargreaves Hall
(509) 359-2822

The Honors Program at Eastern is an integrated four-year program of academically challenging courses for superior students. The Honors Program invites applications from high school seniors and from the diverse population of students on campus, including transfers, commuters and nontraditional students. Freshman Honors courses satisfy six of the general education core requirement courses. Upper-division Honors includes 598 courses, a senior capstone as well as an Honors sequence for transfer students. Students who complete the Honors curriculum requirements receive special recognition at graduation.

Acceptance into Honors improves the chances of receiving academic scholarships. Enhanced course work, mentoring with outstanding faculty members and emphasis on writing and critical thinking skills across the University curriculum significantly strengthen applications for graduate programs and employment.

Inland Northwest Center for Writers

Spokane Center
(509) 625-4221

The Inland Northwest Center for Writers offers an undergraduate emphasis in creative writing within the English major, as well as a master of fine arts degree that is recognized as one of the outstanding programs in the country. Many of the students admitted to the selective M.F.A. program receive support to pursue their studies. The undergraduate and graduate creative writing courses in poetry, fiction, and nonfiction are taught by resident faculty, all of whom are practicing writers with numerous and nationally recognized book publications.

In addition to its regular courses, the creative writing program offers internships with the Center’s literary journal, Willow Springs, and also affords students the opportunity to edit and produce a publication of the undergraduate program, Northwest Boulevard. Committed junior and senior students may involve themselves with the Writers-In-The-Community Project, www.ewu.edu
a program that takes student interns as creative writing instructors into area schools, prisons, community centers, half-way houses, and other institutions.

The Center also features a regular schedule of visiting writers who make a public appearance in downtown Spokane and meet with students. Recent visitors include Jo Ann Beard, Patricia Hampl, Robert Hass, Yusef Komunyakaa, Thomas Lux, Richard Nelson, Tomas Salamun, James Welch, John Edgar Wideman, Phillip Loplate, Rick Bass, as well as the Nobel Prize winner, Ceslaw Milosz.

Music

119 Music Building
(509) 359-2241

The Music Program offers both undergraduate and graduate programs in voice, instrument, composition, and education. Students from a wide range of academic programs participate in the music and vocal groups led by members of the Music Department faculty. The Music Program’s status as a Center of Excellence enhances its ability to contribute to the cultural life of the region and university. This includes a partnership with the Spokane Symphony Orchestra that features many faculty, alumni, and students and participation in the Centers of Excellence Academy. Student composers and musicians write and perform pieces that reflect the theme of the Center of Excellence Academy, which is a year-long exploration of ideas through invited speakers and authors, common readings and music, culminating in an address by a keynote speaker.

Diversity Programs

African American Education Program
204 Monroe Hall
(509) 359-2205

The African American Education Program is an academic and student service program. The African American Education Program develops and teaches courses in African American studies, provides recruitment, support and retention services and conducts research into the African American experience. All courses, services, and events provided by the program are open to all EWU students.

African American Studies courses are designed to promote understanding and appreciation of the African American experience as it unfolded over time and as it is currently manifested. The program uses the Afrocentric world view as the philosophical basis for the presentation of its courses.

The African American Education Program provides academic and non-academic student support services including academic advising, scholarships, scholarship information and mentoring. The program assists students, faculty and staff in understanding African American culture and issues. The program sponsors speakers and events, and recognizes national African American holidays.

American Indian Studies Program
2 Indian Education Center
(509) 359-2441

The American Indian Studies Program at Eastern serves about 200 students, the largest enrollment of American Indians at the three regional state universities in Washington. Its purpose is to make university life a positive growth experience that expands students’ perspectives and vocational horizons. Student services offered through the program include:

- Academic planning
- Tutoring
- Career counseling
- Housing and job referral
- Financial aid and scholarship workshops
- University orientation
- Personal and academic counseling
- Cultural awareness workshops
- Assistance with admissions
- Research and reference materials on American Indians.

American Indian Studies offers six courses and a minor. The program also publishes the Moccasin Telegraph (a student newsletter) and Wicazo Sa (a scholarly research journal).

Chicano Education Program (CEP)

203 Monroe Hall
(509) 359-2404

The Chicano Education Program (CEP) is both an academic and a student recruitment and retention program. CEP’s academic focus is on providing all students, regardless of ethnicity, an opportunity to become familiar with the Chicano/Latino Community and issues. This is accomplished through CEP’s Chicano studies 25-credit undergraduate minor. Several Chicano studies courses fulfill EWU’s cultural diversity requirement. CEP actively participates with the National Association for Chicana/Chicano Studies, stages numerous cultural and art exhibitions, and operates a speakers’ forum all of which augment the opportunity to learn about the Chicano/Latino community beyond the classroom setting.

CEP’s student recruitment focuses on increasing the participation of Chicanos/Latinos in higher education. CEP actively recruits Chicano/Latino students from high schools and community colleges, and helps prospective students complete their admissions process at EWU.

Retention efforts include:

- Scholarships and scholarship information
- Mentoring opportunities
- College orientation class
- Tutoring
- Academic advising
- Student advocacy
- Efforts focusing on creating a sense of community for Chicano/Latino students at EWU
- Social/cultural programs.

CEP publishes an electronic quarterly newsletter, Q-Vo, which informs students, parents and the community about program activities. The CEP houses the College Assistance Migrant Program (CAMP), which is designed to recruit and retain migrant students during their first year of college at EWU. CAMP provides an array of academic support services and financial assistance to program participants.

Women’s Studies Center Programs
207 Monroe Hall
(509) 359-2847

The Women’s Studies Program at Eastern encompasses an academic and a resource center component, with an interdisciplinary minor comprised of courses that explore both previously neglected material and new research material about women and their roles in society. The academic program has
also introduced a Gender Studies Certificate that offers an interdisciplinary, critical study of gender and its social impact.

The resource center under the Women’s Studies program provides:
- A comfortable place for women to meet
- A varied series of lunch hour presentations
- H.O.M.E. (Helping Ourselves Means Education) networking program for low income, nontraditional student parents
- Agency referrals

Educational Outreach

Division of Educational Outreach
121 Hargreaves Hall
(509) 359-6155
http://deo.ewu.edu

Providing a variety of innovative learning opportunities, Eastern’s Educational Outreach programs serve students, working professionals, and the community. EWU’s Division of Educational Outreach programs include:
- Continuing Education
- EWU Press and Get Lit Festival
- Interdisciplinary Studies
- Running Start
- Eisenhow Center
- Independent Learning
- Professional Development
- Summer Session

Independent Learning
219 Hargreaves Hall
(509) 359-2268 or Toll Free (800) 924-6606
http://il.ewu.edu

Independent Learning courses are ideal for individuals seeking flexibility of course scheduling and completion, and professionals seeking endorsements, certification or career advancement. Independent Learning utilizes an open-enrollment system which allows students to enroll at any time.

A maximum of 45 quarter credits in Independent Learning may be counted toward the baccalaureate degree at EWU.

Independent Learning courses are computed as part of a student’s GPA.

Independent Learning courses may not be taken as a repeat for courses previously taken by classroom instruction.

Admission to EWU is not required to enroll in Independent Learning courses.

Current Independent Learning course subjects include:
- Accounting
- African American Studies
- Communication Studies
- Counseling, Education and Developmental Psychology
- Creative Writing
- Education
- English
- Government
- Health Education
- History
- Human Resources
- Humanities
- Mathematics
- Occupational Therapy
- Physical Education
- Psychology
- Urban and Regional Planning
- Women’s Studies

New Independent Learning courses are being developed on a regular basis.

To view current course offerings please visit the Independent Learning website at http://il.ewu.edu

Interdisciplinary Studies
213 Hargreaves Hall
(509) 359-2402

Interdisciplinary Studies offers a variety of nontraditional methods for obtaining university credit toward a degree. These methods include contracted learning, credit for prior learning, and challenging university courses through examination.

An Interdisciplinary Studies degree offers both flexibility and academic breadth through each of its degree options:
- Liberal Arts Option
  This degree is designed for students who prefer a broad liberal arts program instead of a discipline-specific major.
- Prior Learning Option
  This degree is designed for adult learners who have acquired substantial specialized training outside the classroom.
- Interdisciplinary Option
  This degree is designed for students seeking to combine curriculum from two or three departments or programs.

For more information see Interdisciplinary Studies in the alphabetical program listings in the center of this catalog.

International Field Studies (IFS)/Eisenhower Center for Cultural Outreach
221 Hargreaves Hall
(509) 359-6275 or Toll Free (800) 541-2125
http://ec.ewu.edu

The IFS/Eisenhower Center offers academic credit for students, teachers and other professionals traveling overseas on approved educational travel programs. Undergraduate level courses are offered for student participants. Post-baccalaureate credit is offered for teachers and other professionals to meet certification and professional advancement requirements. Courses have been designed to complement and enhance the educational value received from the travel experience. For more information on these programs, please call our office or visit our website.

Office of Professional Development and External Programs (OPDEP)
217 Hargreaves Hall
(509) 359-7380 or Toll Free (800) 331-9959
email: profdevelop@ewu.edu
http://professional.ewu.edu

Serving a leading role in academic outreach and distance learning, Eastern’s Office of Professional Development (OPD) provides seminars, online courses, corporate training, certificate courses, credit option, and continuing education unit (CEU) courses for the working professional. Choose from a variety of high-quality, customized programs delivered to a worksite or at one of our convenient learning centers in the Spokane area.
Credit Option and Continuing Education Unit (CEU) Courses:

Providing expanded educational opportunities to individuals seeking specialized courses in condensed, flexible, and affordable formats, Credit Option courses are designed to address the needs of professionals seeking career change, advancement, and specialized endorsement. Continuing Education Units (CEUs) are recorded by EWU and certificates of completion are awarded to participants. CEUs are available with application and transcript recording fees.

Professional Development Seminars

Professional Development seminars and the Leadership Signature Series emphasize career-relevant education for working professionals. Seminars are customized to meet the specific training needs of public, civic, corporate and organization professionals.

For further information about Eastern’s alternative academic and professional development programs, please contact the Office of Professional Development and External Programs at (509) 359-7380, or visit our website at http://professional.ewu.edu

Running Start

217 Hargreaves Hall
(509) 359-7380
http://runningstart.ewu.edu

Running Start, a program created by the Washington State Legislature, provides an opportunity for juniors and seniors in state public high schools to enroll in courses at Eastern Washington University. Running Start provides academically motivated and qualified students the opportunity to take college courses as part of their high school education.

Students may supplement their high school curriculum with one or two courses per quarter or take all of their courses on the EWU campus – up to 18 credits per quarter. If eligible for the program, students earn both high school and college credit for the college-level courses they successfully complete.

Classes taken as part of the Running Start program are limited to college level courses. Tuition is covered by each student’s school district. Books and supplies, class related fees, transportation and parking are the responsibility of the student. Running Start is available fall, winter and spring quarters only.

Students are eligible for Running Start at EWU if they meet the following criteria:

- Student will be in the 11th or 12th grade by the first quarter of Running Start
- Student has achieved a cumulative GPA of at least 3.25 or qualifies for a 25 on the EWU Admissions Index

Summertime Session

121 Hargreaves Hall
(509)-359-4222 or (509)-359-4860
email: summer@mail.ewu.edu
http://summer.ewu.edu

Summer Session is for everyone. Courses are available to university students and community members in order to graduate early, learn new skills or pursue a topic of special interest. Opportunities are offered to travel internationally or to nearby states with faculty members for a once-in-a-lifetime experience. Other students may take core courses during the summer to concentrate on their major courses during the rest of the year. New freshman or transfer students may find summer session courses a great way to become familiar with our campus and faculty. Out-of-state students and international students benefit from taking summer courses for the same tuition as in-state residents. Summer Session offers courses in a variety of formats for varying lengths of time including weekends, four-week and eight-week courses over the entire summer term.

International Education and Services

English Language Institute

354 Patterson Hall
(509) 359-6003
http://cli.ewu.edu

The English Language Institute helps international students develop English language skills as a bridge to credit courses at EWU and other American colleges and universities.

The Institute offers five levels of core courses which include listening/conversation, reading, writing/grammar and computer skills. Research Paper and University Seminar are bridge courses in the program that require an advanced level of English proficiency.

Students in the ELI who have satisfied all academic requirements for admission to EWU except for English language proficiency may move to credit status based on the recommendation of the ELI faculty. Test of English as a Foreign Language (TOEFL) scores are not required for ELI students.

The ELI also offers two language enriched preparation courses for students at the graduate level who need English language support.

The ELI is a Test of English for International Communication (TOEIC) test site and also offers Graduate Management Admission Test (GMAT) preparation.

A special feature of the ELI is the International Peer Advisor Program in which EWU students work with small groups of English language students to provide conversation practice, to accustom students to American life, and to organize special activities and field trips. ELI Cultural Mentors, who are native speakers of the major language groups in the ELI, also support students in their adjustment to American life.

International Education Office

127 Showalter
(509) 359-2331
http://www.ewu.edu/ico
email: isp@mail.ewu.edu

The International Education Office consists of two areas, International Student Services and Study Abroad that together promote a culturally diverse learning environment on the campus and in the community.

The International Student Services staff provides an array of essential services and programs - academic, immigration, as well as social and cultural - to assist international students, faculty, and scholars, and their families in achieving their educational, professional, and personal objectives. The office supports faculty exchange opportunities and can help in bringing international faculty and scholars to the EWU campus.

EWU students can enhance their education by studying at an accredited university or language program or completing a directed/independent study opportunity while overseas. Credits earned through the Study Abroad Program can apply toward a degree at Eastern Washington University and may be eligible for satisfaction of cultural diversity and international studies requirements. Students may choose from programs in nearly every country of the world. The most popular destinations for Eastern students are: Australia, New Zealand, Spain, Mexico, Japan and Costa Rica.

www.ewu.edu
Libraries

John F. Kennedy Library
100 LIB
(509) 359-6456

The Eastern Washington University Libraries consist of the John F. Kennedy Library, which is the main university library on the Cheney campus, and the Cooperative Academic Library Service (CALS) in Spokane at Riverpoint. The Libraries provide state-of-the-art communications for global information resources, maintain a book collection of over 700,000 volumes, more than 5,000 print and electronic journals, and serve as a selective depository for the state and federal government with over 800,000 documents.

The EWU Libraries’ online catalog provides access to the catalog of EWU as well as a combined catalog of thirty-two college and university libraries in Washington and Oregon. Students use the library system to search periodical indexes, reference works, and full-text documents. The library system can be accessed at www.ewu.edu/library. Assistance with new technological tools and traditional research materials is available from reference librarians in the Kennedy Library and CALS. These librarians also provide class instruction to keep students up-to-date on research tools.

Students can obtain materials not held by EWU by submitting requests electronically or in person to Interlibrary Loan Services.

CALS
Room 105 N. Riverpoint Blvd.
Spokane, WA 99210
(509) 358-7930

The Cooperative Academic Library Service (CALS), located in the Phase I Building at the Riverpoint campus in Spokane, supports the Spokane-based programs of Eastern Washington University and Washington State University. It offers a full range of reference and interlibrary loan services and electronic access through the library system to the world of information.

Student Life

Associated Students of Eastern Washington University (ASEWU)
303 PUB
(509) 359-2514

The Associated Students of Eastern Washington University (ASEWU) consists of the entire student body. Eastern students are represented by a council of twelve elected members — a president, executive vice president, finance vice president, and nine council members. It is the responsibility of these officials to represent the interest of all students at EWU. Members confer with administrators, attend meetings, and serve on a wide variety of committees dealing with such campus issues as academics, accreditation, student services, student health, childcare, safety, and athletics. Student representatives are elected to office during winter quarter and members officially begin their term at the end of spring quarter. These are paid positions. The student government offices are located in the Pence Union Building, third floor, room 303. Students are encouraged to bring their suggestions, concerns, and questions to their elected officers. These representatives are here to serve all Eastern students.

Athletics at Eastern

207 PE Classroom Building Classroom
(509) 359-2465 - 1-800-648-7697
http://athletics.ewu.edu

Eastern’s athletic program is a vital part of campus life, with six intercollegiate sports for men and eight for women. Eastern’s program provides training and competition for athletically talented students and entertainment for other students and the general community.

Exciting intercollegiate spectator sports are provided through Eastern’s participation in Division I NCAA Big Sky Conference competition pitting Eastern teams against institutions such as the University of Montana, Montana State and Idaho State. Division I sports include:

- Football, men’s
- Basketball, men’s and women’s
- Cross country, men’s and women’s
- Indoor/outdoor track and field, men’s and women’s
- Tennis, men’s and women’s
- Golf, women’s
- Soccer, women’s
- Volleyball, women’s

Home football games are played at Woodward Field on the Cheney campus, while basketball and volleyball games are held in Reese Court, the 5,000-seat centerpiece of Eastern’s Sport and Recreation Center. Indoor track meets are staged in the Thorpe Fieldhouse, and outdoor track meets are held at the Woodward Field track.

Clubs and Organizations

320 PUB
(509) 359-4711

Join a campus club or organization for a great learning experience. Today’s job market demands more than just good grades. Employers are looking for students who have been involved in their campus community.

With an average of more than 100 student organizations on campus each school year, Eastern offers something of interest to everyone. Choose from cultural/ethnic groups, academic major-related clubs, academic fraternities, social fraternities, and sororities, political/social action organizations, recreation groups, religious/spiritual organizations, service/philanthropic clubs and sports teams.

Besides the many clubs and organizations already in existence, students are welcome to form a new organization. Stop by the office of Student Life and see the advisor for Student Organizations to learn how. The benefits of being a recognized group include:

- Access to meeting rooms
- Mailboxes
- Event funding
- Access to Associated Students of Eastern Washington University (ASEWU) poster-making supplies
- Free class and club accounts
- A free organization email account
- Access to advertising
- External web page linked to the University Home Page
- Supplemental funding from the ASEWU
- Regular ASEWU funding

For more information contact the advisor for Student Organizations in PUB 320. Call 359-4711 or 359-2292.
Dean of Students/Associate Vice President for Student Life
320 PUB
(509) 359-2292

The dean of Students provides leadership and assistance in a variety of areas affecting the quality of student life at Eastern Washington University. The dean oversees Student Life which is comprised of the Office of Student Activities (Campus Programs, Clubs and Organizations, Greek Life, Outdoor Programs, and Intramurals and Club Sports), the Office of Residential Life, the Office of Disability Support Services, the Office of Student Rights and Responsibilities (Judicial Programs, Academic Integrity, Student Conflict Resolution, Student Legal Services and Campus Outreach), Health, Wellness, and Prevention Services, and Counseling and Psychological Services, and Student Life Accounting. The dean encourages initiatives in those areas and supports active student involvement in campus activities and leadership development opportunities. The dean serves as the primary administrative liaison with the Associated Students of Eastern Washington University. The dean of Students also provides assistance on matters of student welfare at the University. The dean and staff work closely with the University Community to maintain a safe environment for students.

Epic Adventures
1123 Elm St.
(509) 359-7920
www.epic.ewu.edu

Nestled within the beautiful Inland Northwest, EWU is located a short drive from numerous world-class outdoor recreation destinations. Epic Adventures regularly utilizes these resources as outdoor classrooms. Get involved with Epic Adventures to learn life long skills, enhance self confidence, meet new friends, and visit exciting and beautiful places.

Epic Adventures is an integral component of the Office of Student Activities and is sponsored by the Associated Students of EWU. The staff of Epic is committed to providing outdoor recreation opportunities that are fun and educational for the students, staff, and faculty of EWU. Some of the opportunities Epic Adventures offers the Eastern community include:

- Field experiences and instructional programs in rock climbing, whitewater rafting and kayaking, canoeing, backpacking, mountaineering, alpine skiing and snowshoeing, ice climbing, snow camping, fly fishing, and more
- Quality outdoor equipment rentals at affordable prices
- Outdoor Resource Center, complete with a database and library to assist in planning activities
- Employment and internship opportunities that include hands-on leadership training and skill development

Epic Adventures is located across from Dressler and Pearce Halls at 1123 Elm Street, and is open Monday through Thursday from 11 a.m.-5 p.m. Epic Rental Center is open 10 a.m.-5 p.m. Monday through Friday. Call (509) 359-7920, or check our website at www.epic.ewu.edu.

Greek Life (Fraternity/Sorority System)
320 PUB
(509) 359-4711 or 359-RUSH

Eastern is the only regional university in Washington state to host a Greek system. Five fraternities and four sororities surround the campus, providing students with excellent opportunities to develop leadership skills, school pride and social and community involvement.

Two councils govern the Greek system. The Interfraternity Council and the Panhellenic Council serve as communication centers for the exchange of ideas and information and are responsible for keeping fraternity and sorority chapters in compliance with national standards.

www.ewu.edu

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www.ewu.edu

Intramural and Club Sports
320 PUB
(509) 359-7877
www.goeags.com

One of the largest student activity programs on campus, the intramural (IM) program has over 5,000 active participants annually. The program provides the EWU community with a wide variety of team and individual sports each quarter. Opportunities for improved physical fitness, social and group interaction, leadership/individual/team skills improvement and most importantly, the chance to have fun are all part of the IM program. Cost is minimal, each team pays a $20 team entry fee, and activities are held right on campus. Regular leagues generally play twice a week so the time commitment is low. Many leagues offer “A” and “B” levels for competitive and recreational play so students of all skill levels may take part. The IM program is a part of Student Life in the division of Student Affairs with funding provided by the Associated Students of EWU.

One of the fastest growing segments of campus life is the EWU Club Sport program. Clubs are offered based on student interest and may be competitive or practice/workout based. Club sports are committed to providing EWU students with the opportunity to participate in the sport of their choice while representing EWU either on or off campus in club competitions. New clubs are added as interest warrants. For more information on EWU Club Sports, contact the IM and Club Sports Office by stopping by PEA 120 or calling (509) 359-7877.

Residential Life
121 Tawanka
(509) 359-2451, (800) 583-3345

The Office of Residential Life is located within the Housing Office in 121 Tawanka. The main responsibility of this office and its staff is to work with the students who live in the residence halls. The staff provides activities, leadership, resources, and various other essential elements to help students grow academically as well as socially.

Residential Life ascribes to the Community Standards Model that provides a set of guidelines for residents to live by. The standards model works in conjunction with university/housing policies to help residents create a positive living-learning environment. Residents are asked to become involved in setting up standards. Generally, the students are able to govern their living environment without violating state, federal, local laws, and university/housing policies.
The Residential Life staff consists of Residential Life Coordinators (full time live in professional staff), Community Advisors/Floor Managers (full time student staff who live on the floor), and Office/Night Desk (security) workers. In addition, there are various leadership opportunities for students. These include being an executive officer or floor representative to Hall Government, executive officer or hall representative to the Residence Hall Association (RHA) and Students Educating About Life (SEAL). Each year the staff nominates the halls’ top leaders to the National Residence Hall Honorary (NRHH). NRHH represents 1% of the residence halls leaders.

Office of Student Rights and Responsibilities (OSRR)
103 Showalter Hall
(509) 359-6960

The Office of Student Rights and Responsibilities serves as the judicial affairs office at Eastern Washington University and is primarily responsible for enforcement of the EWU Student Conduct Code. The OSRR also provides mediation and alternative dispute resolution services for EWU students who are seeking to resolve conflicts with other students and/or members of the EWU community.

Additionally, the OSRR provides students with advice and guidance related to university policies and procedures. The OSRR also serves as the storehouse for academic integrity policy records.

Washington Student Lobby
For more than a decade the Washington Student Lobby (WSL) has existed to protect the interests of students at the state level. This body is a coalition of students from the six public state universities. The Washington Student Lobby has demonstrated time after time its ability to represent students in Olympia on issues as far ranging as tuition policy, financial aid, childcare, and to address other concerns of the state’s diverse and non-traditional student population. The Washington Student Lobby is among the most respected lobbies in Olympia because of its professionalism, commitment, and dedication for higher education issues. Support WSL by marking “yes” on the quarterly registration form or add it to your account as an optional fee. For additional information on WSL or to find other ways to get involved, contact the ASEWU office located in PUB 303 (359-2514).

Student Publications
Campus Planners
305 PUB
(509) 359-2514

Published yearly by the dean of Students, the campus planner is designed as a resource manual relevant to student life at Eastern Washington University. It contains university addresses and telephone numbers, and information on services, activities and programs available at the University. In addition, the planner includes current policies, rules, and regulations directly affecting a student’s tenure at Eastern. An online version of the handbook is available at www.ewu.edu/x2141.xml and hardcopies are distributed to all new freshman and new graduate students.

The Easterner
119 Hargreaves Hall
(509) 359-6270

Published weekly, The Easterner covers campus news, issues in education, and student life. Call the office for information on how to get involved.

The Focus
303 PUB
(509) 359-2514

The Focus is a daily newsletter published and distributed during the academic school year by the Associated Students of Eastern Washington University. It includes information about campus activities and programs, opportunities (scholarships, internships, jobs), housing, general university announcements, meetings and the popular “swap shop” section.

Student Services
Career Services
114 Showalter Hall
(509) 359-4637

Career Services provides resources for every stage of career development including how to:

- Explore career options
- Arrange an internship
- Find part-time work
- Polish a resume
- Interview with prospective employers.

Career Services includes Career Planning, Internship Programs, Placement File Services, and Student Employment.

Career Planning
114 Showalter Hall
(509) 359-2389

Career Planning offers a variety of services and resources to help students make academic and career related decisions that are well informed. These might include deciding on a major, learning about different jobs, and choosing a career. Services are also available to assist with job-market preparation.

Career Planning services include:

- Individualized career advising
- Charting Your Course (CYC) a web-based tool to assist students with their career plan
- Career resource library of books and periodicals containing information such as job descriptions, starting salaries, company profiles, etc.

Contact our office for career advising or assistance with any of the services listed above.

Internship Programs
Students may receive academic credit by working in positions related to their major field of study and career interest. Internships help students make a smooth transition from graduation into a career.

An internship provides the opportunity to:

- Explore specific career interests
- Apply classroom learning to workplace projects and assignments
- Test out and confirm or reshape career goals
- Enhance a resume and develop workplace skills that employers value

Search for an internship by major through our internship database at www.careers.ewu.edu (click “Student,” then “Internship Programs.”)

www.ewu.edu
Completion of the following forms is required to receive financial aid:

Application Process — All Students

Additional information is available from the following sources:

Within each section, information is organized alphabetically.

Nearly 75 percent of Eastern students receive some form of financial aid. Nearly 75 percent of Eastern students receive some form of financial aid. Finances are awarded based on financial need and do not have to be repaid. Loans are available at EWU. Interested and eligible students may apply for loan (Perkins, Stafford, PLUS).

EWU offers the following grant programs:

• The EWU Financial Aid and Scholarship website at www.ewu.edu/financialaid

• The Financing Your Education brochure, available from the Financial Aid and Scholarship Office

• The Student Guide, available from the Federal Student Aid Programs by calling (800)433-3243

Introduction

Eastern Washington University provides financial assistance to eligible students in the form of scholarships, tuition waivers, grants, work study, and loans. Nearly 75 percent of Eastern students receive some form of financial aid. General information for all students is provided below, followed by separate, detailed information for undergraduate and graduate students. Within each section, information is organized alphabetically.

Additional information is available from the following sources:

• Apply for financial aid by completing the Free Application for Federal Student Aid (FAFSA). For an electronic application, please access FAFSA on the Web at: http://www.fafsa.ed.gov. Previous FAFSA on the Web applicants will receive a Personal Identification Number (PIN) from the Federal Processor that can be used to file a renewal FAFSA on the Web. Paper FAFSAs are available from the Eastern Financial Aid and Scholarship Office, high school counselors, and community colleges.

Eligibility Information — All Students

The following conditions must be met to be eligible for financial aid:

• Formal admittance to Eastern

• United States citizenship or permanent residency

• Enrollment in an eligible degree or certificate program

• Must not be in default on any federal education loan or owe a repayment of a federal grant or loan received at any college or university

• Register with the Selective Service, if required by law to do so

• Possess a valid Social Security number

• Complete and submit a promissory note to accept any offer of a student loan (Perkins, Stafford, PLUS)

Undergraduate Students

Application Dates

Official admission to Eastern is required prior to an evaluation for financial aid eligibility. However, applications for admission and financial aid can be made at the same time.

• February 1: Postmark date for the Eastern Washington University scholarship application. Apply online at www.ewu.edu/financialaid, click “EWU Scholarships.”

• February 15: FAFSA must be at the federal processor to receive priority consideration for financial aid besides scholarships.

• April 1: Deadline for admission or re-admission to Eastern to be considered for priority financial aid funding.

Applications, except for scholarships, received after these deadlines will be considered. However, since awards are made on a funds-available basis, late applicants may not receive all the aid for which they might otherwise qualify.

Financial Aid Programs

Grants - Grants are based on financial need and do not have to be repaid. EWU offers the following grant programs:

• Federal Pell Grant

• Federal Supplemental Educational Opportunity Grant (FSEOG)

• Federal Challenge Grant

• State Need Grant (SNG)

• Educational Opportunity Grant (EOG)

• EWU Grant

Loans — The federal Perkins Loan, federal Stafford Loan, and federal PLUS Loan programs are available at EWU. Interested and eligible students may also apply for alternative loan and/or Alaska Loan funds.

• The federal Perkins Loan is available to students who demonstrate financial need and enroll full time. The interest rate is five percent and repayment begins nine months after leaving school or dropping below half time status.

• The federal Stafford program provides two types of loan assistance, subsidized and unsubsidized. Students must enroll at least half time to qualify for either loan. Subsidized loans are awarded based on financial aid eligibility. However, applications for admission and financial aid can be made at the same time.

• EWU Grant

Placement File Services

A placement file can be created to send to prospective employers. It contains basic personal information, information on major/minor course work, letters of recommendation from faculty, employers, and internships or student teaching experience.

To start a placement file, call EWU Career Services at 359-2221 or visit our office, 114 Showalter Hall.

Student Employment

114 Showalter Hall

(509) 359-6365

Many Eastern students supplement their income and gain valuable work experience with part-time employment. The Student Employment Office assists students interested in part-time work on campus or in the community. Students may work up to 19 hours per week during the academic year and 40 hours per week during the summer and breaks between terms. Students who receive work study as a part of their financial aid package will be referred to jobs through the Student Employment Office. Positions are available on campus and throughout the region. Work study recipients are encouraged to explore community service opportunities when considering job placement options. Part-time employment information is also available through the Career Services website (www.careers.ewu.edu).

Job search preparation includes:

• Resume preparation workshops and/or individual assistance

• Recruiting interviews by employers interested in hiring new graduates

• Job opportunity listings

• Self-marketing assistance

• Internet career resources with a complete menu of career related sites

• Videotape library with company information, interviewing skills etc.

Financial Aid and Scholarships

Financial Aid and Scholarship Office

102 Sutton Hall, Cheney, WA 99004-2447

Phone: (509) 359-2314 Fax: (509) 359-4330

email: finaid@mail.ewu.edu

Website: www.ewu.edu/financialaid

www.ewu.edu
need and have deferred interest while the student is enrolled at least half time. Unsubsidized loans are not based on financial need and interest accrual begins at time of disbursement. The interest rate for either loan varies, but cannot exceed 8.25%. Repayment for either loan begins six months after leaving school or dropping below half time status.

- The federal PLUS Loan is for the parent(s) of dependent students and is not based on financial need. However, parents must have favorable credit to qualify. The interest rate varies, but cannot exceed 9.00% and repayment begins once the loan is fully disbursed, regardless if the student is still in school. There is no grace period.

- An alternative loan may be a funding option for those students who reach their annual Federal Stafford loan limits. Visit the Financial Aid and Scholarship Office for more details.

- Alaska Loans are available for Alaska residents. To be considered, contact the Alaska Commission on Postsecondary Education, (800) 441-2962

**Work Study** – Federal and state work study is awarded to qualified students who demonstrate financial need and request employment on the FAFSA. Work study recipients can work up to 19 hours per week and are paid at least minimum wage.

**Miscellaneous Financial Aid Programs**

- **Short Term Loans** – Short term loans are available in the amount of $300 for up to 60 days. Students must be enrolled at least half time to qualify. Applications are available in the Financial Aid and Scholarship Office or at www.ewu.edu/financialaid, click “Online Forms.”

- **Special Residency** – Native American students and active duty military personnel (and dependents) may qualify to pay Washington resident tuition rates. To be considered for Native American Residency, contact the Office of Records and Registration, (509) 359-2321; active duty personnel contact the Office of Admissions, (509) 359-2397.

- **Tuition Waivers** – Tuition waivers may be available to qualified non-Washington resident students. EWU offers Idaho Reciprocity and participates in the Western Undergraduate Exchange Program. To be considered for these awards, contact the Financial Aid and Scholarship Office.

- **Veteran’s Benefits and ROTC** – Students who served in the Armed Forces may be eligible for veteran’s benefits. Contact the Veteran’s Services office, (509)-359-7040 or visit www.gibill.va.gov for details. Funding is also available through ROTC for students interested in military science. Contact ROTC, (509) 359-6110, for details.

**Scholarships – Undergraduate Students**

**EWU Scholarships**

EWU scholarships are awarded to students who have demonstrated academic and community service excellence. To be considered for a scholarship, complete the EWU Scholarship Application form on or before February 1 for the following academic year. Apply online at www.ewu.edu/financialaid, click “EWU Scholarships,” or pick up an application in the Financial Aid and Scholarship Office. Supplemental materials are also required.

A list of separate departmental scholarships and private, non-EWU scholarships are also available on our website.

**International Student Waiver Scholarships**

A limited number of tuition awards may be available on a merit basis to international students. For more information, contact the International Education Office, 127 Showalter Hall, (509) 359-2331.

**Scholarships for Disadvantaged Students (SDS)**

The Scholarship for Disadvantaged Students is available to students demonstrating a high financial need and participating in the Social Work, or the Dental Hygiene Program. Interested students should complete the FAFSA process and contact their program for details and application information.

**Graduate Students**

**Application Dates**

Official admission to a graduate program is required prior to an evaluation for financial aid eligibility. However, applications for admission and financial aid can be made at the same time. Students taking prerequisite courses for entry into a program may also be eligible for federal loans.

- **February 1:** Postmark date for the Eastern Washington University scholarship application. Apply online at www.ewu.edu/financialaid, click “EWU Scholarships.”

- **February 15:** FAFSA must be at the Federal Processor to receive priority consideration for financial aid besides scholarships.

- **March 1:** Deadline for Graduate Service Appointment (GSA) applications (see below).

- **April 1:** Deadline for graduate admission to Eastern to be considered for priority financial aid funding.

Applications, except for scholarships and GSA awards, received after these deadlines will be considered; however, since awards are made on a funds-available basis, late applicants may not receive all the aid for which they might otherwise qualify.

**Financial Aid Programs**

**Loans** – The federal Perkins loan and federal Stafford loan programs are available at EWU. Interested and eligible students may also apply for Alternative Loan and/or Alaska Loan funds.

- The federal Perkins loan is available to students who demonstrate financial need and enroll full time. The interest rate is five percent and repayment begins nine months after leaving school and dropping below half time status.

- The federal Stafford program provides two types of loan assistance, subsidized and unsubsidized. Students must enroll at least half time to qualify for either loan. Subsidized loans are awarded based on financial need and have deferred interest while the student is enrolled at least half time. Unsubsidized loans are not based on financial need and interest accrual begins at time of disbursement. The interest rate for either loan varies, but cannot exceed 8.25%. Repayment for either loan begins six months after leaving school or dropping below half time status.

- An alternative loan may be a funding option for those students who reach their annual Federal Stafford loan limits. Visit the Financial Aid and Scholarship Office for more details.

- Alaska Loans are available for Alaska residents. To be considered, contact the Alaska Commission on Postsecondary Education, (800) 441-2962.

**Work Study** – Federal and state work study is awarded to qualified students who demonstrate financial need and request employment on the FAFSA. Work study recipients may work up to 19 hours per week and are paid at least minimum wage. These resources may be used as a portion of a Graduate Service Appointment stipend.

**Miscellaneous Aid Programs**

- **Short Term Loans** – Short term loans are available in the amount of $300 for up to 60 days. Students must be enrolled at least half time to qualify. Applications are available in the Financial Aid and Scholarship Office or at www.ewu.edu/financialaid, click “Online Forms.”

- **Special Residency** – Native American students and active duty military personnel (and dependents) may qualify to pay Washington resident tuition rates. To be considered for Native American residency, contact the Office of Records and Registration, (509) 359-2321; active duty personnel contact the Office of Admissions, (509) 359-2397.

www.ewu.edu
**Graduate Service Appointments**

Graduate Service Appointments (GSAs) are awarded on a competitive basis to students of outstanding promise by an academic program or administrative office. Apply by March 1 directly to the appropriate department for fall term. Early application is encouraged. The form is available at: www.ewu.edu/x5980.xml

There are three categories of Graduate Service Appointments. Graduate assistants teach or support teaching. Graduate associates provide various forms of administrative support consistent with their academic program. Students in both categories are required to complete at least 10 credits per quarter. Graduate instructors teach two classes per quarter and are required to complete at least 8 credits per quarter. All GSAs work 20 hours per week and may not accept any other employment or compensation from the University. Terms of the award vary, but usually include a tuition waiver and a stipend. GSA tuition waivers do not cover quarterly building and facilities fees, health fees, technology fees or course fees.

A portion of the funding for GSAs comes from need-based tuition waivers. Only Washington state residents are eligible. To be considered for a need-based waiver, students must have completed the FAFSA process.

Recipients of a GSA are eligible for medical coverage during the term of their appointment. Information on this coverage and coordination of premium payment is provided by the Graduate Studies Office.

**Scholarships - Graduate Students**

**EWU Scholarships**

EWU scholarships are awarded to students who have demonstrated academic and community service excellence. To be considered for a scholarship complete the EWU Scholarship Application form on or before February 1 for the following academic year. Apply online at www.ewu.edu/financialaid, click “EWU Scholarships,” or pick up an application in the Financial Aid and Scholarship Office. Supplemental materials are also required.

A list of separate departmental scholarships and private, non-EWU scholarships are also available on our website.

**Graduate Nonresident Waiver Scholarships**

EWU graduate tuition waiver scholarships are available to high-achieving students of merit who are nominated by their academic department or program. These awards are currently limited to nonresidents of Washington state and cover approximately one-half of nonresident tuition. No service to the University is required for recipients of this scholarship. Interested students must contact the program to which they are applying for more information.

**International Student Waiver Scholarships**

A limited number of tuition awards may be available on a merit basis to international students. Graduate students may be eligible only pursuant to admission to graduate studies. For more information, contact the International Education Office, 127 Showalter Hall, (509) 359-2331.

Outstanding international applicants are also encouraged to apply for Graduate Service Appointments as outlined above.

**Scholarship for Disadvantaged Students (SDS)**

The Scholarship for Disadvantaged Students is available to students demonstrating a high financial need and participating in the Mental Health Counseling, Social Work, and Physical Therapy programs. Interested students should complete the FAFSA process and contact their program for details and application information.

**First Year Experience**

117 Showalter Hall
(509) 359-6843
email: orientation@mail.ewu.edu

This office coordinates programs designed to help incoming undergraduate students make a smooth transition to EWU. Programs include Student Testing, Advising, and Registration (STAR), new student orientation held prior to fall term, peer mentoring, and the student success course, PSTC 197, offered during fall quarter.

**Housing and Residential Life**

121 Tawanka
(509) 359-2451, (800) 583-3345

Choosing where to live is one of the most important decisions any student will make after deciding to attend Eastern. Whether choosing to live in Spokane or Cheney, on or off campus, in a residence hall or apartment, it is important to consider cost, convenience, commuting time, study requirements and social interaction. With seven residence halls, accommodations for 2,000 students and a variety of dining options, Eastern offers everything students need at the best price among public higher education institutions in the state.

Living on campus provides learning opportunities that go beyond the classroom. People from all over the world attend Eastern, and the experience of living in a residence hall is a great way to become better acquainted with diverse lifestyles and ethnic backgrounds. Students in residence can get involved in hall government, have quick, convenient access to the entire campus, and best of all, can share problems, successes, frustrations, joys, insights and questions with roommates and neighbors. Living in a campus residence can lead to friendships that will last a lifetime.

**Residence Halls**

Seven residence halls—Anderson, Breswter, Dressler, Dryden, Morrison, Pearce, and Streeter—are available for single students without dependents. We offer a variety of living arrangements including all female floors, floors with extended quiet hours and floors where residents make a commitment not to use any form of alcohol, tobacco or drugs. All rooms have internet access, voice mail, and cable television. A meal plan is required.

**Application Procedures**

Early application for a preferred room assignment is strongly encouraged. The deadline for early sign-up bonuses is May 1. Applications received before June 30 will receive a room assignment by late July. Applications received after June 30 may take at least one month to process before a room is assigned. Please include the $200 deposit when applying for residence hall accommodations. (This deposit is not applied to housing fees.)

Room assignments will include each roommate’s name and home phone number, and assigned roommates are encouraged to get acquainted before fall term. In most cases, students can see their room, or a similar room, during summer STAR programs. Move-in dates are several days before the start of fall quarter.
Contract and Rate Information

Fees for residence hall accommodations and meal plans for the academic year are payable quarterly or by separate arrangement with Student Financial Services. There are two options for contracts: (1) academic year or (2) quarterly. An academic-year contract represents substantial annual savings compared to the cost of three quarterly contracts. Additional savings are often available when early sign-up deadlines are met.

Please call the Office of Housing and Residential Life for specific information about our residence halls.

Graduate Student and Family Housing

Single graduate students can live in the residence halls. The north wing of Dryden Hall is popular with some graduate students because it has single rooms for those 21 and over. Student Court, Anna Maria Apartments, Holter House and Townhouse Apartments are available to our married students and students with children. These are all unfurnished apartments, and no meal plan is required. Married students and students with children have priority in Student Court but rooms are also available for mature single students. Application for housing should be made at least six months in advance since wait lists are common. For complete information and either a residence hall or apartment application, speak with the Housing Office at 121 Tawanka (509) 359-2451 or contact us via email at housing@mail.ewu.edu

Dining Services

120 Tawanka
(509) 359-2540

Eating on campus can be as simple as a quick sandwich and glass of milk or as involved as a hot three-course meal. We are proud of our progressive eateries. We accommodate all kinds of appetites, by serving students who are concerned about health, who are in a hurry, who enjoy ethnic foods, and who like a good, old-fashioned hamburger and fries.

Three buildings house ten dining options, each open at varying hours throughout the day and evening.

(1) The Pence Union Building (PUB)

Balch’s Food Court has a variety of convenient breakfast, lunch and dinner times.

Eagle Espresso Company and Freshsens Smoothie Bar has espresso drinks and smoothies throughout the year.

Alley Way Grill has Mexican options at Rio’s and Asian and curry dishes at Sticks and Spoons.

The Eagle Shop is the campus convenience store.

(2) Tawanka Commons

An all-you-can-eat cafeteria is available for students who signed up for it as part of their meal plan.

Main Street Deli has hot and cold sandwiches, salads, and more.

(3) Tunnel between Streeter and Morrison Halls

Morris Street Café, open 7 p.m.-11 p.m. is the answer for late night munchies.

Campus dining facilities accept cash, flex account payment, or points through one of two dining plans. (A dining plan is required when living in a residence hall.) A flex account is great for off-campus students who want the advantage of discount offers without having to carry cash. Call or stop by Dining Services for more information. Dining plans are prepaid at the beginning of a quarter, with a preset number of points to spend on food during the quarter. Campus cash registers scan student IDs and subtract the point value of each meal. Points are safer than carrying cash and it’s also easier to stay on budget using points. A printout of where and when points are spent is available any time.

Orientation

Undergraduate

Each fall Eastern provides programs to support the transition of new undergraduate students from high school or another post-secondary institution to EWU. These programs include campus tours, departmental information, sessions on student services, and interactive seminars that acquaint students with the University. All new undergraduate students receive information about orientation shortly after their admission. For further information, call or write First Year Experience Program, 117 Showalter, Cheney WA 99004, (509) 359-6843.

Graduate

In conjunction with the Graduate Studies Office, the Graduate Student Association sponsors an orientation event in the fall immediately before classes begin. The program includes presentations and information on a range of student services. Information on orientation is provided to all new graduate students during the summer. For further information, call or write the Graduate Studies Office, 206 Showalter, Cheney, WA 99004, (509) 359-6297, or by email at gradprograms@mail.ewu.edu

Records and Registration

Office of Records and Registration
201 Sutton Hall
(509) 359-2321
regonline@mail.ewu.edu

Enrollment and Registration Process

Eastern Washington University has a web based registration system through Eaglenet at www.ewu.edu. Confirmation of classes occurs at the time of registration. Registration priority is given to students continuing their enrollment from the current quarter to the next; registration is by scheduled appointment, based on class standing and first letter of last name. This information is published in the quarterly course announcement and on the web. Continuing students may register during or after their appointed time but not before. Priority registration for fall is held during spring term. Otherwise, registration for continuing students is scheduled late in each term.

New freshman students are strongly encouraged to attend Student Testing, Advising, and Registration (STAR) programs. Undergraduate transfer students with fewer than 15 credits are encouraged to attend a STAR program, which includes academic advising, registration, campus tours and information seminars. Information about STAR program dates and schedules are included with the admission acceptance notification. Confirmation of acceptance is required to participate in STAR programs.

Undergraduate transfer students with more than 90 credits are not required to attend a STAR program, and they may register during the open registration period that follows priority registration each quarter. However, advising is required prior to initial registration.

To be eligible to register a student must:
1. Be either a continuing student or accepted for admission or re-admission for the next quarter
2. Obtain advisor authorization whenever required, as follows:
   • New students (first quarter of enrollment at Eastern, undergraduate and graduate) registering for 10 or more credits
   • All freshmen
   • All athletes
   • Any undergraduate student on academic probation
   • Any returning students on academic probation or after dismissal

www.ewu.edu
• Any undergraduate requesting more than 18 credits
• Any graduate students requesting more than 16 credits.
• Students who have reached the six year limit on matriculation

3. Clear any registration holds.

• Continuing students check on Eaglenet or with the Records and Registration Office to determine if there are registration holds and the action required to remove the hold.
• New students will be advised of any holds at registration or during their advising session.
• Holds are placed on registration for incomplete transcripts, overdue financial obligations, incomplete Financial Aid forms, academic probation and dismissal, and disciplinary action, or six year matriculation limit.

4. Register at the appointed time.

• New undergraduate students will register during the STAR programs.
• Continuing graduate and undergraduate students will have an appointment time based on class standing. See the Classification of Students defined on the next page. Check the Records and Registration website for updated information on registration.

All students are advised to have alternate courses selected in case of closures. All new students should obtain an EagleCard (ID card). New undergraduate students will receive a student ID card during their STAR program.

5. Determine whether to restrict student information.

• Limited general information on registered students such as name, dates of attendance, and degrees earned can be legally provided to third parties; however, release of this information may be restricted anytime on Eaglenet. Grades, class schedule, and transcript information are not released to third parties unless authorized in writing by the student. No information on students is released for commercial purposes.
• A directory restriction may be placed through Eaglenet, or in person at the Records and Registration Office.
• For detailed information, speak with staff in Records and Registration, 201 Sutton Hall, or call (509) 359-2321, and see the policy information in the back of this catalog under Access to Academic Records, and the Family Educational Rights and Privacy Act (FERPA) of 1974.

Changes to Registration

All schedule change fees and late registration fees begin the sixth day of the quarter. Instructor authorization is required to add a class or register beginning the sixth day of the quarter. Instructors are not required to provide class notes, assignments, and materials to students who add a course after the first class meeting; it is the student’s responsibility to obtain this information.

Some courses may be closed prior to the sixth day of the term. These courses will require instructor authorization to register.

Dropping Courses:

Courses officially dropped through the Records and Registration Office or the Spokane Center prior to the beginning of the quarter and through the 10th day of the regular academic term will be removed from the student’s record. Refunds are calculated according to the current refund schedule. Fees for dropping/withdrawing from classes begin the sixth day of the quarter. Current fees are listed in the course announcement.

Overloading Courses:

Undergraduates who wish to enroll in more than 18 credit hours during a quarter must obtain overload permission. Undergraduates who have not yet declared a major must get overload permission from an advisor in General Undergraduate Academic Advising. Declared majors must obtain permission from their department chair. Requests for 19 or more credit hours are generally approved only for those with a GPA of at least 3.0. See the quarterly course announcement for required authorizations. Additional per credit fees are assessed for students enrolled in more than 18 credits per quarter.

Repeating Courses:

This is general information that may be superseded by specific program rules on repeats, such as those for business undergraduate majors. Graduate students must also follow the specific policies under “Academic Standards and Course Repeat” in the front section of this catalog.

You may repeat a course for a higher grade. Courses to be repeated for credit value must be identified during the registration process on Eaglenet by going to “change class options” under the Registration category or by marking the repeat option square on the paper Registration Form.

If you fail to indicate the repeat during registration, there may be detrimental effects on your GPA and total credits toward graduation.

The previous course, along with its credits, grade and grade point average, will remain recorded on your transcript but will be superseded by the new course, grade and GPA. Your cumulative GPA will be adjusted to reflect the new grade.

If you are repeating a course in which you have received letter grades with no numeric value — such as “W” — you do not need to indicate this at registration. You should register for the repeat “W” course as you would normally register for regular credit and grading.

Courses previously taken may not be repeated under the following conditions:

• Receiving a pass (P) grade with the Pass/Fail or Pass/No Credit option
• Using the correspondence/independent learning course method of instruction for courses previously taken by classroom instruction
• To improve an undergraduate GPA after receiving a baccalaureate degree
• Repeating a transferred course for which Eastern offers no equivalent

Withdrawing from courses:

Withdrawals result in a “W” grade on the student record and are accepted in the Records and Registration Office or at the Spokane Center from the eleventh day of the quarter until the end of the seventh week. Schedule change fees apply. Students who enroll but do not attend class must officially withdraw, or they will receive a grade of 0.0 and be held financially responsible for all tuition and fees.

EWU students are allowed a total of 10 withdrawals in their undergraduate work. (Withdrawals occur after the normal drop/add period.) Complete withdrawal from all courses for a quarter for special reasons counts as one withdrawal.

When a student reaches one less than the maximum number of withdrawals a registration hold will be placed on the student’s record and the student will not be allowed to register unless the student has the authorization of their advisor (departmental advisor if declared, otherwise their advisor in the General Undergraduate Advising Office).

Transfer students will receive a prorated number of withdrawals based on the number of credits transferred in as in the following table:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Withdrawals</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 credits or more</td>
<td>5 withdrawals</td>
</tr>
<tr>
<td>75 - 89 credits</td>
<td>6 withdrawals</td>
</tr>
<tr>
<td>60 - 74 credits</td>
<td>7 withdrawals</td>
</tr>
<tr>
<td>41 - 59 credits</td>
<td>8 withdrawals</td>
</tr>
<tr>
<td>40 credits or fewer</td>
<td>9 withdrawals</td>
</tr>
</tbody>
</table>
Any withdrawals over the maximum will be granted only by appeal with appropriate documentation, completion of a Request for Appeal form, and payment of an appeals fee. An appeal will be required for each withdrawal.

If there are any questions about course withdrawal, please call the Records and Registration Office at (509) 359-6591.

Withdrawal From the University:
Complete withdrawal from the University must be done through the Records and Registration Office or the Spokane Center. Complete withdrawal may be done by phoning the Records and Registration Office (509) 359-6591 or coming in-person to complete the Withdrawal Clearance form. There is no schedule change fee to completely withdraw. Refunds are calculated according to the refund schedule. Any student who stops attending and does not officially withdraw from the University will receive grades of 0.0 and be held financially responsible for all tuition and fee charges as well as any applicable financial aid obligations.

Complete withdrawals may be completed any time during the quarter prior to one week before finals. Instructor’s permission may be required after the seventh week of the quarter. Documentation may also be required in certain cases.

If there are any questions about complete withdrawal, please call the Records and Registration Office at (509) 359-2321.

Classification of Students
A student’s earned credit hours determine undergraduate class standing, including any transfer credits that have been received by the posted deadlines. Current registration is excluded when determining class standing.

Undergraduate:

<table>
<thead>
<tr>
<th>Cumulative Credit Hours Earned</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-44</td>
<td>Freshman</td>
</tr>
<tr>
<td>45-89</td>
<td>Sophomore</td>
</tr>
<tr>
<td>90-134</td>
<td>Junior</td>
</tr>
<tr>
<td>135+</td>
<td>Senior</td>
</tr>
</tbody>
</table>

Post-baccalaureate:
Students who hold at least an earned undergraduate degree as documented with official university transcripts.

Fifth-Year (FYR):
Students who hold at least an earned undergraduate degree, as documented with official university transcripts, and enrolled in courses to complete certification requirements. Credits earned in this status are recorded on a graduate transcript.

Graduate:
Full admission to a graduate degree or graduate certificate program requires official transcripts documenting at least an undergraduate degree. See the Graduate Admission Requirements in the front of this catalog for more information.

Course Numbers
Eastern’s courses are numbered sequentially from 100 through 799 with divisions designated for each academic level. Use this reference when selecting courses.

**Lower Division**

<table>
<thead>
<tr>
<th>Course Numbers</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-199</td>
<td>primarily for freshmen; may not be taken for graduate-level credit</td>
</tr>
<tr>
<td>200-299</td>
<td>primarily for sophomores; may not be taken for graduate-level credit</td>
</tr>
</tbody>
</table>

**Upper Division**

<table>
<thead>
<tr>
<th>Course Numbers</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>300-399</td>
<td>primarily for juniors and seniors; may be used for graduate-level credit only with permission of the graduate dean</td>
</tr>
<tr>
<td>400-499</td>
<td>primarily for seniors; graduate students may count a limited number of credits from graded courses, only with program approval</td>
</tr>
</tbody>
</table>

**Graduate Division**

<table>
<thead>
<tr>
<th>Course Numbers</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>500-599</td>
<td>graduate level; senior undergraduates may enroll only with permission of both department chair and graduate dean</td>
</tr>
<tr>
<td>600-699</td>
<td>graduate level only</td>
</tr>
<tr>
<td>700-799</td>
<td>doctoral level only</td>
</tr>
</tbody>
</table>

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

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

All departments may offer these types of courses, but not all may be listed in this catalog. Check with the individual department for the availability of special courses.

Enrollment Verification
With sufficient notice the Records and Registration Office will provide a letter verifying enrollment status to any student. Status is based on current quarter credit hours enrolled at the time of verification.

Full-time Enrollment

**Undergraduate**

- 10 credits — full-time student
- 12 credits — full-time student receiving financial aid or veteran’s benefits

**Graduate**

- 10 credits — full-time student
- 10 credits — full-time student receiving financial aid or veteran’s benefits

**International Student**

- 12 credits — undergraduate full-time student
- 10 credits — graduate full-time student
Part-time Enrollment

Undergraduate and Graduate
2-9 credits, except summer term only when registration may be for 1 credit

International Student
2-9 credits, except summer term only when registration may be for 1 credit

Note: Check with the International Student Advisor to certify eligibility for part-time enrollment; otherwise, full-time enrollment is required of all international students, except for vacation quarters.

Grade Appeals and Grading System

See “Policies” that follow this section of the catalog below for general information that applies to all students. For grading policies specific to undergraduate and graduate degree requirements, including academic probation, see the appropriate section in the front of this catalog.

Reporting Grades

At the end of each quarter, grades are available through Eaglenet at http://www.eaglenet.ewu.edu, starting the Wednesday after finals. The report includes current cumulative GPA for courses completed at Eastern only.

Transcript Requests

Official copies of Eastern transcripts may be required for a job, a scholarship, graduate school applications, or for other purposes. Requests for official Eastern transcripts must be submitted in writing with a fee (fees increase annually) for each transcript to the Records and Registration Office and must include: (1) student's full name and maiden name if applicable, (2) dates of attendance, (3) birth date, (4) social security number/EWU ID number, (5) address where the record is to be sent and (6) the student’s signature.

It normally takes 48 hours to process a request for a transcript. Instant transcripts are available at the Records and Registration Office, 201 Sutton Hall, for an additional fee and a 10-15 minute wait. Eastern Washington University does not fax official transcripts. Graduating students are mailed two free transcripts after the degree has been confirmed and posted to the Eastern record, and all financial obligations to the University have been met.

Unofficial transcripts can be printed from the Eaglenet website http://eaglenet.ewu.edu/

Current transcript fees are posted at http://www.ewu.edu/new/academics/transcripts.html

Eastern will only fulfill requests for transcripts of course work completed at Eastern. Transcripts received from a high school or another college to fulfill admission requirements are part of each student's academic file and cannot be returned. Additional copies of those records must be requested from the granting institution.

Student Financial Services (SFS)

202 Sutton Hall
(509) 359-6372

Spokane Center
705 W. First St.
Spokane, WA 99205
(509) 623-4258

SFS provides billing, refunding, and financial aid disbursement and direct deposit processing on both the main Cheney campus and in Spokane. For a summary of tuition, fees, and refund information, please see this heading in the front of this catalog, or http://www.ewu.edu

www.ewu.edu

University Facilities

Fine Arts and Music

119 Music Building
(509) 359-2241

Eastern’s fine and performing arts facilities are important resources for students in art, music, theater and electronic media programs as well as for students in other disciplines and even community members who want exposure to the arts.

- Changing exhibitions of local, regional and national artists are featured in Art Department galleries on the Cheney campus — the Gallery of Art and the Photography and Print Gallery. Student work is shown in the Student Gallery in the Art Department.
- Plays and other dramatic productions are presented regularly at the University Theatre.
- The renovated Showalter Hall and the Music Department’s Recital Hall are the venues for concerts, recitals and other music productions as well as master classes and performances by visiting artists.
- The Electronic Music Studio provides up-to-date resources in music synthesis, MIDI-assisted recording and printing as well as computer-aided instructional tools for students in composition, performance and music education.
- The Fine Arts Digital Lab offers state-of-the-art hardware and software for digital, visual, filmic, and musical composition and editing.

George Stahl Planetarium

239 Science Building
(509) 359-2334

This facility provides university instruction as well as astronomy programs to visiting public school classes.

The Pence Union Building

320 PUB
(509) 359-7921

The Pence Union Building, or PUB, provides a variety of services, conveniences and amenities, including

- Personal check cashing
- A pool hall and video game room
- A complete travel agency
- A hair styling salon
- Free telephones for Cheney and Spokane calls
- A cash machine
- The Eagle Shop for hot soup, fresh milk, microwavable foods, snacks, candy, school supplies, personal items and seasonal gifts
- Food services, including Baldy’s, Eagle Espresso and Smoothie Bar, Main Street Deli and a selection of unique concession stands
- Computer center
- Computer literacy lab
- Writers’ Center
- Bookstore for textbooks, trade books, supplies, clothing, gifts, cards
- A cyber-cafe.
The EWU Spokane Center in Spokane provides a range of student support services for the academic and programmatic offerings at our downtown location. The Spokane Center houses a bookstore, a computer lab, copy facilities, and a convenience store.

Sports and Recreation Center
(Recreation and Fitness Activities)
356 Special Events Pavilion
(509) 359-2206

Eastern has one of the best recreational and fitness facilities in the Pacific Northwest. The Sports and Recreation Center offers a wide variety of recreational activity areas including gymnasiums, racquetball/handball/squash courts, saunas, weight conditioning rooms, indoor/outdoor tennis courts, indoor/outdoor running tracks, aquatics center, fieldhouse, dance studio, martial arts room and locker rentals. These facilities encourage physical fitness for students, faculty, staff and members of the community.

Located within the Sports and Recreation Center is the Body Shop, a distinctively designed fitness area that features up-to-date equipment for circuit fitness training. This area is operated by the Physical Education, Health and Recreation Department. Classes are offered through the Body Shop as well. (509) 359-2639

University Services

Bookstore
152 PUB
(509) 359-2542
http://www.bookstore.ewu.edu

Customer Service
(509) 359-2826

Spokane Center Bookstore
(509) 623-4365

The University Bookstore sells textbooks, general interest and reference books, computer hardware and software, emblematic clothing and gifts, school and art supplies, greeting cards and gifts, health and beauty aids, and snack foods. The Customer Service Department located inside the bookstore provides personal check cashing, and sells tickets for Eagle Entertainment. Customer Service can also provide locker and table rentals in the PUB.

Childcare at the EWU Children’s Center
923 Washington St., Cheney
(509) 235-5035

Eastern Washington University is committed to and proud to have an on-campus childcare program serving the childcare needs of the University Community.

EWU Children’s Center offers a developmentally appropriate educational program for the children of students, faculty, and staff from ages six weeks to ten years. Part-time and full-time care is available. Rates are reasonable. EWU students can inquire about assistance with the cost of care. The beautiful, modern facility is licensed to serve 194 children, and the program is managed through a contract with the YMCA of the Inland Northwest.

Counseling and Psychological Services
(CAPS)
225 Martin Hall
(509) 359-2366

An important feature of Eastern’s student support services, CAPS is designed to help students cope with some of the common frustrations and stresses of college life. CAPS offers individual and group counseling for a nominal fee. Walk-in counseling, referrals, and consultation services are offered free of charge to the University Community. Our staff of psychologists, counselors and graduate trainees is prepared to help with such concerns as anxiety, depression, family problems, relationship difficulties, sexual questions, and uncertainties about personal values and beliefs

CAPS is not a place that hands out pat answers or ready made solutions. Rather, it is a place where a student can discuss concerns in a comfortable and confidential setting. New understandings and insights may then be translated into a plan for action and change.

Disability Support Services
124 Tawanka
(509) 359-6871

Providing equal opportunities for students with disabilities at Eastern Washington University is a campus-wide responsibility and commitment. The University is continually working toward this goal by modifying campus facilities and programs to meet individual needs.

In accordance with Section 504 of the 1973 Rehabilitation Act, the Washington State Law Against Discrimination and the Americans with Disabilities Act, the Disability Support Services Office (DSS) facilitates reasonable accommodative needs of all self-identified students with documented disabilities.

To qualify for service through the DSS Office, students must self-identify, provide documentation of disability and complete an intake interview with DSS personnel. DSS staff will then assist with determining individual needs and provide timely and effective accommodations.

Eagle Outpost
Brewster Hall
(509)359-4591
http://www.bookstore.ewu.edu

The Eagle Outpost sells a variety of general interest reference and children’s books. A large selection of magazines are available for purchase. A selection of food, beverage, and emblematic clothing and gifts are also available at the Eagle Outpost.

HOME (Helping Ourselves Means Education)
207C Monroe Hall
(509) 359-4237

HOME is a support service for returning students and students with dependent children. HOME maintains a resource referral database on housing, childcare, and community services, as well as campus resources and services. HOME also offers a number of childcare scholarships. HOME sponsors the Giving Tree, a holiday giving campaign for the children of low-income EWU students.

www.ewu.edu
Identification Cards
EagleCard Office
120 Tawanka
(509) 359-6184

New students are issued photo ID cards in the EagleCard Office at the time of initial registration. Proof of enrollment must be provided and a photo ID is required before the EWU ID card can be issued.

There is no charge for the first ID card. A $15 fee is assessed to replace a lost or stolen ID card.

Students who do not enroll for one or more quarters are advised to retain their ID card, or they will be assessed the $15 reissue fee for a new card upon return to Eastern.

Students are personally liable for all obligations incurred by the use of their ID card. Report lost, stolen, or found cards immediately to the EagleCard Office, or visit the online card office at www.onlinecardoffice.com/edu

Parking
101 Red Barn
(509) 359-PARK (7275)

Permits for on-campus parking are obtained at the Red Barn on Washington and 7th. Parking permits are required to park in any on-campus lot. Space is limited so apply early. Metered parking is also available on a limited basis for guests and visitors. Please call the parking office for specific information on the availability of visitor or handicapped parking space. The lot located behind Woodward Stadium is a free parking lot except for Special Events days.

Student Health, Wellness and Prevention
122 Showalter Hall
(509) 359-4279

Eastern is committed to the physical and emotional health of each student. Any student taking six or more credits participates in a mandatory outpatient medical services program. These services are contracted through Rockwood Clinics of Spokane and are available to any eligible student at any Rockwood location. Students who are enrolled for fewer than six credits can participate in the program by notifying personnel in Student Financial Services or Records and Registration on the second floor of Sutton Hall. This program is available on an optional basis during summer. A complete services guide is available at any Rockwood Clinic or any student services office. Students can add a spouse or dependent children for additional cost. The premiums for this insurance vary each year, so please call the Health and Wellness Office, or any other student service office for the most current information.

Student Health Wellness and Prevention Services provide informational and educational programs, literature, and resources to help students maintain a healthy, safe, and successful academic career. Topics include HIV/AIDS, nutrition, sexual assault prevention, sexually transmitted infection (STI) awareness, alcohol education, smoking cessation, stress management, and other health related issues. Peer education groups are also available. Please stop in anytime for this free information or to become involved in educational efforts throughout campus.

University Police
101 Red Barn
(509) 359-6300

The University Police Department is located at 7th and Washington in the Red Barn. Officers are on duty 24 hours a day 7 days a week. The University Police Officers are commissioned and have the authority to enforce all local, state or federal laws. The University Police Department is open to the public from 8:00 a.m. to 5:00 p.m. Monday through Friday during the regular school year, as well as during summer quarter and summer break.

The University Police can be contacted in person at the Red Barn or by calling either the following numbers: 359-6300 and follow the menu or 498-9233 and a dispatcher will answer. For emergencies call 911.

Some of the services provided by the University Police are:
- Vehicle jumps
- Vehicle unlocks
- Lost and Found
- Fingerprinting
- Weapons storage
- Crime prevention awareness training
- Alcohol/drug awareness training.

There is a Sheriff’s Community Oriented Policing Effort (SCOPE) office located in 126 Tawanka or call (509) 359-2677. Volunteer students and residents from the community staff the office. The office will be open during the regular hours for Tawanka. SCOPE volunteers are an important part of the effort to help make the campus safe. Volunteers receive limited training in crime prevention programs. Anyone interested in becoming a volunteer is invited to call or stop by the SCOPE office.

Veterans Services
201 Sutton Hall
(509) 359-7040

The Veterans Office has the forms required for veterans, Reserve/Guard, Service Members, and dependents to apply and be certified for VA Education Benefits. Please call or stop by our office for current information on availability of state waiver programs. Eastern Washington University’s academic programs are approved by the Higher Education Coordinating Board’s State Approving Agency (HECB/SAA) for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10, U.S. Code. Eastern is a Servicemember's Opportunity College, responding to the needs to graduate students who are also military personnel.
Policies

These include general university policies that apply to all students and programs as well as relevant state and federal policies.

Academic Integrity Policy

EWU expects the highest standards of academic integrity of its students. Academic honesty is the foundation of a fair and supportive learning environment for all students. Personal responsibility for academic performance is essential for equitable assessment of student accomplishments. The University supports the faculty in setting and maintaining standards of academic integrity. Charges of academic dishonesty are reviewed through a process that allows for student learning and impartial review.

Definitions

Violations of academic integrity involve the use or attempted use of any method or technique enabling a student to misrepresent the quality or integrity of any of his or her work in the University and the program of study.

Violations of academic integrity with respect to examinations include but are not limited to copying from the work of another, allowing another student to copy from one’s own work, using crib notes, arranging for another person to substitute in taking an examination, or giving or receiving unauthorized information prior to or during the examination.

Violations of academic integrity with respect to written or other types of assignments include but are not limited to failure to acknowledge the ideas or words of another that have consciously been taken from a source, published or unpublished; placing one’s name on papers, reports, or other documents that are the work of another individual, whether published or unpublished; misuse of the assistance provided by another in the process of completing academic work; submission of the same paper or project for separate courses without prior authorization by faculty members; fabrication or alteration of data; or knowingly facilitating the violation of academic integrity by another.

Violations of academic integrity with respect to intellectual property include but are not limited to theft, alteration, or destruction of the academic work of other members of the community, or of the educational resources, materials, or official documents of the University.

Arbitrator: An individual holding or having held faculty rank, appointed by the dean of Graduate and Undergraduate Studies for the purpose of reviewing charges of academic dishonesty against a student within a prescribed time frame as either a first level reviewer or a second level reviewer.

Instructor(s): The instructor of record.

Resolution/Appeal Form: A set of forms to be utilized to document and communicate charges of a violation of academic integrity, instructor recommendations, student responses, process options, and decisions reached.

Sanctions: Penalties that may be applied in the event that a violation of academic integrity is found to have occurred. Sanctions may be combined and may include but are not limited to:

- verbal or written reprimand
- educational opportunity, such as an assignment, research or taking a course or tutorial on academic integrity
- grade penalty in a specific academic exercise
- course grade penalty
- course grade penalty of a failing course grade. A course grade penalty of a failing course grade is recorded on the transcript as an XF, and counted as a 0.0 for purposes of GPA calculation. In this case the 0.0 would be a permanent part of the GPA calculation. A student may petition to have the XF on the transcript changed to a 0.0 two years after the date it is entered. A student may have the XF converted to a 0.0 prior to the end of this two-year period if the student successfully completes a course or tutorial on academic integrity. If, after completing this course, a student again receives a sanction for a violation of academic integrity, that sanction shall be a permanent part of the student’s transcript.
- suspension for a definite period of time
- dismissal from the University

Sanctions involving grades in an academic exercise or a course final grade may be imposed by the instructor following the procedures outlined in this policy.

Sanctions of suspension or dismissal from the University may only be imposed by the President or the President’s designated disciplinary officer who will review recommendations for suspension or dismissal prior to imposing such sanctions.

Privacy: Student privacy rights are to be strictly observed throughout these procedures. A final finding that a student has violated the Academic Integrity Policy is placed in the student’s confidential academic record. Each step of the process to determine whether a violation has occurred is to remain confidential. Only those parties identified in these procedures are considered to have a “need to know” information regarding an individual student’s actions.

Initiation of Violation of Academic Integrity/ Misconduct Hearing Process

An instructor may initiate the process to review charges of a violation of academic integrity by notifying the allegedly offending student of the charges and of the sanction proposed by the instructor. This notification shall occur within five (5) university instruction days of establishing that grounds exist that an infraction of the academic integrity code exists. Notification may be oral but must always be supported by written notification. Notification shall include a description of the alleged violation of academic integrity including appropriate dates, specification of assignment/test/exercise, and any relevant evidence. The notification shall also include the specific remedy proposed by the faculty member for the misconduct. The notification shall also indicate to the student whether the instructor elects to offer resolution through Direct Instructor-Student Resolution or through External Resolution. These processes are described separately below.

Direct Instructor-Student Resolution

If the instructor elects Direct Resolution, the finding and proposed sanction of the instructor is considered a first level review that can be appealed to an appointed arbitrator at a second level review.

The instructor may elect to attempt resolution through direct interaction with the student. The student would so indicate that notification had been received by signing the appropriate line of the Resolution/Appeal Form.

Upon notification, the student has five (5) university instruction days to respond to the instructor.

The student may accept responsibility for the alleged action and waive the right to appeal by accepting the charges and the sanction proposed by the faculty member or a sanction mutually agreed upon. If the student agrees to Direct Resolution, the student and faculty member will sign a “Resolution/Appeal Form” and forward the completed waiver (including the sanction imposed) to the Student Judicial Officer for recording in the confidential disciplinary file of the student. The instructor will then implement the sanction.

If the student fails to respond within five (5) university instruction days, the instructor will send another copy of the written notification to the student by certified mail, return receipt requested to the most current address the student has on file with the Records and Registration Office. Failure of the student to respond within five (5) days following receipt of the written notification by certified mail, shall be interpreted as an admission of responsibility and acceptance of the instructor’s proposed sanctions. If a student fails to respond within five (5) university instruction days after receipt of the written notification by certified mail the instructor shall impose the sanctions and
forward a copy of the appropriately completed Resolution/Appeal form to the Student Judicial Officer.

The student may exercise the right to appeal. In the event of student appeal, the instructor and the student complete and sign the “Resolution/Appeal Form” and forward a copy to the dean of Graduate and Undergraduate Studies or designee who then appoints an arbitrator to review the charges as in the External Resolution process and the process will follow the External Resolution hearing steps.

**External Resolution**

The instructor may elect to pursue charges of a violation of academic integrity against a student through the External Resolution process. This process provides an arbitrator appointed from the University at-large, to review the relevant facts and to take statements from the instructor and the student. By referring charges for External Resolution, the instructor implicitly agrees to accept the findings of the arbitrator and the sanction determined by the arbitrator. Where possible the arbitrator shall be guided by sanctions as detailed in the instructor's syllabus.

Initial Notification: The instructor informs the student in initiating a violation of academic integrity charge as outlined above that the charge will be heard through External Resolution process. This notification is forwarded to the dean of Graduate and Undergraduate Studies as appropriate within five (5) university instruction days of establishing that grounds exist that an infraction of the academic integrity code exists.

Appointment of Arbitrator: Within five (5) university instruction days of receipt of the notification from the instructor, the dean of Graduate and Undergraduate Studies appoints an arbitrator from among qualified candidates (see definition of arbitrator) and notifies the student of an initial hearing in writing.

Initial Hearing: Within five (5) university instruction days of receipt of the notification from the instructor, the dean of Graduate and Undergraduate Studies or designee informs the student of the process as outlined in this policy, reviews the charges in the initial notification, informs the student of the sanction recommended by the instructor and of the range of sanctions that could be imposed by the arbitrator, apprises the student of the right to appeal and potential consequences of appeal. The dean of Graduate and Undergraduate Studies or designee ascertains that the student understands the process and the charges and documents the initial hearing.

Student failure to respond to notice of initial hearing: If the student fails to respond within five (5) university instruction days, the dean of Graduate and Undergraduate Studies will send another copy of the written notification to the student by certified mail, return receipt requested to the most current address the student has on file with the Records and Registration Office.

Failure of the student to respond within five (5) days following receipt of the written notification by certified mail, shall be interpreted as an admission of responsibility and acceptance of the instructor's original proposed sanctions. If a student fails to respond within five (5) university instruction days after receipt of the written notification by certified mail, the dean of Graduate and Undergraduate Studies informs the instructor of this failure to respond so that the instructor may impose the sanction proposed initially.

Arbitrator Review: After the appointment of the arbitrator, the student may respond to the charges in a written statement submitted to the arbitrator. The student may also include any relevant written documentation, third party statements, or evidence deemed relevant to the student's interests. The arbitrator primarily reviews written evidence. The arbitrator may consult with the instructor, the student or others as the arbitrator deems appropriate to discovering the facts of the matter or to determining the nature of the alleged violation of academic integrity. The arbitrator shall conclude the review and issue a decision within ten (10) university instruction days after his/her appointment unless the faculty member and student both agree to extend the timeline. All evidence collected in this process must be made available to the student and/or faculty member upon request.

Arbitrator Decision: After completing a review of the charges and relevant evidence, the arbitrator notifies the dean of Graduate and Undergraduate Studies or designee who in turn notifies the instructor, student and Student Judicial Officer of the arbitrator's decision and of the sanctions, if any, to be imposed.

**Appeal Rights**

If the arbitrator hears the case after the student declined Direct Resolution, the arbitrator's decision constitutes an appeal of the instructor's initial decision. This appeal is unqualifiedly available to any student dissatisfied with the instructor's proposed sanction under Direct Resolution. In this situation the first level arbitrator's decision is final and no further appeal is available. The first level arbitrator's decision is communicated to the Student Judicial Officer for implementation and recording in the student's confidential disciplinary record.

If the first level arbitrator hears the case as the result of the instructor's selection of External Resolution, the first level arbitrator's decision is considered an initial decision and may be appealed. An appeal of that decision will be heard only if at least one of the following criteria is met: (1) evidence is provided that the penalty imposed by the first level arbitrator is disproportionate to the offense; (2) evidence is provided that the first level arbitrator's decision was arrived at through a violation or misapplication of specified procedures; (3) substantial evidence is provided that the first level arbitrator's decision was unreasonable or arbitrary; and/or (4) new evidence has emerged that, had it been available at the time of the first level arbitrator's decision, might reasonably be expected to have affected that decision.

The student may request an appeal of the decision of the first level arbitrator by submitting a request for an appeal to the dean of Graduate and Undergraduate Studies or designee within three (3) university instruction days of receipt of the notification of the arbitrator's decision. Upon receipt of the student's request for an appeal, the dean of Graduate and Undergraduate Studies or designee makes an initial determination whether at least one of the four (4) criteria listed in the paragraph above may have been met. If the dean of Graduate and Undergraduate Studies or designee determines that an appeal is justified, he or she appoints a second level arbitrator within five (5) university instruction days of receipt of the request for an appeal.

The second level arbitrator reviews the written record and any additional or new documentation submitted by the student in requesting the appeal. The decision of the second level arbitrator is considered an initial decision and may be appealed. An appeal of that decision will be heard only if at least one of the following criteria is met: (1) evidence is provided that the penalty imposed by the second level arbitrator is disproportionate to the offense; (2) evidence is provided that the second level arbitrator's decision was unreasonable or arbitrary; and/or (3) new evidence has emerged that, had it been available at the time of the second level arbitrator's decision, might reasonably have affected the decision.

If the decision of the second level arbitrator is to be made within ten (10) university instruction days of his/her appointment and is a final ruling. It is transmitted to the dean of Graduate and Undergraduate Studies who then forwards the decision to the instructor, the student, and the Student Judicial Officer for implementation and recording.

All evidence collected in this process must be made available to the student and/or instructor upon request.

**Repeat Violations**

The purpose of recording charges and sanctions in the student's disciplinary record is to determine patterns of behavior. Repeat violations of academic integrity may result in more severe sanctions imposed by the instructor or arbitrator. The dean of Graduate and Undergraduate Studies or designee is considered to have a need to know of prior academic integrity violations and may request such information from the Student Judicial Officer prior to making or transmitting a decision on a pending charge.

Three sanctioned instances of a violation of academic integrity during a student's enrollment at Eastern Washington University will constitute grounds for an immediate sanction of dismissal from the University. Such action will be taken by the President or the President's designated disciplinary officer upon notification of three sanctions by the Student Judicial Officer.
Course Withdrawal Suspended During Hearings

A student officially notified of charges of a violation of academic integrity may not withdraw from the course until the determination of responsibility is made and any sanctions are imposed. A sanction for a violation of academic integrity that affects the course grade will be applied. The student may not avoid the imposition of a sanction by withdrawing from a course. If the student is found not responsible for actions violating the Academic Integrity Policy, the student will be permitted to withdraw from the course with a grade of "W" and with no financial penalty, regardless of the deadline for official withdrawal.

Continuation in Course Pending Final Decision

A student may continue to attend and perform all expected functions within a course (take tests, submit papers, participate in discussions and labs, etc.) while a charge of a violation of academic integrity is under review, even if the instructor recommendation is a failing grade in the course, suspension or dismissal. Full status as an enrollee in a course may continue until a sanction is imposed. Final imposition of a sanction of a failing grade in a course will result in the immediate suspension of attendance in that class by the student.

Access to Academic Records

In accordance with the Family Educational Rights and Privacy Act of 1974, (FERPA) academic records are confidential, and access to them is limited to the student and, for advisory or other educational purposes, to certain designated offices within the administration and faculty of Eastern. No student’s academic records can be released to anyone outside the University without the student’s written permission.

Specific details of the Family Educational Rights and Privacy Act of 1974 are available in the Records and Registration Office, 201 Sutton Hall. Also see Appendix B of this catalog.

Student Directory Information

Certain categories of student information are considered “open” or directory-type data and may be released to the public if the student is enrolled at the University at the time of request. These categories include name, addresses, telephone number, email addresses, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received and the most recent previous educational agency or institution attended.

All other information regarding a student’s record or attendance is restricted and may not be released. Examples of restricted information are a student’s course enrollment, the number of credits earned and any grade-related information. This policy is in compliance with federal rules and regulations and is intended to protect each student’s privacy and security. See WAC 172-190 in the appendices in the back of this catalog.

SPECIAL NOTE: Students may request that directory information not be released to the public. A directory restriction can be placed by the student on Eaglesnet at eaglenet.ewu.edu. Students who place a directory restriction will not be sent general non-educational information from the University without the student’s written permission.

Reasonable exceptions to these deadlines may be made by the chair or designee.

Course Withdrawal Suspended During Hearings

A student officially notified of charges of a violation of academic integrity may not withdraw from the course until the determination of responsibility is made and any sanctions are imposed. A sanction for a violation of academic integrity that affects the course grade will be applied. The student may not avoid the imposition of a sanction by withdrawing from a course. If the student is found not responsible for actions violating the Academic Integrity Policy, the student will be permitted to withdraw from the course with a grade of "W" and with no financial penalty, regardless of the deadline for official withdrawal.

Continuation in Course Pending Final Decision

A student may continue to attend and perform all expected functions within a course (take tests, submit papers, participate in discussions and labs, etc.) while a charge of a violation of academic integrity is under review, even if the instructor recommendation is a failing grade in the course, suspension or dismissal. Full status as an enrollee in a course may continue until a sanction is imposed. Final imposition of a sanction of a failing grade in a course will result in the immediate suspension of attendance in that class by the student.

Access to Academic Records

In accordance with the Family Educational Rights and Privacy Act of 1974, (FERPA) academic records are confidential, and access to them is limited to the student and, for advisory or other educational purposes, to certain designated offices within the administration and faculty of Eastern. No student’s academic records can be released to anyone outside the University without the student’s written permission.

Specific details of the Family Educational Rights and Privacy Act of 1974 are available in the Records and Registration Office, 201 Sutton Hall. Also see Appendix B of this catalog.

Student Directory Information

Certain categories of student information are considered “open” or directory-type data and may be released to the public if the student is enrolled at the University at the time of request. These categories include name, addresses, telephone number, email addresses, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received and the most recent previous educational agency or institution attended.

All other information regarding a student’s record or attendance is restricted and may not be released. Examples of restricted information are a student’s course enrollment, the number of credits earned and any grade-related information. This policy is in compliance with federal rules and regulations and is intended to protect each student’s privacy and security. See WAC 172-190 in the appendices in the back of this catalog.

SPECIAL NOTE: Students may request that directory information not be released to the public. A directory restriction can be placed by the student on Eaglesnet at eaglenet.ewu.edu. Students who place a directory restriction will not be sent general non-educational information from the University without the student’s written permission.

Reasonable exceptions to these deadlines may be made by the chair or designee.

Grade Appeals

Except for "X" and "Y," all grades are final and can be changed only in the case of university (instructor, clerical or administrative) error. Such corrections must be submitted by the instructor and approved by the department chair and college dean. Requests for grade corrections must be submitted to the Records and Registration Office within two quarters of the initial grade assignment.

Students have the option of appealing a grade they believe is unfair. To appeal, an Intent to Appeal a Grade or an Official Grade Appeal form must be submitted within the times specified below, or the right to appeal is forfeited. Reasonable exceptions to these deadlines may be made by the chair or designee.

The order of appeal is as follows:

1. File a notice of Intent to Appeal a Grade form within 10 working days after instruction begins for the next regular quarter. These forms are available on request in the department office, the Records and Registration Office or at the Spokane Center and are submitted to the chair of the department concerned.

2. Discuss the conflict regarding the grade in a timely manner with the instructor concerned. If the discussion between the instructor and student does not lead to a resolution of the conflict and the student wishes to continue the appeal process, the student must confer with the chair or a designee regarding the proposed appeal. If the conflict is not resolved at this level, the chair or designee must provide a written explanation to the student within five working days. If the written explanation is not provided or if the student is not satisfied with this explanation, he/she may make an official grade appeal.

3. The Official Grade Appeal form must be filed in writing with the chair of the department concerned, normally not later than 30 working days after instruction begins for the next regular quarter. These forms are available on request in the department office, the Records and Registration Office or at the Spokane Center.

4. The official grade appeal is heard by a grade appeals board which will be convened no later than 20 working days after submission of the official grade appeal. This board is chaired by the department chair or a designee and serves in a nonvoting capacity. Other members include at least one faculty member and at least one student. Selection of the members is facilitated by the department chair or designee unless there is an obvious conflict of interest, in which case the dean or a designee shall do so. An equal number of members selected should be nominated by each party of the dispute. In addition, one faculty member mutually agreeable to both parties will be selected, thereby providing an odd number of voting members.

www.ewu.edu
The appeal board does not have subpoena power, and every attempt will be made to be fair to both parties. The parties may offer exhibits and/or witnesses. The principals may not be represented by counsel or others, and the student appellant has the burden of proving by a preponderance of the evidence (more probable than not), that such inappropriate grading procedures have occurred.

Within 10 working days of first convening the appeal board, through its chair, will submit its recommendation in writing to the faculty member concerned, with a copy to the appellant and the dean of the college.

Decisions recommended by the grade appeals board are advisory only. The final decision to change a grade lies with the instructor, except in cases where the instructor cannot or does not respond to the appeal board’s recommendation or in cases where the appeal board’s findings determine prejudiced or other inappropriate grading practices by the instructor. In these cases the final decision to change the grade lies with the dean. There is no further right of appeal.

Within 45 days of the final decision involving a recommended grade change, the chair of the appeal board shall notify in writing the appellant, the dean of the college and the chair of the department concerned of the decision of the appeal board and the faculty member’s decision and action. When the final decision is made by the dean in the cases noted above, the dean shall implement the decision and shall make the proper written notification to the parties concerned.

**Grading System**

**Grade Reports**

At the end of each quarter, grades are available through Eaglenet at eaglenet.ewu.edu, starting the Wednesday after finals. The report includes current cumulative GPA for courses completed at Eastern only.

**Letter Grades**

Letter grade symbols in use at Eastern are:

- **NC** (No Credit) no credit granted, no grade points assigned
- **NR** not recorded, for work in progress
- **P** (Passing) credit granted, but no grade point assigned (not used when computing GPA).
- **W** (Withdrawal) withdrawal from a course or the University (not used when computing GPA).
- **X** (Incomplete) temporary grade; special circumstances prevent the student from completing the course (not used when computing GPA).
- **Y** for thesis, research, practicum and other activities requiring more than one quarter for completion; grade assigned at completion.

Letter grades are described in detail below:

**Pass/No Credit (P/NC)**

Undergraduate Pass/No Credit Grade Option (Department or Program Designated)

Departments or programs may choose to designate certain courses for pass/no credit grading. Regulations for pass/no credit grading are as follows:

1. The only courses which may be designated by the department as pass/no credit are non-college credit pre-university basic skills.
2. A 2.0 must be earned to receive a passing grade.
3. The “P” or “NC” grade will be entered on the transcript. Students receiving the “P” grade will not receive credits toward graduation.

Neither the “P” nor the “NC” grade will be included in computing grade averages.

**Undergraduate Pass/Fail Grade Option (Department or Program Designated)**

Departments or programs may choose to designate only certain types of courses for pass/fail grading. Regulations for pass/fail grading are as follows:

1. Courses required for the following categories may not be designated pass/fail:
   - Major and minor requirements except as approved by the Undergraduate Affairs Council
   - Required supporting courses (courses required for the major or minor but not taught by the major or minor department) except as approved by the Undergraduate Affairs Council
   - Professional education requirements
   - Writing, mathematics and computer competency and proficiency requirements
   - General education core requirements
   - University graduation requirements
2. The types of courses which may be designated as pass/fail are:
   - Directed Studies
   - Seminars
   - Internships
   - Workshops
   - Practica
3. A 2.0 must be earned to receive a passing grade.
4. A “P” grade will not be calculated in the GPA, but will serve as credits toward graduation, except for non-college credit courses. A fail (0.0) grade will be calculated in the GPA.

**Undergraduate Pass/No Credit Grade Option (Student Designated)**

Students may choose the pass/no credit grading option in certain courses during the registration process. Regulations for pass/no credit grading are as follows:

1. At the time of registration, students must designate the courses for which they wish to receive a pass/no credit grade. They may change this designation by the regular change of registration procedure through the seventh week of the quarter.
2. Information indicating which students are enrolled on a pass/no credit basis will not appear on the instructor’s class list. Grades will be changed from numerical grades assigned by the instructor to a pass/no credit grade by the Records and Registration Office.
3. Courses required for the following categories may not be taken pass/no credit:
   - Major and minor requirements (except as approved by the Undergraduate Affairs Council), including courses substituted for major courses.
   - Required supporting courses (courses required for the major or minor but not taught by the major or minor department)
   - Professional education requirements
   - Writing, mathematics and computer competency and proficiency requirements
   - General education core requirements
   - University Graduation requirements
4. The minimum level of performance required to receive a grade of “P” is a 2.0. Students should be aware that performance equal to a grade between 0.7 and 1.9 will not result in a passing mark.

5. The “P” or “NC” grade will be entered on the transcript. Students receiving the “P” grade will receive credits toward graduation. Neither the “P” nor the “NC” grade will be included in computing GPAs.

Course Withdrawal (W)

A “W” grade is assigned when the student makes a course withdrawal either at the Records and Registration Office or at the Spokane Center, between the 11th day of the quarter until the end of the seventh week. Schedule change fees apply. Students who enroll but do not attend class must officially withdraw, or they will receive a grade of 0.0 and be held financially responsible for all tuition and fees.

EWU students are allowed a total of 10 withdrawals in their undergraduate work. (Withdrawals occur after the normal drop/add period.) Complete withdrawal from all courses for a quarter for special reasons counts as one withdrawal.

When a student reaches one less than the maximum number of withdrawals a registration hold will be placed on the student’s record and the student will not be allowed to register unless the student has the authorization of their advisor (departmental advisor if declared, otherwise their advisor in the General Undergraduate Advising Office).

Transfer students will receive a prorated number of withdrawals based on the number of credits transferred in as in the following table:

<table>
<thead>
<tr>
<th>Credits Transferred</th>
<th>Withdrawals</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 credits or more</td>
<td>5 withdrawals</td>
</tr>
<tr>
<td>75 - 89 credits</td>
<td>6 withdrawals</td>
</tr>
<tr>
<td>60 - 74 credits</td>
<td>7 withdrawals</td>
</tr>
<tr>
<td>41 - 59 credits</td>
<td>8 withdrawals</td>
</tr>
<tr>
<td>40 credits or fewer</td>
<td>9 withdrawals</td>
</tr>
</tbody>
</table>

Any withdrawals over the maximum will be granted only by appeal with appropriate documentation, completion of a Request for Appeal form, and payment of an appeals fee. An appeal will be required for each withdrawal.

Incomplete (X)

Special circumstances, such as severe illness, or death of a family member may warrant an incomplete or “X” grade. An “X” grade may be assigned when the student is passing the course but is unable to complete all course requirements. Incomplete grades are only assigned to students who have been attending class and performed all necessary work up until the last three weeks of the quarter during the academic year or until the last two weeks of summer session.

Faculty assignment of an “X” grade requires submission of an Incomplete Conversion Form specifying:

- The work to be completed.
- The grade to be recorded if the student does not complete the work (may be 0.0).
- The amount of time given to complete the work (e.g., one quarter, two quarters, etc.).

Ongoing Thesis or Research Work (Y)

Students engaged in lengthy research projects or other courses that may extend for more than one quarter can be given a grade of “Y” until the project is complete and a final grade is assigned. Normally these courses are graduate research projects, theses, or internships. Note: See the specific information on “Y” grades in the policy section in the front of this catalog under Graduate Studies.

Numerical grades:

Most courses at Eastern are graded numerically to the nearest tenth. A guide for equivalents are:

<table>
<thead>
<tr>
<th>Numeric Grade</th>
<th>Letter Grade</th>
<th>Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>3.9</td>
<td></td>
<td>3.9</td>
</tr>
<tr>
<td>3.8</td>
<td></td>
<td>3.8</td>
</tr>
<tr>
<td>3.7</td>
<td>A-</td>
<td>3.7</td>
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<tr>
<td>3.6</td>
<td></td>
<td>3.6</td>
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<tr>
<td>3.5</td>
<td></td>
<td>3.5</td>
</tr>
<tr>
<td>3.4</td>
<td></td>
<td>3.4</td>
</tr>
<tr>
<td>3.3</td>
<td>B+</td>
<td>3.3</td>
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<td>3.2</td>
<td></td>
<td>3.2</td>
</tr>
<tr>
<td>3.1</td>
<td></td>
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<td>3.0</td>
<td>B</td>
<td>3.0</td>
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<td>2.4</td>
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<tr>
<td>2.3</td>
<td>C+</td>
<td>2.3</td>
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<tr>
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<tr>
<td>2.1</td>
<td></td>
<td>2.1</td>
</tr>
<tr>
<td>2.0</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>1.9</td>
<td></td>
<td>1.9</td>
</tr>
<tr>
<td>1.8</td>
<td></td>
<td>1.8</td>
</tr>
<tr>
<td>1.7</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>1.6</td>
<td></td>
<td>1.6</td>
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<tr>
<td>1.5</td>
<td></td>
<td>1.5</td>
</tr>
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<td>1.4</td>
<td></td>
<td>1.4</td>
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<tr>
<td>1.3</td>
<td>D+</td>
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<td>1.2</td>
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<tr>
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<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>0.0</td>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Numerical grades and cumulative GPA

To compute cumulative GPA:

1. Multiply numerical grade by the number of credits assigned for each course to determine the quality points for each course. Add the total number of quality points (QP). (Pass/No Credit grades are not computed in the GPA.)

2. Add the total number of numerically graded credits, for the total number of quality hours (QH).

3. Divide the total number of quality points by the total number of quality hours for the cumulative GPA.

Example: (grade) x (credits) = (QP)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credits</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>2.3</td>
<td>5</td>
<td>11.5</td>
</tr>
<tr>
<td>4.0</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

total credits (QH) = 11

31.5 = total grade points (QP)

(QP) / (QH) = Cum. GPA

31.5 / 11 = 2.863

Repeating Courses

This is general information that may be superseded by specific program rules on repeats, such as those for Business undergraduate majors. Graduate students must also follow the specific policies under Academic Standards and Course Repeat in the front of this catalog.

You may repeat a course for a higher grade. Courses to be repeated for credit value must be identified during the registration process on Eaglenet by going to “change class options” under the Registration category or by marking the repeat option square on the paper Registration Form.

If you fail to indicate the repeat during registration, there may be detrimental effects on your GPA and total credits toward graduation.

The previous course, along with its credits, grade and GPA, will remain recorded on your transcript but will be superseded by the new course, grade and GPA. Your cumulative GPA will be adjusted to reflect the new grade.

If you are repeating a course in which you have received letter grades with no numeric value—such as “W”—you do not need to indicate this at registration. You should register for the repeat “W” course as you would normally register for regular credit and grading.

Courses previously taken may not be repeated under the following conditions:

- Receiving a pass (P) grade with the Pass/Fail or Pass/No Credit option
- Using the correspondence/independent learning course method of instruction for courses previously taken by classroom instruction
- To improve an undergraduate GPA after receiving a baccalaureate degree
- Repeating a transferred course for which Eastern offers no equivalent

Residency

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

- have established a formal residence in Washington for other than educational purposes for at least 12 consecutive months prior to the first day of the quarter for which residency status is requested

or

- be a dependent student whose parent(s) or legal guardian(s) have maintained a bona fide residence in Washington 12 consecutive months prior to the first day of the quarter.

A student does not lose residency status because of service in another state or country while a member of the civil or military service, if that person maintains ties and returns to Washington within one year of discharge with intent of maintaining a residence in the state. However, maintaining residency ties in a former or other state (for example by keeping a driver’s license) may invalidate claims to Washington residency.

For more information see Appendix C of this catalog, or call the Residency Officer for the University at: (509) 359-6592.

Washington State Address Confidentiality Program

This program, administered by the Office of the Secretary of State, provides address confidentiality to relocated victims of domestic violence. If you qualify as a participant, the program allows you to use a substitute mailing address with mail forwarding and service assistance. Please contact:

Address Confidentiality Program
P.O. Box 69
Olympia, WA 98507-9044
(360) 753-2972

Withdrawal from the University:

Please see the information on Schedule Changes under Records and Registration in the Student Services section of this catalog.
FACULTY DIRECTORY

Trustees, Senior University Administrators, Academic Deans, and Full-Time and Emeritus Faculty

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Interim Vice President for Academic Affairs and Provost
Dr. Ronald Dalla
Vice President for Business and Finance
Mary Voves
Vice President for Student Affairs
William Ponder

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College of Business and Public Administration
College of Education and Human Development
College of Science, Mathematics and Technology
College of Social and Behavioral Sciences
School of Social Work and Human Services

ACADEMIC DEANS

Valerie E. Appleton, Ph.D., Dean of the College of Education and Human Development
Philip D. Castille, Ph.D., Dean of the College of Arts and Letters
Dorothy Detlor, Ph.D., Dean of the Intercollegiate College of Nursing
Michael Frumkin, Ph.D., Dean of the School of Social Work and Human Services
Patricia M. Kelley, M.L.S., Dean of Libraries and Chief Information Officer
Dolores T. Martin, Ph.D., Dean of the College of Business and Public Administration
Vickie Shields, Dean of the College of Social and Behavioral Sciences
Raymond A. Soltero, Ph.D., Dean of the College of Science, Mathematics and Technology

FULL-TIME FACULTY

The following list reflects the status of the Eastern Washington University faculty as of October, 2005. The date following each name is the academic year the faculty member was first hired by the university and does not necessarily imply continuous service since that time.

Aamodt, Patricia — 1989, Clinical Assistant Professor of Nursing — B.S.N., Moorhead State University; M.S.N., University of North Dakota

Ackerman, Elaine — 1995, Lecturer in Education — B.A., M.S., Eastern Washington University, Ph.D., Gonzaga University

Adler, Diane — 1993, Senior Lecturer in English as a Second Language — B.S., Bowling Green State University; M.A., Western Washington University

Adolphson, Keith V. — 2002, Assistant Professor of Mathematics — B.A., Gustavus Adolphus College; M.A., M.S., Naval Postgraduate School; Ph.D., University of Oklahoma

Alden, Janine — 1992, Senior Lecturer in English as a Second Language — B.S., Georgetown University; M.A., California State University

Allen, Carol — 1996, Senior Instructor in Nursing — B.S., University of California at Los Angeles; M.S., University of Portland

Almeida, Deidre A. — 2001, Director of American Indian Studies and Assistant Professor of American Indian Studies — B.A., Ph.D., University of Massachusetts; M.A., Stanford University

Altshuler, Sandra J. — 2000, Associate Professor of Social Work — B.A., University of Illinois, Urbana-Champaign; M.S.W., Ph.D., University of Illinois, Chicago

Alvin, Barbara — 1983, Professor of Mathematics — B.A., M.S., Miami University; Ph.D., University of Washington

Alvy, Harvey B. — 2000, Associate Professor of Education — B.A., Yankton College; M.S., City University of New York; Ed.D., University of Montana


Anderson, Dennis W. — 2004, Visiting Assistant Professor of Psychology — B.A., Gonzaga University; M.S., Eastern Washington University


Appleton, Valerie E. — 1991, Dean, College of Education and Human Development and Professor of Counseling Educational and Developmental Psychology — B.A., University of California, Santa Cruz; M.A., College of Notre Dame; Ed.D., University of San Francisco

Arbanas, Kevin A. Lt. Col. — 2002, Professor of Military Science — B.S., United States Military Academy, West Point; M.A., Murray State University

Armstrong, Merry — 1995, Associate Professor of Nursing — B.S.N., San Diego State University; M.S.N., D.N.Sc., University of San Diego

Arndt, Armin W., Jr. — 1972, Professor of Counseling, Educational and Developmental Psychology — B.A., M.A., Ph.D., University of California, Berkeley

Askman, Tom K. — 1972, Professor of Art — B.A.Ed., B.F.A., California College of Arts and Crafts; M.F.A., University of Colorado

Avery, Lisa — 2000, Associate Professor of Social Work — B.S., Ball State University; M.S.W., Ph.D., University of Illinois, Chicago

Ayot, Gloria — 1995, Associate Professor of Education — B.S., St. Joseph's University; M.A., Antioch Graduate School of Education; Ph.D., The Union Institute Graduate School

Babcock, Garth — 1998, Associate Professor of Physical Education, Health and Recreation — B.S., M.S., Brigham Young University; Ph.D., Texas Women's University

Baldwin, Beau — 2003, Assistant Football Coach — B.Ed., Central Washington University

Banask, Jacquelyn — 1983, Associate Professor of Nursing — B.S.N., Ph.D., Washington State University; M.N., University of Washington

Barnes, Pamela J. — 1999, Lecturer in Psychology — B.A., University of San Diego; M.S., Eastern Washington University

Basham, Alan — 1995, Senior Lecturer in Counseling, Educational and Developmental Psychology — B.A., M.A., Biola University

Bayne, M. Christina — 1974, Assistant Dean, Undergraduate Programs and Associate Professor of Nursing — B.S.N., College of St. Teresa; M.S., University of Colorado

Bazemore, Georgia B. — 2004, Lecturer in History — B.A., Emory University; M.A., Ph.D., University of Chicago

Bedalov, Patricia M. Hendryx — 1994, Associate Professor of Communication Disorders — B.S., M.S., University of Wisconsin-Milwaukee; Ph.D., Northwestern University


Benson, Wade — 1996, Head Volleyball Coach

Bent, Barbara A. — 1993, Senior Lecturer in English as a Second Language — B.A., M.A., University of Wisconsin-Madison

Bhuta, Prakash H. — 1983, Professor of Biology — B.Sc., University of Bombay, Bombay, India; Dipl. Pharm. Bombay College of Pharmacy; M.Sc., University of Baroda, Baroda, India; Ph.D., University of Southwestern Louisiana
Bickerstaff, Douglas D., Jr. — 1986, Associate Professor of Computer Science — B.A., Phillips University; M.S., University of Arkansas; M.S., University of Missouri-Rolla; Ph.D., Kansas State University

Bilich, Lisa A. — 2004, Lecturer in Dental Hygiene — B.S., Eastern Washington University

Bilous, Peter T. — 2003, Associate Professor of Chemistry/Biochemistry — B.S., M.S.C., University of Manitoba; Ph.D., McGill University

Bindler, Ruth C. — 1974, Associate Professor of Nursing — B.S., Cornell University; M.S., University of Wisconsin; Ph.D., Washington State University

Birch, Nancy J. — 1988, Professor of Management Information Systems — B.S., University of Arizona; M.B.A., Ph.D., Arizona State University

Bittrick, Irene — 1998, Director, Alcohol and Drug Studies Program and Lecturer in Alcohol and Drug Studies and Director — B.A., M.A., Eastern Washington University

Black, A. Ross — 1993, Professor of Biology — B.S., University of Washington; M.S., Ph.D., University of Wisconsin-Madison

Blankenship-Mortier, Patricia A. — 2000, Lecturer in Music — B.M., Eastman School of Music, Rochester, N.Y.

Blewett, Stephen D. — 1988, Professor and Director of Journalism — B.A., M.A., Eastern Washington University

Blira, Phebe A. — 2001, Assistant Professor of Dental Hygiene — B.S., University of Michigan; M.S., Columbia University

Boggs, Dona — 1997, Associate Professor of Biology — B.A., Radcliffe/Harvard College; Ph.D., University of Montana

Bolte, Linda A. — 1993, Professor of Mathematics — B.A., Webster College; M.A., University of Northern Colorado; M.S., University of Iowa; Ph.D., University of Missouri

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Van Winckel, Nance L. — 1990, Professor of English/Creative Writing — B.A., University of Wisconsin; M.A., University of Denver

VanderLinden, Darl W. — 1992, Professor of Physical Therapy — B.S., Iowa State University; Physical Therapy Certificate; M.S., University of North Carolina at Chapel Hill; Ph.D., University of Iowa.

Van Gernert, Freddi — 1984, Instructor in Nursing — B.S.N., Intercollegiate College of Nursing; M.S.N., University of Texas

Venkatesan, Pushpa — 2004, Assistant Professor of Chemistry and Biochemistry — B.S., Ethiraj College, Madras, India; M.S. Indian Institute of Technology, Madras, India; Ph.D., Princeton University

Wade, Joseph — 1999, Assistant Football Coach — B.S., Linfield College

Wagner, Randel R. — 1998, Assistant Professor of Music — B.M.E., Walla Walla College; M.A., San Diego State University; D.M.A., University of Nebraska-Lincoln

Wainwright, Nancy A. — 1984, Senior Lecturer in Business Law — B.Ed., B.A., Professional Diploma in Education, University of Hawaii; J.D., Gonzaga University

Walas-Mateo, Guillermina — 1999, Associate Professor of Spanish — Licenciada, National University of Mar del Plata, Argentina; M.A., Ph.D., University of Pittsburgh

Waldron-Soler, Kathleen M. — 2000, Assistant Professor of Counseling, Educational and Developmental Psychology — B.A., Whitman College; M.S., Eastern Washington University; Ph.D., Washington State University


Warren, Stacy — 1992, Professor of Geography — B.A., University of Delaware; M.A., Clarke University; Ph.D., University of British Columbia

Watkins, Philip C. — 1990, Professor of Psychology — B.S., University of Oregon; M.A., Western Baptist Seminary; M.A., Ph.D., Louisiana State University

Webb, Tommie J. — 2004, Assistant Men’s Basketball Coach — B.S., Southwest State University; M.Ed., Northern State University

Weller, Philip J. — 1969, Professor of English — B.A., University of Puget Sound; M.A., Washington State University; Ph.D., Kent State University

Werckle, Robert C. — 1993, Senior Lecturer in English as a Second Language — B.A., Holy Cross College; M.A., Georgetown University

Whitman, Robert L. — 2002, Assistant Professor of Education — B.A., Bowdoin College, Brunswick, Maine; M.Ed., Harvard Graduate School of Education; Ph.D., University of Arizona

Wichman, Nanette — 2001, Lecturer in English — B.A., University of Oregon; M.A., Ph.D., University of Hawaii

Williams, Denielle — 2004, Lecturer in Mathematics — B.A., M.S., Eastern Washington University

Williams, Patrick S. — 2000, Lecturer in English — B.A.E., M.A., Eastern Washington University

Williams, William C. — 1977, Professor of Psychology — B.A., M.S., Eastern Washington University; Ph.D., University of Utah

Winchell, Richard (Dick) G. — 1986, Professor of Urban and Regional Planning — B.A., Wartburg College; M.U.R.P., University of Colorado-Denver Center; Ph.D., Arizona State University

Winkle, Sally A. — 1983, Professor of German and Director, Women Studies — B.A., Knox College; M.A., University of Georgia; Ph.D., University of Wisconsin-Madison

Winters, Patrick — 1987, Professor of Music and Director of Bands — B.S., Elon College; M.A., California State University, San Bernardino

Wood, Mary — 1991, Librarian for Nursing — B.S., Iowa State University; M.S., Simmons College

Wright, Sue M. — 1994, Associate Professor of Sociology — B.A., M.A., Ph.D., University of Oregon


Yoder, Janet S. — 1998, Lecturer in English as a Second Language — B.A., Goshen College; M.A., Ph.D., University of Illinois

Youngs, J. William T. — 1972, Professor of History — B.A., Harvard; M.A., Ph.D., University of California, Berkeley

Zhou, Duanning — 2001, Assistant Professor of Management Information Systems — B.S., Jiangxi University; M.Eng., Zhejiang University; Ph.D., City University of Hong Kong

Zhu, Liping — 1996, Associate Professor of History — B.A., East China Normal University; M.A., Wichita State University; Ph.D., University of New Mexico

Zinke, Robert C. — 1985, Professor of Public Administration — B.A., Washington State University; M.A., Drew University; Ph.D., New York University

Zovanyi, Gabor — 1986, Professor of Urban and Regional Planning — A.B., University of California at Los Angeles; M.C.P., San Diego State University; Ph.D., University of Washington

Zyskowski, Martin J. — 1968, Professor of Music — B.M., M.M., University of Michigan

Emeritus Faculty

James B. Albert — 1968, Professor of Music Emeritus 1997

José A. Alonso — 1967, Professor of Spanish Emeritus 1999

Philip Anast — 1965, Professor of Psychology Emeritus 1989

Betty Anderson — 1968, Associate Professor of Nursing Emeritus 1996

Philip N. Anderson — 1965, Professor of Accounting Emeritus 1999

Robert B. Anderson — 1960, Professor of Health and Physical Education Emeritus 1986

Virginia Asan — 1962, Professor of Health, Physical Education and Athletics Emeritus 1988

J. Austin Andrews — 1954, Professor of Music Emeritus 1977

Robert W. Awood — 1967, Professor of Psychology Emeritus 1997

Darrell W. Bachman — 1965, Professor of Applied Psychology Emeritus 1996

Achilles Balabanis — 1969, Professor of Music Emeritus 1994

William H. Barber — 1969, Professor of Psychology Emeritus 1999

Donald M. Barnes — 1966, Professor of History Emeritus 1995

Rey L. Barnes — 1979, Professor of Radio-Television Emeritus 1995

Robert D. Barr — 1965, Professor of Physical Education, Health and Recreation Emeritus 1997


James E. Bates — 1975, Professor of Social Work Emeritus 1999

Charles H. Baumann — 1969, University Librarian Emeritus 1991

Bruce D. Beal — 1968, Professor of Home Economics Emeritus 1975

Elizabeth Beaver — 1961, Professor of Home Economics Emeritus 2000

Roy K. Behm — 1963, Professor of Chemistry/Biochemistry Emeritus 1992

David S. Bell, Jr. — 1967, Professor of Government Emeritus 1998

Donald R. Bell — 1964, Professor of Applied Psychology Emeritus 1996

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**Faculty Directory**

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
<th>Title</th>
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<tr>
<td>Jack C. Benson</td>
<td>1965</td>
<td>Associate Professor of Physical Education, Health and Recreation Emeritus 1999</td>
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<tr>
<td>Arthur O. Biehl</td>
<td>1951</td>
<td>Professor of Music Emeritus 1979</td>
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<td>Lloyd C. Billings</td>
<td>1969</td>
<td>Professor of Finance Emeritus 1982</td>
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<td>Sergio Bozca-Moraga</td>
<td>1971</td>
<td>Professor of Spanish Emeritus 1995</td>
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<td>Stamey L. Boles</td>
<td>1968</td>
<td>Professor of Electronic Media, Theatre and Film Emeritus 1997</td>
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<tr>
<td>Charles W. Booth</td>
<td>1956</td>
<td>Professor of Geography Emeritus 1982</td>
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<td>Norman C. Boulanger</td>
<td>1970</td>
<td>Professor of Theatre Emeritus 1986</td>
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<td>Charles C. Bown</td>
<td>1969</td>
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<td>Richard M. Boyd</td>
<td>1964</td>
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<td>Dorvan H. Breitenfeld</td>
<td>1962</td>
<td>Professor of Communication Disorders Emeritus 1995</td>
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<td>Gary L. Breneman</td>
<td>1971</td>
<td>Professor of Chemistry/Biochemistry Emeritus 2003</td>
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<td>Polly Bruno</td>
<td>1984</td>
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<td>John E. Brunlett</td>
<td>1967</td>
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<td>Edwin A. Bump</td>
<td>1973</td>
<td>Professor of Accounting Emeritus 1999</td>
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<td>Kent R. Burnham</td>
<td>1970</td>
<td>Professor of Management Information Systems Emeritus 1999</td>
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<td>James Buskohl</td>
<td>1970</td>
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<td>Richard J. Carey</td>
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<td>M. Norema Carr</td>
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<td>Robert L. Carr</td>
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<td>Joseph W. Chatburn</td>
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<td>Thelma L. Cleveland</td>
<td>1970</td>
<td>Dean, Intercollegiate Center for Nursing Education Emeritus 1997</td>
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<td>Curtis W. Coffe</td>
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<td>Elizabeth L. Cook-Lynn</td>
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<td>David L. Cornelius</td>
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<td>Dave Daugharty</td>
<td>1966</td>
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<td>Maxine M. Davis</td>
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<td>Lawrence B. Denny</td>
<td>1984</td>
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<td>Laura Dustan</td>
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<td>Wendell L. Exline</td>
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<td>Professor of History and Radio-Television Emeritus 1982</td>
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<td>Kelly S. Farris</td>
<td>1970</td>
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<td>James D. Flynn</td>
<td>1967</td>
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<td>John P. Ford</td>
<td>1965</td>
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<td>Earl N. Forsman</td>
<td>1970</td>
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<td>H. George Frederickson</td>
<td>1977</td>
<td>President Emeritus 1987</td>
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<td>Robert J. Gariepy</td>
<td>1968</td>
<td>Professor of English and Humanities Emeritus and Dean, University Honors Program Emeritus 1993</td>
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<td>R. Dean Gaudette</td>
<td>1965</td>
<td>Professor of Education Emeritus and Dean, School of Human Learning and Development Emeritus 1981</td>
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<td>C. Peggy Gazette</td>
<td>1966</td>
<td>Professor of Health and Physical Education Emeritus 1982</td>
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<td>John Geary</td>
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<td>Philip R. George</td>
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<td>Sterling K. Gerber</td>
<td>1970</td>
<td>Professor of Counseling, Educational and Developmental Psychology Emeritus 2003</td>
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<td>R. Theodore Gibbons, Jr.</td>
<td>1966</td>
<td>Professor of Philosophy Emeritus 1985</td>
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<td>Robert E. Gibbs</td>
<td>1970</td>
<td>Professor of Physics Emeritus 2003</td>
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<td>Reta Gilbert</td>
<td>1969</td>
<td>Professor of Communication Studies Emeritus 2002</td>
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<td>Ramond M. Giles</td>
<td>1946</td>
<td>Professor of Education Emeritus 1978</td>
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<td>James C. Glass</td>
<td>1988</td>
<td>Professor of Physics Emeritus and Dean of the College of Science, Mathematics and Technology Emeritus 1999</td>
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<td>William G. J. Goetter</td>
<td>1970</td>
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<td>Ernst W. Gohliert</td>
<td>1970</td>
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<td>Donald F. Goodwin</td>
<td>1962</td>
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<td>William H. Gothmann</td>
<td>1990</td>
<td>Professor of Technology Emeritus 1999</td>
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<td>Paul R. Graul</td>
<td>1986</td>
<td>Professor of Accounting Emeritus 1999</td>
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<td>Richard K. Green</td>
<td>1967</td>
<td>Professor of History Emeritus 2001</td>
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<td>William A. Greene</td>
<td>1964</td>
<td>Professor of Psychology Emeritus 1998</td>
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<td>Dorothy Gustafson</td>
<td>1970</td>
<td>Professor of Nursing Emeritus 1982</td>
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<td>Daryl G. Hage</td>
<td>1955</td>
<td>Dean of Students Emeritus 1982</td>
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<td>Patricia A. Hahn</td>
<td>1968</td>
<td>Professor of Communication Disorders Emeritus 1994</td>
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<td>Alan B. Hale</td>
<td>1981</td>
<td>Professor of Computer Science Emeritus 1996</td>
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<td>Wayne B. Hall</td>
<td>1970</td>
<td>Professor of Education Emeritus 1997</td>
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<td>Wayne H. Hall</td>
<td>1970</td>
<td>Professor of Mathematics and Education Emeritus 1997</td>
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<td>Kenneth A. Halwas</td>
<td>1958</td>
<td>Professor of English Emeritus 1984</td>
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<tr>
<td>James L. Hanegan</td>
<td>1970</td>
<td>Professor of Biology Emeritus 1997</td>
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<tr>
<td>Kit C. Hanes</td>
<td>1970</td>
<td>Professor of Mathematics Emeritus 2000</td>
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<tr>
<td>John E. Hanke</td>
<td>1970</td>
<td>Professor of Quantitative Analysis Emeritus 1999</td>
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<td>Walter M. Hartman</td>
<td>1965</td>
<td>Professor of Management Information Systems Emeritus 1996</td>
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<td>Bilal Hashmi</td>
<td>1969</td>
<td>Professor of Sociology Emeritus, 1998</td>
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<td>David M. Haugen</td>
<td>1969</td>
<td>Professor of Communication Disorders Emeritus 2000</td>
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<td>Gregory W. Hawkins</td>
<td>1973</td>
<td>Professor of Art Emeritus 2003</td>
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<td>Ursula Hegi</td>
<td>1984</td>
<td>Professor of English/Creative Writing Emeritus 2001</td>
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<td>Robert C. Herold</td>
<td>1969</td>
<td>Professor of Government Emeritus 2000</td>
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<td>James L. Hoffman</td>
<td>1991</td>
<td>Provost and Professor of Geology Emeritus 2002</td>
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<td>Jan Holloway</td>
<td>1970</td>
<td>Professor of Nursing Emeritus 1999</td>
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<tr>
<td>Richard E. Hoover</td>
<td>1965</td>
<td>Professor of Journalism Emeritus 1985</td>
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<tr>
<td>Name</td>
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<td>Emeritus Years</td>
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<tr>
<td>Dick T. Sampson</td>
<td>1967, Professor of Applied Psychology</td>
<td>1999</td>
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<td>Ray C. Sawyer</td>
<td>1963, Professor of Mathematics</td>
<td>1995</td>
</tr>
<tr>
<td>V. Louise Saylor</td>
<td>1977, Dean of Libraries and Librarian IV</td>
<td>1996</td>
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<tr>
<td>Alexander F. Schilt</td>
<td>1987, President, Professor of Applied Psychology</td>
<td>1989</td>
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<tr>
<td>Lula A. Schroder</td>
<td>1966, Professor of Education</td>
<td>1987</td>
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<td>Raymond L. Shults</td>
<td>1957, Professor of History Emeritus</td>
<td>1988</td>
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<td>Joseph F. Schuster</td>
<td>1968, Professor of Government Emeritus</td>
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<td>Alys S. Seifert</td>
<td>1981, Professor of French Emeritus</td>
<td>2003</td>
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<td>Marian Sheafor</td>
<td>1983, Professor of Nursing Emeritus</td>
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<td>William C. Shreveve</td>
<td>1967, Professor of Education Emeritus</td>
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<td>Horace R. Simms</td>
<td>1966, Professor of Biology Emeritus</td>
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<td>Leo R. Simpson</td>
<td>1977, Professor of Management Emeritus</td>
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<tr>
<td>Sarah (Salli) E. Sledge</td>
<td>1977, Professor of Dental Hygiene Emeritus</td>
<td>2001</td>
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<tr>
<td>Robert B. Smith</td>
<td>1958, Professor of English Emeritus</td>
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<td>Katherine W. Snipes</td>
<td>1963, Professor of English Emeritus</td>
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<td>James R. Snook</td>
<td>1967, Professor of Geology Emeritus</td>
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<td>Stephen S. Spacke</td>
<td>1958, Professor of Geology Emeritus</td>
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<td>Gary A. Sterner</td>
<td>1970, Professor of Psychology Emeritus</td>
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<td>Vincent L. Stevens</td>
<td>1959, Professor of Chemistry Emeritus and Dean of Health Sciences Emeritus</td>
<td>1987</td>
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<td>Norman W. Stone</td>
<td>1956, Professor of Mathematics Emeritus</td>
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<td>Wesley C. Stone</td>
<td>1970, Professor of Mathematics Emeritus</td>
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<td>Dale E. Stradling</td>
<td>1965, Professor of Geography Emeritus</td>
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<td>Frederick S. Strange</td>
<td>1970, Professor of Anthropology Emeritus</td>
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<td>Betty L. Stratton</td>
<td>1979, Professor of Communication Studies Emeritus</td>
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<td>Ralph P. Stredwick</td>
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<td>Arnold E. Stueckle</td>
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<td>Jack A. Swan</td>
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<td>Benard H. Taylor</td>
<td>1962, Professor of Psychology Emeritus</td>
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<td>Joan Thiele</td>
<td>1986, Professor of Nursing Emeritus</td>
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<td>Grant R. Thomas</td>
<td>1964, Professor of Marketing Emeritus</td>
<td>1988</td>
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<td>Duane G. Thompson</td>
<td>1966, Professor of Applied Psychology Emeritus and Vice President for Academic Affairs and Provost Emeritus</td>
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<td>Robert B. Throckmorton</td>
<td>1967, Professor of Sociology Emeritus</td>
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<td>Joan I. Tracy</td>
<td>1967, Librarian Emeritus</td>
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<td>Keith Tracy</td>
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<td>Ruben M. Trejo</td>
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<td>Norman V. Vigfusson</td>
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<td>William L. Waddington</td>
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<td>Jim L. Wasem</td>
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<td>Helen J. Westrum</td>
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<td>Irl White</td>
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<td>Heung T. Wong</td>
<td>1968, Professor of History Emeritus</td>
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<td>Lois A. Woodell</td>
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<td>Brent A. Wooten</td>
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Appendix A

Chapter 172-120 WAC STUDENT CONDUCT CODE

Last Update: 3/4/97

WAC 172-120-010 Introduction.

WAC 172-120-015 Definitions.

WAC 172-120-020 Interest of the university relevant to a student code.

WAC 172-120-030 Relationship between civil and criminal laws and university disciplinary proceedings.

WAC 172-120-040 Conduct code.

WAC 172-120-050 Sanctions.

WAC 172-120-060 Disciplinary functionaries.

WAC 172-120-070 Initiation of disciplinary procedures.

WAC 172-120-080 Authority of university disciplinary officer.

WAC 172-120-090 Consolidation of cases permissible.

WAC 172-120-100 Hearings procedure.

WAC 172-120-110 Disciplinary committee—Deliberations and sanctions.

WAC 172-120-120 Appeals.

WAC 172-120-130 Interim suspension permitted.

WAC 172-120-140 Judicial proceedings—Procedural rights of students.

DISPOSITION OF SECTIONS FORMERLY CODIFIED IN THIS CHAPTER


The board of trustees of Eastern Washington University has the authority and obligation to adopt regulations for the governance of the university for the purpose of providing educational opportunities to its students, transmitting and advancing knowledge and of providing a wide range of services to both students and the general public. To carry out these responsibilities, the university requires a community free from violence, threats, and intimidation; protective of free inquiry, rights of others, open to change; supportive of democratic and lawful procedures; and dedicated to the rational and orderly approach to the resolution of human problems. To safeguard the rights, opportunities, and welfare of students, faculty, staff and guests of the university community, and to assure protection of the interests of the university as it seeks to carry out its mission on behalf of the citizens of the state of Washington, certain minimum standards of conduct become necessary.

[Statutory Authority: RCW 28B 35.120 and 43 21C.120. 87-20-056 (Order 87-01), § 172-120-010, filed 10/2/87. Statutory Authority: RCW 28B 35.120. 81-06-023 (Order 1-22-81), § 172-120-010, filed 2/25/81; Order 72-2, § 172-120-010, filed 5/12/72.]

WAC 172-120-015 Definitions.

For purposes of the student conduct code, chapter 172-120 WAC, the definitions of this section apply throughout the chapter.

(1) “Student” includes all persons taking courses at the university, both full and part time. Nonmatriculated, international students attending language institutes or foreign study programs at the university are also considered students under the terms of this code.

(2) “University” refers to the facilities, property, programs, activities and members of the Eastern Washington University community.


The university is a special-purpose, as opposed to general-purpose community, and as such must devise procedures and regulations to control disruptive elements which would deter the university from furthering its mission—providing learning experiences for its students, transmitting and advancing knowledge and providing services to the greater community. Special university interests provide a foundation for building a code of conduct.

(1) The university has a primary concern with matters which impinge upon academic achievement and integrity.

(2) The university has a concern with conduct which breaches the peace, causes disorder and substantially interferes with the rights of others.

(3) The university has an interest in behavior which threatens or actions which imperil the physical and mental health and safety of members of the university community.

(4) The university has an obligation to protect its property and the property of members of its community from theft, damage, destruction or misuse.

(5) The university has a commitment to meet its contractual agreements.

(6) The university has an obligation to support and be guided by laws of the land.


Many offenses actionable under this code are also violations of federal, state or local laws. A student may face criminal and civil prosecution as well as university disciplinary action for violation of these laws. The university reserves the right to initiate action for offenses that have an impact on the educational or administrative functions or the general well-being of the university. Proceedings under this code may be carried out prior to, simultaneously with, or following civil or criminal proceedings in the courts. University proceedings are not subject to challenge or dismissal referencing, as a basis, that criminal charges involving the same incident have been dismissed or reduced.


The following are defined as offenses which are subject to disciplinary action by the university. The university has the authority to promulgate additional or more specific rules supplementary to the offenses listed in this section.

(1) Dishonesty and misrepresentation. All forms of academic dishonesty (including but not limited to cheating and plagiarism), knowing furnishing false information to the university, forgery, alteration or misuse of university documents, records or instruments of identification.

(2) Disruptive conduct. Conduct which intentionally disrupts or obstructs teaching, research, administration, disciplinary proceedings, freedom of movement or other lawful activities on the university campus.

(3) Physical abuse and threat of physical abuse. Detention, physical abuse, threats, intimidation or coercion of any person, or conduct which is intended to threaten imminent bodily harm or endanger the health or safety of any person on any property owned or controlled by the university, or at any university-sponsored or supervised functions.

(4) Sexual misconduct. Sexual misconduct includes, but is not limited to:

(a) Unwanted verbal (including telephone), written (including electronic media), pictorial or physical conduct of a sexual nature which a reasonable person would consider to be harassing, intimidating, hostile, offensive and/or which adversely affects the learning or living environment of the campus;

(b) Unwanted, forceful, sexual contact. The use of force may include, but is not limited to use of body weight, pushing or hitting, coercion or threats;

(c) The use of force (body weight, hitting or pushing, use of a weapon, threats to kidnap or kill, for example) to overcome earnest resistance to engaging in sexual intercourse. Earnest resistance may be verbal, physical or both;

(d) Sexual intercourse, when the victim is incapable of consent by reason of mental incapacity, drug/alcohol intoxication or physical helplessness, and force is or is not used.

(5) Harassment. Harassment of any sort is prohibited. Any malicious act which causes harm to any person’s physical or mental well-being is prohibited. Harassment is defined as conduct which has the purpose or effect or unreasonably interfering with an individual’s work or educational performance or creating an intimidating, hostile or offensive environment.

(6) Property violations. Theft from, or malicious misuse of university property or the property of any person, when such property is located on the university campus.

(7) Failure to comply with a proper order.

(a) Failure to comply with lawful and/or reasonable directions of university officials or law enforcement officers acting in performance of their duties on campus or affecting conduct on campus.

(b) Failure to identify oneself to university officials in their course of duty, refusal or failure to appear before university officials or disciplinary bodies when directed to do so or the violation of sanctions imposed after such proceedings.

(8) Alcohol and substance violations.

(a) Use, possession, distribution, or sale of alcoholic beverages except as permitted by university policy and state law on university premises or in university-controlled facilities.

(b) Use, possession, distribution, or sale of any controlled substance or illegal drug on university premises or in university-controlled facilities.

(9) Possession of weapons. No individual shall have on his/her person, in his/her vehicle or otherwise in his/her possession any gun, pistol, or firearm or explosives, dangerous chemicals or other dangerous weapons or instruments on the university campus or other university property except as follows:

(a) Authorized law enforcement officers are permitted to carry arms while on duty and engaged in their regular duties.

(b) Activities requiring use of the prohibited items may be conducted on approval of the activity by the board of trustees.

(c) Persons are permitted to have firearms in their possession directly en route to or from campus firearm storage facilities where such possession is incidental to approved or off campus possession or use of such firearms.

(10) Violation of local, county, state or federal law. Violation of a local, county, state, or federal law, whether it be on-campus or off-campus, only when a definite university interest is involved and where the student misconduct distinctly and adversely affects the university’s pursuit of its educational mission.

(11) Incitement. Intentionally inciting others to engage in any of the conduct prohibited in this code, which incitement leads directly to such conduct.

(12) Assisting conduct violations. Being an accessory to any person on the university campus who is or who is not a member of the associated students of Eastern Washington University who violates this code. The unauthorized entry into or onto, or the unauthorized remaining in, upon, any public or university facilities.

(13) Attempted violations. All attempts to perform acts of misconduct prohibited by this section are also subject to disciplinary action.

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APPENDICES

(14) Trespass. The unauthorized entry into or onto, or the unauthorized remaining in or on any public or university facilities.
(15) Disorderly conduct. Disorderly or obscene conduct on university property or at university-sponsored events.
(16) Violation of university policies. Violation of the university general conduct code, chapter 172-122 WAC.
(17) Abuse of computing facilities. Theft or other abuse of computer facilities, access or time as defined in university computing guidelines and regulations.
(18) Unauthorized representation. The unauthorized use of the name of the university or the names of members or organizations in the university community.
(19) Obstruction. Obstruction of the free flow of pedestrian or vehicular traffic on university premises or at university-sponsored or university-supervised events.
(20) Demonstration. Participation in a campus demonstration which violates the university regulations governing campus assembly and peaceful demonstration.
(21) Hazing. Any action required of or imposed on current or potential members of an organization or group which, regardless of location or occasion, or consent of the participant, (a) Produces or is reasonably likely to produce bodily harm or danger, mental or physical discomfort, embarrassment, harassment, fright, humiliation or ridicule; or (b) Compels an individual to participate in any activity which is illegal, perverse or publicly indecent or contrary to university rules, regulations or policies, or which is known by the compelling person(s) to be contrary to the individual’s moral or religious beliefs.
(22) Group offenses. Clubs, organizations, societies or similarly organized groups in or recognized by the university and/or ASEWU are subject to the same standards as are individuals in the university community. The commission of any of the offenses in subsections (1) through (22) of this section by such groups or the knowing failure of any organized group to enforce preventive measures relative to violations of the code by their members shall constitute a group offense.

WAC 172-120-050 Sanctions. If any student or student organization is found to have violated any of the offenses enumerated at WAC 172-120-040, one or more of the following sanctions may be imposed against the student or student organization. Failure to comply with any imposed sanctions may result in additional sanctions.

(1) Minor disciplinary sanction:
(a) Admonition. An oral statement to a student that he/she is violating university rules and regulations.
(b) Warning. Notice, orally or in writing, that continuation or repetition of conduct found wrongful, within a specified period of time stated in the warning, may cause more severe disciplinary action.
(c) Censure. A written reprimand for violation of specified regulations, including notice of the possibility of more severe disciplinary sanctions in the event of the finding of a violation of any regulation within a stated period of time.
(d) Disciplinary probation. Formal action placing condition on the student’s continued attendance for violation of specified regulations. The disciplinary probation shall specify, in writing, the period of probation and the conditions which may include conditions such as limiting the student’s participation in university-related privileges or extra-curricular activities or enforcing a “no contact” order which would prohibit direct or indirect physical and/or verbal contact with specific individuals or groups. Disciplinary probation further shall give the student notice that any further misconduct will automatically raise the question of suspension from the university. Disciplinary probation shall be for a specified period of time.
(e) Restitution. Reimbursement for damage or destruc- tion to the property of the university or others for loss of property as a result of theft, or for medical expenses from violations of this code. This may take the form of appropriate service or other compensation. Failure to make arrangements to pay will result in cancellation of the student’s registration and will prevent the student from future registration until the conditions of sanction are satisfied.
(f) Fines: The disciplinary officer and the university disciplinary committee may impose a minimum of two hundred dollars against individual students for violation of university rules or regulations or for failure to meet the university’s standards of conduct. Failure to pay promptly such fines will prevent the student from future registration. Failure to pay may result in additional sanctions. Appeal through chapter 172-124 WAC is solely to dispute the existence of the alleged debt and not to rehash the matter which resulted in the sanction of the fine itself.
(g) Loss of privileges: Denial of specified privileges for a designated period of time.
(h) Discretionary sanctions: Work assignments, service to the university community or other related discretionary assignments for a specified period of time as directed by the disciplinary officer or judicial body.
(i) Loss of financial aid. In accordance with ROW 28B.30.125, a person who participates in the hazing of another forhorts entitlement to state-funded grants, scholarships or awards for a specified period of time.
(j) Assessment: Referral for drug/alcohol or psychological assessment may be required. Results of the assessment may lead to the determination that conditions of treatment and further assessment apply to either continued attendance or return after a specified period.

(2) Major disciplinary sanction:
(a) Suspension: Exclusion from classes and other privileges or activities as set forth in a written notice for a specified period of time. Conditions of readmission shall be stated in the order of suspension.
(b) Dismissal: Permanent separation of the student from the university with no promise (implied or otherwise) that the student may return at any future time. The student will also be barred from university premises.
(c) Loss of institutional, financial aid funds. Formal withholding of all or a part of institutional funds currently being received by the student or promised for future disbursement to the student for a specified period of time.
(d) Group sanctions:
(a) Probation. Formal action placing conditions on the group’s continued recognition by or permission to function at the university. The probationary conditions will apply for a specified period of time. Violation of the conditions of probation or additional violations while under probation may result in more severe sanctions.
(b) Social probation: Prohibition of the group from sponsoring any organized social activity, party or function, or from obtaining a permission for the use of alcoholic beverages at social functions for a specified period of time.
(c) Charter restriction: The temporary withdrawal of university or ASEWU recognition for a group, club, society or other organization. It may be recommended by the appropriate judicial body, but may only be imposed by the president of the university or the president’s designee.
(d) Charter revocation: The permanent withdrawal of university or ASEWU recognition for a group, club, society or other organization. It may be recommended by the appropriate judicial body, but can only be imposed by the president of the university or the president’s designee.
(e) Additional sanctions: In addition to or separately from the above, any one or a combination of the following may be concurrently imposed on the group:
(1) Exclusion from intramural competition as a group.
(2) Denial of use of university facilities for meetings, events, etc.;
WAC 172-120-070 Initiation of disciplinary procedures.

The object of this code is to provide fair and reasonable procedures with which to deal with problems of student conduct.

(1) Any student, faculty member, staff member or the university may, in a complaint, present a student or student organization for any violation of the student conduct code.

(2) A person wishing to charge a student with a violation of the conduct code may:

(a) File a written charge with a student court when that system has jurisdiction, or

(b) File a written charge with the office of the dean of students or other designated officer.

(3) In instances of alleged violations of local, county, state or federal law, nothing in this conduct code will prohibit or limit the right of persons to go directly to the civil and/or criminal authorities and file charges.

(4) University disciplinary proceedings may be instituted against a student charged with the violation of a local, county, state, or federal law which is also a violation of this conduct code; for example, if both violations result from the same, factual situation, without regard to the possibility of civil litigation or criminal prosecution. Proceedings under this conduct code may be carried out prior to, simultaneously with or following criminal proceedings off campus.

[Statutory Authority: RCW 28B.35.120. 97-06-095, 172-120-080, filed 3/4/97, effective 4/4/97. Statutory Authority: RCW 28B.35.120 and 43.21C.120. 87-06-056 (Order 87-01), 172-120-080, filed 10/2/87. Statutory Authority: RCW 28B.35.120. 81-06-023 (Order 1-22-81), 172-120-080, filed 2/25/91. Order 72-2, 172-120-080, filed 5/12/72.]

WAC 172-120-080 Authority of university disciplinary officer.

When the university disciplinary officer receives a complaint against a student or student organization for a violation of the code, the disciplinary officer will review the complaint to determine if there is sufficient evidence to hear the matter and explain to the complainant his/her rights under the student conduct code and possible avenues of action which the complainant has against the student or student organization, including reference to remedies under civil law as well as possible remedies under the student code. If the university disciplinary officer decides to initiate a disciplinary proceeding against the accused student or student organization, the disciplinary officer will then notify the accused student or student organization for an initial conference. This notification includes a written list of charges. During the initial conference, the university disciplinary officer will review with the accused student the written list of charges, provide the student with a copy of the student conduct code and any other relevant university policies and explain the student’s rights under the student code and what possible ramifications may occur under civil law, if any. The disciplinary officer will further explain the disciplinary procedures, the individual’s or organization’s rights and responsibilities in the disciplinary process, and possible penalties under the student code and advise that the student must, within twenty-four hours after receipt of this explanation, decide to have the case heard by the university disciplinary officer, or by the university disciplinary committee, and sign a statement declaring the same. The committee must receive at least seventy-two hours notice as to the time and place of the hearing. The student may, at this time, waive his/her right to prior notice about a disciplinary hearing and request that the case be heard immediately following the initial conference.

(1) If the student accused of violating the student conduct code chooses a hearing before the university disciplinary officer, that officer, after considering the evidence against a student so charged, may take any of the following actions:

(a) Terminate the complaint, exonerating the student.

(b) Dismiss the charge after whatever counseling and advice is deemed necessary.

(c) Refer the student to the mental health review board when it is reasonably determined from the available evidence that such referral is appropriate.

(d) Impose any number of sanctions from WAC 172-120-050(1) (minor disciplinary sanction).

(e) Refer the case to the university disciplinary committee in the event the university disciplinary officer deems major disciplinary sanction may be warranted or if the student requests that his/her case be heard by the committee.

(2) If the student requests that the case be heard by the university disciplinary committee rather than the university disciplinary officer, the committee may take any of the sanctions listed in subsections (1), (2), (3) and (4) of this section, except that the committee may impose a major disciplinary sanction as defined in WAC 172-120-050(2).

(3) If a student accused of violating the conduct code has withdrawn or witheld from the university after the filing of any charge against him/her, either:

(a) A registration hold will be placed on the student’s academic record and the student will be notified that disciplinary action may be initiated on the student’s reentry or application for readmission; or

(b) The university may proceed with the disciplinary action or disciplinary committee hearing.

(4) The disciplinary officer has the right to place a hold on a student’s transcript or registration pending the student’s satisfaction of a disciplinary sanction imposed for violation of this code:

[Statutory Authority: RCW 28B.35.120. 97-06-095, 172-120-080, filed 3/4/97, effective 4/4/97. Statutory Authority: RCW 28B.35.120 and 43.21C.120. 87-06-056 (Order 87-01), 172-120-080, filed 10/2/87. Statutory Authority: RCW 28B.35.120. 81-06-023 (Order 1-22-81), 172-120-080, filed 2/25/91. Order 72-2, 172-120-080, filed 5/12/72.]

WAC 172-120-090 Consolidation of cases permissible.

In the event that one or more students are charged with the same misconduct arising from the same occurrence, the disciplinary committee or university disciplinary officer shall be authorized to consolidate the hearings as practical, as long as consolidation does not prejudice the rights of any students.

[Statutory Authority: RCW 28B.35.120. 97-06-095, 172-120-080, filed 3/4/97, effective 4/4/97. Statutory Authority: RCW 28B.35.120 and 43.21C.120. 87-06-056 (Order 87-01), 172-120-080, filed 10/2/87. Statutory Authority: RCW 28B.35.120. 81-06-023 (Order 1-22-81), 172-120-080, filed 2/25/91. Order 72-2, 172-120-080, filed 5/12/72.]

WAC 172-120-100 Hearings procedure.

Hearings shall be conducted in a manner which is informal and, at the same time, assures fundamental fairness of procedure.

(1) Hearings before the university disciplinary officer or the university disciplinary committee shall be closed hearings.

(a) Admission of any person to the hearing shall be at the discretion of the chairperson.

(b) Any person, including the accused student or any member of the accused organization, who disrupts a hearing may be excluded from the proceedings.

(c) Pertinent records, exhibits and written statements may be accepted as evidence for consideration by the disciplinary committee at the discretion of the chairperson.

(2) If the student requests that the case be heard by the university disciplinary committee rather than the university disciplinary officer or committee, the case will by majority vote determine what sanction from WAC 172-120-080. However, the complete record of the student’s or student organization’s prior conduct and academic performance may be taken into account by the disciplinary officer or disciplinary committee in imposing any sanction(s):

(a) In determining whether sufficient cause, as stated in the foregoing paragraph, exists, the university disciplinary officer or in the instance of a hearing, the university disciplinary committee, shall decide whether a preponderance of the evidence indicates that the student charged violated the student code by engaging in the conduct for which he/she was charged pursuant to WAC 172-120-080.

(b) For the purposes of this code, the phrase, “preponderance of the evidence,” means that it is more likely than not that the student charged violated the student code by engaging in the conduct for which he/she was charged pursuant to WAC 172-120-080.

(c) The chair of the university disciplinary committee is not bound by the rules of evidence obtained by courts and may exclude incompetent, irrelevant, immaterial and unduly repetitious evidence.

[Statutory Authority: RCW 28B.35.120. 97-06-095, 172-120-100, filed 3/4/97, effective 4/4/97. Statutory Authority: RCW 28B.35.120 and 43.21C.120. 87-06-056 (Order 87-01), 172-120-100, filed 10/2/87. Statutory Authority: RCW 28B.35.120. 81-06-023 (Order 1-22-81), 172-120-100, filed 2/25/81. Order 72-2, 172-120-100, filed 5/12/72.]

WAC 172-120-110 Definitions and sanctions.

(1) After the hearing, the judicial body having heard the matter will meet in closed session and may be authorized to determine whether the preponderance of the evidence indicates that the student violated the conduct code. If the decision is that the student engaged in an act of misconduct in violation of the rules with which he/she is charged with having violated, the committee will by majority vote determine what sanction from WAC 172-120-050 shall be imposed. If the university disciplinary committee was the body which heard the matter, it will deliberate in the manner described above, but will determine what sanction it will recommend that the president impose on the student. This recommendation to the president must be made within five working days of the time when the hearing is terminated.

(2) In the course of determining what sanctions shall be imposed, the judicial body hearing the matter may consider any evidence of past misconduct that the chair of
the committee deems relevant, such evidence may be presented by the university disciplinary officer or his/her designee.

(3) No sanction(s) may be imposed based solely on the failure of the accused student or student organization to answer the charges or appear at the hearing. The decision must be based on the evidence presented at the hearing to include the evidence of past misconduct deemed relevant.

[Statutory Authority: RCW 28B.35.120. 97-06-095, ß 172-120-110. Filed 5/4/97, effective 4/4/97. Statutory Authority: RCP 28B.35.120 and 43 210. 87-20-056 (Order 87-01), ß 172-120-110, filed 10/2/87. Statutory Authority: RCP 28B.35.120. 81-06-023 (Order 1-22-81), ß 172-120-110, filed 2/25/81; Order 72-2, ß 172-120-110, filed 5/12/72.]

WAC 172-120-120 Appeals

(1) If the accused student or student organization feels aggrieved by the imposition of disciplinary sanctions by the disciplinary officer or by a judicial body other than the university disciplinary committee, that student or student organization shall have the right to appeal the decision to the university disciplinary committee. The appeal must be in writing and received by the committee within five days after imposition of the sanction. Appeals to the university disciplinary committee shall be filed with the dean of students or other designated office. The written notice of appeal shall set forth:

(a) The student’s name;
(b) The nature of the disciplinary action imposed; and
(c) The reasons why the student or student organization feels that the imposition of that sanction is unjust and what remedy the student or student organization is seeking.

(2) In making a decision, the university disciplinary committee may request a written report of the case from the judicial body which heard the case. The committee shall also have the right to request additional written information or explanation from any of the parties to the proceeding before rendering its decision. In making its decision, the committee shall consider all evidence presented before it and may consider any evidence when considered as a whole.

(3) No sanction(s) may be imposed based solely on the failure to provide the appeal procedures.

(b) To view the material to be presented against them in advance of the hearing.
(c) To hear the testimony of all witnesses;
(d) To present questions to be asked of all witnesses; and
(e) To have a record made of the hearing.

(3) The burden of proof rests with the accuser. This burden shall be carried if guilt is indicated by a fair preponderance of the evidence when considered as a whole.

[Statutory Authority: RCP 28B.35.120. 97-06-095, ß 172-120-140, filed 3/4/97, effective 4/4/97. Statutory Authority: RCP 28B.35.120 and 43 210. 87-20-056 (Order 87-01), ß 172-120-140, filed 10/2/87. Statutory Authority: RCP 28B.35.120. 81-06-023 (Order 1-22-81), ß 172-120-140, filed 2/25/81; Order 76-9-1, ß 172-120-140, filed 9/23/76.]

Appendix B

Chapter 172-190 WAC

IMPLEMENTATION OF THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

Last Update: 12/30/91

WAC 172-190-010 Purpose.

WAC 172-190-020 Definitions.

WAC 172-190-030 Right of inspection.

WAC 172-190-040 Availability of directory information.

WAC 172-190-060 Access permitted to university and certain other officials without consent.

WAC 172-190-080 Distribution of information to others.


WAC 172-190-070 Requests for access to student records.

WAC 172-190-080 Determination regarding records.

WAC 172-190-090 Review proceeding available.

WAC 172-190-100 Right of students to register objections.

WAC 172-190-010 Purpose.

The purpose of this chapter is to comply with the requirements of Public Law 93-380, 813, of 1974, also annotated as 20 U.S.C.A. 1322, which law represents amendments to the General Education Provisions Act. As indicated in the aforementioned law, its purpose is to assure that students attending institutions of higher education such as Eastern Washington University shall have a right to inspect certain records and files intended for school use or made available to parties outside the university.

[Statutory Authority: RCP 28B.35.120(12). 92-02-053, ß 172-190-010, filed 12/80/91, effective 1/20/92. Order 75-1, ß 172-08-010 (codified as WAC 172-190-010), filed 3/5/75.]

WAC 172-190-020 Definitions.

The following definitions shall apply in interpreting these regulations

(1) “Education records” are defined as records, files, documents, and other materials which contain information directly related to a student and are maintained by the university. Also included are records relating to an individual in attendance at the university who is employed as a result of his or her status as a student. The definition of “education records,” however, does not include any materials used by any university instructor in the course of assessing a student’s academic performance, including but not limited to academic grades conferred, essays, tests, written evaluations given during directed studies, and the like, nor materials maintained by the university’s counseling center, or by any psychologist paraprofessional acting in a professional or paraprofessional capacity for the benefit of the university.

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(2) “Student” is defined as a person who is or has been in attendance at Cheney, Spokane, or any other location at which the university confers credit and regarding whom the university maintains educational records.

(Statutory Authority: RCW 28B.35.120(12). 92-02-053, § 172-190-040, filed 12/30/91, effective 1/30/92; Order 75-1, § 172-08-040, (codified as WAC 172-190-040), filed 3/3/75.)

WAC 172-190-030 Right of inspection.

Any student shall have a right, subject to the procedural requirements outlined in WAC 172-190-070 through 172-190-090, to inspect any educational records records directly related to him or her that are intended for school use or are available for parties outside the school or system. In the case of any education records relating to a student which also include information regarding another student, the responsible university officials shall delete any personally identifiable information relating to the identity of the other student.

(Statutory Authority: RCW 28B.35.120(12). 92-02-053, § 172-190-040, filed 12/30/91, effective 1/30/92; Order 75-1, § 172-08-040, (codified as WAC 172-190-040), filed 3/3/75.)

WAC 172-190-040 Availability of directory information.

Except as hereinafter provided, the following information contained in a student’s education records shall be available to members of the public: Student’s name, address, telephone listing, date and place of birth, and participation in officially recognized activities or groups such as sports, weight and height dates of athletic team members, dates of attendance at the university, degrees and awards received, and, the most recent previous educational agency or institution attended by the student. The information shall be deemed “directory information.” The university will give public notice to students of the matters contained in the above-designated “directory information” that is available to members of the public at the time the student registers to enroll in the academic quarter. On the day of registration each student shall indicate on the university registration form whether he or she will not consent to the university’s release of directory information to others.

(Statutory Authority: RCW 28B.35.120(12). 92-02-053, § 172-190-040, filed 12/30/91, effective 1/30/92; Order 75-1, § 172-08-040, (codified as WAC 172-190-040), filed 3/3/75.)

WAC 172-190-040 Access permitted to university and certain other officials without consent.

(a) Other school officials, including instructors within the university who have a legitimate educational interest; (b) Officials of other universities, schools, or school systems, upon the condition that a reasonable attempt is made to notify the student of the transfer and to provide the student with a copy of the record if he or she desires it and the student has the opportunity to challenge the content of the record, per the procedures outlined in WAC 172-08-090; (c) Authorized representatives of the controller general of the United States; the Secretary of Health, Education and Welfare; and administrative head of an education agency as defined in 449 of Public Law 93-380; or state of Washington educational authorities. Provided, that except when collection of personally identifiable data is specifically authorized by federal law, any data collected by the controller general, the secretary, administrative head of a United States Education Agency or state educational authorities with respect to individual students shall not include information (including social security numbers) which permit the personal identification of the students.

(Statutory Authority: RCW 28B.35.120(12). 92-02-053, § 172-190-040, filed 12/30/91, effective 1/30/92; Order 75-1, § 172-08-040, (codified as WAC 172-190-040), filed 3/3/75.)

WAC 172-190-050 Distribution of information to others.

The university shall not furnish in any form any personally identifiable information contained in education records directly related to a student to any person, agency, or organization other than those designated in WAC 172-190-040, unless written consent is first obtained from the student and, specifically identifies the records or data to be released, the legitimate interest the party has in obtaining the information and to whom the personally identifiable information is to be released. In the case any personally identifiable information contained in a student’s education records is to be furnished in compliance with a judicial order or pursuant to a lawfully issued subpoena, the university shall make a reasonable effort to notify the student in advance of compliance therewith.

(Statutory Authority: RCW 28B.35.120(12). 92-02-053, § 172-190-050, filed 12/30/91, effective 1/30/92; Order 75-1, § 172-08-050, (codified as WAC 172-190-050), filed 3/3/75.)


In accordance with the requirements of the aforementioned federal statute, the university will make its best efforts to notify all students of their rights under this act. The notification shall be done by the registrar through the Washington Administrative Code procedures provided for by the Administrative Procedure Act, notices accomplished through the university catalogs, quarterly course announcements, and other publications and media that the university deems appropriate. The notification shall include at least a statement which indicates where the policy is kept and how copies of the policy may be obtained.

(Statutory Authority: RCW 28B.35.120(12). 92-02-053, § 172-190-060, filed 12/30/91, effective 1/30/92; Order 75-1, § 172-08-060, (codified as WAC 172-190-060), filed 3/3/75.)

WAC 172-190-070 Requests for access to student records.

No personally identifiable information relating to a student’s education record will be furnished to any person whatsoever unless the person makes a written request, which specifies to the custodian of the records information sufficient to identify the requesting party as a person who has a right to access to the records. By way of example and not limitation, a requesting party who identifies himself or herself as a student to whom the record relates must provide a department of licensing identification or international driver’s license or identification sufficient to identify the student, university identification card, and any other official identification document that is sufficient to establish the identity of the student. In the case of any persons in the category of those individuals, persons, agencies, or organizations identified in WAC 172-190-040, no personally identifiable information contained in any student’s education record will be disclosed without providing information of the same type and nature as that required of a student plus other information as the custodian of the record deems sufficient to ascertain the official capacity of the requesting party.

(Statutory Authority: RCW 28B.35.120(12). 92-02-053, § 172-190-070, filed 12/30/91, effective 1/30/92; Order 75-1, § 172-08-070, (codified as WAC 172-190-070), filed 3/3/75.)

WAC 172-190-080 Determination regarding records.

The university reserves the right to determine that a record regarding a student is not an education record or material defined in WAC 172-190-020, and that the record contains personally identifiable information relating to a student was properly given to an authorized agency per WAC 172-190-040. The determination shall be made in writing and may be accomplished in consultation with any of the records officers of the university designated in chapter 172-09-WAC, the president, or an assistant attorney general assigned to the university.

(Statutory Authority: RCW 28B.35.120(12). 92-02-053, § 172-190-080, filed 12/30/91, effective 1/30/92; Order 75-1, § 172-08-080, (codified as WAC 172-190-080), filed 3/3/75.)

WAC 172-190-090 Review proceeding available.

(1) Any person objecting to a denial of a request for any university record relating to a student, or any student who contests whether the transfer of any university record relating to him or her is permitted under these regulations, may petition for a prompt review of the denial or written objection to transfer. The written request shall:

(a) Be served on the public records officer provided for in chapter 172-09-WAC;

(b) Demand prompt review; and

(c) In the case of objection to transfer, specifically reference the party to whom he or she does not want the records to be transferred and contain a statement by the record custodian denying the person’s request.

Upon receipt of a proper written objection to transfer of a student record, the university public records officer shall

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APPENDICES
APPENDICES

Residency Status for Higher Education

Excerpted from Chapter 250-18 Washington Administrative Code Last Update: 9/26/05

### 250-18-045
Administration of residency status.

### 250-18-050
Appeals process.

### 250-18-055
Recovery of fees for improper classification of residency.

### 250-18-060
Exemptions from nonresident status.

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#### RESIDENCY STATUS FOR HIGHER EDUCATION

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**Eastern Washington University**

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(xxvii) Yakama Indian Nation; (xxviii) Coeur d'Alene Tribe; (xxix) Confederated Tribes of Umatilla Indian Reserva-
tion; (xxx) Confederated Tribes of Warm Springs; (xxxi) Kootenai Tribe; and (xxxi) Nez Perce Tribe.

(i) is a student who is a resident of Oregon residing in Columbia, Clackamas, Multnomah, Clatsop, Clackamas, Morrow, Sherman, Umatilla, Union, Walla Walla, Wasco, or Washington county. The student must meet the following conditions:

   (i) is eligible to pay resident tuition rates under Oregon residency status; and has been domiciled in one or more of the designated Oregon counties for at least ninety days immediately prior to enrollment at a community college located in the following Washington counties: Astoria, Benton, Clark, Columbia, Gassett, Franklin, Garfield, Klickitat, Pacific, Skamania, Washougal, or Walla Walla; or
   (ii) is a student enrolled for eight credits or less at the Tri-Cities branch or Vancouver branch of Washington State University.

(2) A student shall be classified as a “nonresident” for tuition and fee purposes if he or she does not qualify as a resident student under the provisions of subsection (1) of this section. A nonresident student shall include a student if he or she:

   (a) Will be financially dependent for the current year or has been financially dependent for the calendar year prior to the year in which application is made and who does not have a parent or legal guardian who has held a bona fide domicile in the state of Washington for one year immediately prior to the commencement of the semester or quarter for which the student has registered at an institution; and
   (b) Attends an institution with financial assistance provided by another state or governmental unit or agency thereof to which the student has been admitted and the student is continuing a financial assistance program for such financial assistance, such nonresidency continuing for one year after the completion of the quarter or semester for which financial assistance is provided.

(3) A student shall be classified as “nonresident” for tuition purposes if the student

   (a) That individual’s sworn statement.
   (b) True and correct copy of the person’s W-2 forms filed with the Internal Revenue Service, or any other item or personal property owned or used by the person;
   (c) State and duration of any driver’s license for the previous one year;
   (d) Address and other pertinent facts listed in a true and correct copy of federal and state income tax returns for the calendar year prior to the year in which application is made;
   (e) Location and duration of any voter registration for the previous one year;
   (f) Location and duration of primary residence, evidenced by title, lease agreement, or monthly rental receipts for the previous year;
   (g) Location and duration of residence for obtaining eligibility to hold a public office or for judicial actions;
   (h) Location claimed for obtaining state hunting or fishing licenses;
   (i) State in which a custodial parent has a child attending public school;

(A) That individual’s sworn statement.
(B) A true and correct copy of the federal income tax return of the calendar year immediately prior to the year in which application is made.

(2) To consider a claim that a person is financially independent of his or her parents, relatives, legal guardians, or others for the current calendar year and for the calendar year immediately prior to the year in which application is made.

   (a) That individual’s sworn statement.
   (b) True and correct copy of the state and federal income tax return of the person for the calendar year immediately prior to the year in which application is made. Should a person not have filed a state or federal income tax return because of minimal or no taxable income, documented information concerning the receipt of such nontaxable income may be submitted.
   (c) True and correct copy of the person’s W-2 forms filed for the previous calendar year.

(3) Other documented financial resources, which may include but are not limited to the sale of personal or real property, inheritance, trust funds, state or financial assistance, gifts, loans, or statement of earnings of the spouse of a married student.

(A) True and correct copy of the first and signature page of the state and federal tax returns of the parents, legal appointed guardians, or person or persons having legal custody of the student for the calendar year immediately prior to the year in which application is made. The extent of the disclosure required concerning the parent’s or legal guardian’s state and federal tax returns shall be limited to the listing of dependents claimed and the signature of the taxpayer and shall not require disclosure of financial information contained in the returns.

(B) A student whose parents are both deceased or who has been made an official ward of the court may be required
to provide documentation attesting to the fact of such circumstances.

(g) Evidence of coverage for medical, life, automobile, and property insurance.

(2) To aid institutions in determining the financial independency of a student whose parents, legally appointed guardian, or person having legal custody of the student do not provide the documentation because of total separation or other reasons from the student, documentation clearly stating the student’s status and relationship with his or her parents or legal guardian from a responsible third person, e.g., family physician, lawyer, or social worker may be submitted.

(3) To be considered financially independent, a student must demonstrate by evidence satisfactory to the institution that he or she has met, through his or her income, the expenses associated with college tuition and living for the current calendar year and the calendar year immediately prior to the year in which application is made. Personal loans, PLUS loans (parent loan for undergraduate students), gifts, and cash earnings shall not be counted as income in this calculation. Financial aid grants, scholarships and loans authorized by the financial aid office in the student’s name may be considered as personal income.

(4) A trust or other account available to the student shall be considered evidence of financial independence. If the account was created before the student entered high school, there shall be a rebuttable presumption of dependence.

(5) Information submitted by the student to the institution on the financial aid form may be used to affirm the authenticity of information submitted on an application.

(6) In all cases, the burden of proof that a student is financially independent lies with the student.

Statutory Authority: RCW 28B.15.015; 03-20-053, § 250-18-050, filed 9/30/02; effective 10/7/03, Statutory Authority: WAC 250-18-050, filed 6/13/03, effective 7/14/03; Statutory Authority: 1982 1st ex.s. c § 4, 82-19-015 (Order 10-82, Resolution No. 85-1), § 250-18-055; filed 9/8/82.

WAC 250-18-045 Administration of residency status.

Administration of residency status shall be the responsibility of the institution’s Board of Trustees or regents in accordance with RCW 250.15.011 through 250.15.014 and chapter 250-18 WAC. Boards of trustees or regents shall designate an institutional official responsible for making decisions on resident and nonresident status of students, and for maintaining records and documentation in support of such decisions.

Institutions shall use a uniform statewide form consistent with the provisions of chapter 250-18 WAC for the determination of change in residency status.


WAC 250-18-050 Appeals process.

Any final institutional determination of classification shall be considered a ruling on a contested case and shall be subject to court review only under procedures prescribed by chapter 44.60 RCW.


WAC 250-18-055 Recovery of fees for improper classification of residency.

To aid the institutions in the determination of accuracy of statements made by a student, institutions shall require that a student affirm the authenticity of all information and supporting documentation provided by his or her signature thereon. If erroneous, untrue, or incorrect information submitted results in an improper classification of resident or nonresident status, or if a final determination is reversed through the appeals process, institutions shall recover from the student or refund to the student as the case may be an amount equal to the total difference in tuition and fees paid that had the proper classification been made.

APPENDICES

Appendix F

Equal Opportunity and Affirmative Action Policy

Eastern Washington University does not discriminate on the basis of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran. Any discriminatory action can be a cause for disciplinary action. This policy applies to all EWU programs and facilities, including, but not limited to, admissions, educational programs and employment.

Appendix G

Diversity Policy

Eastern Washington University is committed to promoting respect for the rights and privileges of others by creating an inclusive environment in which students, faculty and staff value, and understand each individual’s race, gender, ethnicity and other dimensions of difference. A diverse educational environment is essential in order to achieve our mission to prepare students to make contributions to a diverse society and to function in an increasingly diverse workforce. Our university has a compelling interest in attaining a diverse student body. “Student body diversity promotes learning outcomes and better prepares students for an increasingly diverse workforce and society.” A diverse educational environment promotes understanding of others, invigorates classroom discussion and helps break down stereotypes. A diverse working environment will naturally enable all participants to contribute to their full potential in pursuit of the University’s mission.

The university encourages all members of its community to constructively and responsibly express their opinions and feelings about diversity so that all may benefit from honest, open and equitable dialogue. When any member of the educational community is threatened by discriminatory acts, everyone’s fundamental freedoms are threatened. No form of violence, intimidation or harassment will be tolerated.

The President shall create an office to implement the university’s initiatives on Diversity in the Learning and Working Environment.

President’s Advisory Committee on Diversity

(1) Purpose: The purpose of the committee is to provide a presidential advisory body to advocate on the BOT’s Diversity Initiative and to promote effective participation by members of all racial, ethnic and under represented groups in the civic life of our university. The Committee shall advise the administrative office that is responsible for addressing Diversity in the Learning Environment and in the Working Environment.

(2) Membership. The committee shall consist of fourteen members appointed by the president. The membership shall include three representatives from each of the faculty, administrative employees, classified staff and students, and a representative from the community and alumni. The President shall request nominations from campus governance groups. The President shall appoint the Chair and may appoint ex-officio members.


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<td>359-2283</td>
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<tr>
<td>Sociology</td>
<td>359-2335</td>
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<tr>
<td>Spokane Center</td>
<td>623-4200</td>
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<td>Sports and Rec. Center</td>
<td>359-2206</td>
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<tr>
<td>STAR Program</td>
<td>359-6843</td>
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<tr>
<td>Student Activities</td>
<td>359-7919</td>
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<td>Student Affairs</td>
<td>359-6015</td>
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<td>Student Employment</td>
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<td>Student Financial Services</td>
<td>359-6372</td>
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<td>Student Health</td>
<td>359-4279</td>
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<tr>
<td>Study Abroad</td>
<td>359-2442</td>
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<tr>
<td>Theatre</td>
<td>359-2459</td>
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<tr>
<td>Transcripts</td>
<td>359-4871</td>
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<tr>
<td>Urban and Regional Planning</td>
<td>358-2230</td>
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<tr>
<td>Veterans Services</td>
<td>359-6592</td>
</tr>
<tr>
<td>Women’s Studies</td>
<td>359-2847</td>
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</table>

[www.ewu.edu](http://www.ewu.edu)
## Academic/Holiday Calendar

### Fall Quarter 2005 through Summer 2007

<table>
<thead>
<tr>
<th><strong>FALL QUARTER</strong></th>
<th><strong>FALL 2005</strong></th>
<th><strong>FALL 2006</strong></th>
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</thead>
<tbody>
<tr>
<td>Labor Day Holiday</td>
<td>Monday Sept. 5</td>
<td>Sept. 4</td>
</tr>
<tr>
<td>Instruction Begins</td>
<td>Wednesday Sept. 21</td>
<td>Sept. 20</td>
</tr>
<tr>
<td>Veterans’ Holiday</td>
<td>Nov. 11 (Fri.)</td>
<td>Nov. 10 (Fri.)</td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>Thursday-Friday Nov. 24-25</td>
<td>Nov. 23-24</td>
</tr>
<tr>
<td>Last Day of Instruction</td>
<td>Friday Dec. 2</td>
<td>Dec. 1</td>
</tr>
<tr>
<td>Final Exams Week</td>
<td>Monday-Thursday Dec. 5-8</td>
<td>Dec. 4-7</td>
</tr>
<tr>
<td>Last Day of Quarter</td>
<td>Friday Dec. 9</td>
<td>Dec. 8</td>
</tr>
<tr>
<td>Grades available EagleNET</td>
<td>Wednesday Dec. 14</td>
<td>Dec. 13</td>
</tr>
<tr>
<td>Christmas Holiday</td>
<td>Dec. 26 (Mon.)</td>
<td>Dec. 25 (Mon.)</td>
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### Winter Quarter 2006 WINTER 2007

<table>
<thead>
<tr>
<th><strong>WINTER QUARTER</strong></th>
<th><strong>WINTER 2006</strong></th>
<th><strong>WINTER 2007</strong></th>
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</thead>
<tbody>
<tr>
<td>New Years Holiday</td>
<td>Jan. 2 (Mon.)</td>
<td>Jan. 1 (Mon.)</td>
</tr>
<tr>
<td>Instruction Begins</td>
<td>Monday Jan. 9</td>
<td>Jan. 8</td>
</tr>
<tr>
<td>ML King Holiday</td>
<td>Monday Jan. 16</td>
<td>Jan. 15</td>
</tr>
<tr>
<td>Presidents’ Day Holiday</td>
<td>Monday Feb. 20</td>
<td>Feb. 19</td>
</tr>
<tr>
<td>Last Day of Instruction</td>
<td>Monday Mar. 20</td>
<td>Mar. 19</td>
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<tr>
<td>Final Exams Week</td>
<td>Tuesday-Friday Mar. 21-24</td>
<td>Mar. 20-23</td>
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<tr>
<td>Last Day of Quarter</td>
<td>Friday Mar. 24</td>
<td>Mar. 23</td>
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<tr>
<td>Grades available on EagleNET</td>
<td>Wednesday Mar. 29</td>
<td>Mar. 28</td>
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### Spring Quarter SPRING 2006 SPRING 2007

<table>
<thead>
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<th><strong>SPRING 2006</strong></th>
<th><strong>SPRING 2007</strong></th>
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</thead>
<tbody>
<tr>
<td>Instruction Begins</td>
<td>Monday Apr. 3</td>
<td>Apr. 2</td>
</tr>
<tr>
<td>Memorial Day Holiday</td>
<td>Monday May 29</td>
<td>May 28</td>
</tr>
<tr>
<td>Last Day of Instruction</td>
<td>Friday June 9</td>
<td>June 8</td>
</tr>
<tr>
<td>Final Exams Week</td>
<td>Monday-Thursday June 12-15</td>
<td>June 11-14</td>
</tr>
<tr>
<td>Last Day of Quarter</td>
<td>Friday June 16</td>
<td>June 15</td>
</tr>
<tr>
<td>Commencement</td>
<td>Saturday June 17</td>
<td>June 16</td>
</tr>
<tr>
<td>Grades available on EagleNET</td>
<td>Wednesday June 21</td>
<td>June 20</td>
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</table>

### Summer Quarter SUMMER 2006 SUMMER 2007

<table>
<thead>
<tr>
<th><strong>SUMMER QUARTER</strong></th>
<th><strong>SUMMER 2006</strong></th>
<th><strong>SUMMER 2007</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction Begins</td>
<td>Monday June 26</td>
<td>June 25</td>
</tr>
<tr>
<td>Independence Day Holiday</td>
<td>July 4 (Tues.)</td>
<td>July 4 (Wed.)</td>
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<tr>
<td>Last Day of Instruction</td>
<td>Wednesday Aug. 16</td>
<td>Aug. 15</td>
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<tr>
<td>Final Exams</td>
<td>Thursday-Friday Aug. 17-18</td>
<td>Aug. 16-17</td>
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<tr>
<td>Last Day of Quarter</td>
<td>Friday Aug. 18</td>
<td>Aug. 17</td>
</tr>
<tr>
<td>Grades available on EagleNET</td>
<td>Wednesday Aug. 23</td>
<td>Aug. 22</td>
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</table>
ACADEMIC CALENDAR

Fall Quarter 2005
Labor Day Holiday
Instruction Begins
Veteran’s Holiday
Thanksgiving Holiday
Last Day of Instruction
Final Exams
Last Day of Quarter
Grades Available EagleNet
Christmas Holiday

Labor Day Holiday
Sept 5
Instruction Begins
Sept 21
Veteran’s Holiday
Nov 11
Thanksgiving Holiday
Nov 24-25
Last Day of Instruction
Dec 2
Final Exams
Dec 5-8
Last Day of Quarter
Dec 9
Grades Available EagleNet
Dec 14
Christmas Holiday
Dec 26

Winter Quarter 2006
New Years Holiday
Jan 2
Instruction Begins
Jan 9
ML King Holiday
Jan 16
Presidents’ Day Holiday
Feb 20
Final Exams Week
Mar 20
Last Day of Quarter
Mar 24
Grades Available EagleNet
Mar 29

Spring Quarter 2006
Instruction Begins
April 3
Memorial Day Holiday
May 29
Last Day of Instruction
June 9
Final Exams Week
June 12-15
Last Day of Quarter
June 16
Commencement
June 17
Grade Available EagleNET
June 21

Summer Quarter 2006
Instruction Begins
June 26
Independence Day Holiday
July 4
Last Day of Instruction
Aug 16
Final Exams
Aug 17-18
Last Day of Quarter
Aug 18
Grades available EagleNET
Aug 23