



COURSE CATALOG

UNDERGRADUATE - GRADUATE

2009-2010

PLU



Academic Calendar

2009 - 2010

Summer Session 2009

Memorial Day Holiday	Monday, May 25 <i>PLU Offices are closed</i>
Term I	Monday, June 1 - Saturday, June 27
Term II	Monday, June 29 - Saturday, July 25
Independence Day Holiday (observed)	Friday, July 3 <i>No Classes - PLU Offices are closed</i>
Workshop Week	Monday, July 27 - Saturday, August 1

Fall Semester 2009

Orientation	Thursday, September 3 - Monday, September 7
Labor Day Holiday	Monday, September 7 <i>PLU Offices are closed</i>
Classes Begin	8 a.m., Tuesday, September 8
Opening Convocation	9 a.m., Tuesday, September 8 <i>Classes dismiss at 8:30 a.m. Classes resume at 11:50 a.m.</i>
Mid-Semester Break	Friday, October 23 <i>No Classes - PLU Offices are open</i>
Thanksgiving Recess Begins	1:35 p.m., Wednesday, November 25 <i>PLU Offices closed on Thursday-Friday</i>
Thanksgiving Recess Ends	8 a.m., Monday, November 30
Classes End	Saturday, December 12
Fall Commencement	Saturday, December 12
Final Examinations	Monday, December 14 - Friday, December 18
Semester Ends	Friday, December 18 (after last exam)

January Term 2010

Classes Begin	Tuesday, January 5
Martin Luther King, Jr. Birthday Holiday	Monday, January 18 <i>No Classes - PLU Offices are closed</i>
Classes End	Tuesday, February 2

Spring Semester 2010

Classes Begin	Tuesday, February 9
Presidents' Day Holiday	Monday, February 15 <i>No Classes - PLU Offices are closed</i>
Spring/Easter Break Begins	Monday, March 29 <i>PLU Offices are closed, Friday, April 2</i>
Spring/Easter Break Ends	Monday, April 5 <i>Classes Resume at 11:15 a.m.</i>
Classes End	Saturday, May 22
Final Examinations	Monday, May 24 - Friday, May 28
Semester Ends	Friday, May 28 (after last exam)
Spring Commencement	Sunday, May 30 <i>Worship Service begins at 9:30 a.m.</i>

2010-2011

Summer Session 2010

Memorial Day Holiday	Monday, May 31 <i>PLU Offices are closed</i>
Term I	Monday, June 7 - Saturday, July 3
Independence Day Holiday (observed)	Monday, July 5 <i>No Classes - PLU Offices are closed</i>
Term II	Tuesday, July 6 - Saturday, July 31
Workshop Week	Monday, August 2 - Saturday, August 7

Fall Semester 2010

Orientation	Thursday, September 2 - Sunday, September 5
Labor Day Holiday	Monday, September 6 <i>PLU Offices are closed</i>
Classes Begin	8 a.m., Tuesday, September 7
Opening Convocation	9 a.m., Tuesday, September 7 <i>Classes dismiss at 8:30 a.m. Classes resume at 11:50 a.m.</i>
Mid-Semester Break	Friday, October 22 <i>No Classes - PLU Offices are open</i>
Thanksgiving Recess Begins	1:35 p.m., Wednesday, November 24 <i>PLU Offices closed on Thursday-Friday</i>
Thanksgiving Recess Ends	8 a.m., Monday, November 29
Classes End	Saturday, December 11
Fall Commencement	Saturday, December 11
Final Examinations	Monday, December 13 - Friday, December 17
Semester Ends	Friday, December 17 (after last exam)

January Term 2011

Classes Begin	Tuesday, January 4
Martin Luther King, Jr. Birthday Holiday	Monday, January 17 <i>No Classes - PLU Offices are closed</i>
Classes End	Tuesday, February 1

Spring Semester 2011

Classes Begin	Tuesday, February 8
Presidents' Day Holiday	Monday, February 21 <i>No Classes - PLU Offices are closed</i>
Spring Break	Monday, April 4 to Sunday, April 10 <i>Classes Resume on Monday, April 11.</i>
Easter Recess	Friday, April 22 to Monday, April 25 <i>No Classes - PLU Offices are closed Friday; Classes Resume Monday at 11:15 a.m.</i>
Classes End	Saturday, May 21
Final Examinations	Monday, May 23 - Friday, May 27
Semester Ends	Friday, May 27 (after last exam)
Spring Commencement	Sunday, May 29 <i>Worship Service begins at 9:30 a.m.</i>

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Undergraduate and Graduate Catalog 2009-2010

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The information contained herein regarding Pacific Lutheran University is accurate at the time of publication. However, the university reserves the right to make necessary changes in procedures, policies, calendar, curriculum, and costs at its discretion. Any changes will be reflected on the university Web site at www.plu.edu/catalog.

Listed in this catalog are courses and summaries of degree requirements for majors, minors, and other programs in the College of Arts and Sciences, and the Schools of Arts and Communication, Business, Education and Movement Studies, and Nursing. Detailed degree requirements, often including supplementary sample programs, are available in the offices of the individual schools and departments. Advising by university personnel inconsistent with published statements is not binding.



Contact Information

The university is located at South 121st Street and Park Avenue in suburban Parkland. Office hours are from 8 a.m. to 5 p.m. Monday through Friday. Offices are closed for chapel on Monday, Wednesday and Friday from 10:30 to 11 a.m. during the school year. The university observes most legal holidays.

Located in the University Center, the Campus Concierge is open daily from 7 a.m. to 9 p.m. (9 a.m. to 7 p.m. on Saturday and Sunday). The phone is 253.535.7411. The website is www.plu.edu/~concierng.

Visitors are welcome at any time. Special arrangements for tours and appointments may be made through the Office of Admission.

Contact Information

Contact the Office of:	(Area code 253)	E-mail	For Information About:
President	535.7101	president@plu.edu	General university information
Provost; Dean of Graduate Studies	535.7126	provost@plu.edu	Academic policies and programs, faculty appointments, and curriculum topics, Academic Planning and Institutional Research
Vice President for Student Life, Dean of Students	535.7191	slif@plu.edu	Athletics, residence halls, counseling center, health services, diversity center, career services, student employment, campus safety, student leadership, co-curricular activities, disability services and international student services
Vice President for Admission and Enrollment Services	535.7151	admission@plu.edu	Admission, Student Services Center and Financial Aid
Vice President for Development and University Relations	535.7177	development@plu.edu	Gifts, bequests, grants, the annual fund, and church relations
Vice President for Finance and Operations	535.7121	fiop@plu.edu	Financial management and administrative services
Admission	535.7151 1.800.274.6758	admission@plu.edu	General information, admission of students, and publications for prospective students and advanced placement
Alumni and Parent	535.7415	alumni@plu.edu	Alumni and parent programs and university relations services
Campus Concierge	535.7411	concierng@plu.edu www.plu.edu/~concierng/	Help desk, information, ID Cards, and Lute Buck\$
Campus Ministry	535.7464	cmi@plu.edu	Chapel, Sunday worship, pastoral support, and religious life at the university
Campus Safety and Information	535.7441	campussafety@plu.edu	Campus parking, safety, and information
Financial Aid	535.7134	finaid@plu.edu	Financial aid
Ramstad Commons	535.7459	aadv@plu.edu	Academic Advising, Academic Assistance, Academic Internships, Career Development, Center for Public Service, Student Employment, Volunteer Center
Registrar	535.7131	registrar@plu.edu	Transfer credit evaluation, graduation, class schedules, grades and classroom scheduling
Student Services Center	535.7161 1.800.678.3243	ssvc@plu.edu	Payment contracts, billing inquiries, transcripts, schedules, registration, veterans questions, general financial aid questions and verification of enrollment
Wang Center	535.7577	wangctr@plu.edu	Short and long-term study away programs; international internships; faculty and student research grants; PLU International Gateway Programs; symposia; support for visiting international scholars



Educational Philosophy, Mission and Vision

Mission and Vision

PLU seeks to educate students for lives of thoughtful inquiry, service, leadership and care – for other people, for their communities, and for the earth.

This single statement of mission captures the identity, strengths and purpose of Pacific Lutheran University. In addition, a formal statement of mission, adopted in 1978, provides an historical perspective on the University’s understanding of its core purposes:

Long committed to providing an education distinguished for quality, in the context of a heritage that is Lutheran and an environment that is ecumenically Christian, PLU continues to embrace its primary mission: the development of knowledgeable persons equipped with an understanding of the human condition, a critical awareness of humane and spiritual values, and a capacity for clear and effective self-expression.

For all who choose to seek a PLU degree, the university offers opportunity to pursue a variety of programs of academic worth and excellence. Its standards of performance demand a finely trained faculty as well as highly skilled administrative and support staff. In its institutional emphasis on scholarship, the University views the liberal arts as providing the necessary and essential foundation for the technical training and education in the professions which modern society requires.

The university aims to cultivate the intellect, not for its own sake merely, but as a tool of conscience and an instrument for service. The diversity and variety of cultural programs and personal services offered by the university are intended to facilitate this positive development of the student as a whole person in order that our students might function as members of society. In other words, PLU affirms that realization of one’s highest potential as well as fulfillment of life’s purpose arise in the joy of service to others. To aid its students in sharing this understanding, the university seeks to be a community in which there is a continuing and fruitful interaction between what is best in education and what is noblest in Christian edification.

This deliberate and simultaneous attention to the religious dimension of the total human experience and to the standards of scholarly objectivity, coupled with clear recognition of the integrative impulse in each, is the essence of PLU.

In January 2003, the Board of Regents adopted the long-range plan, PLU 2010: The Next Level of Distinction. The 2010 planning process clarified, reaffirmed, and elaborated on the mission statement and set forth a vision for the future based on past accomplishments and future aspirations. As the university looks to 2010 and beyond, five aspirations frame its direction, its hopes, and its goals: strengthening academic excellence, expanding community engagement, enhancing global perspectives and local commitments, nurturing a sense of life as vocation, and seeking fiscal strength.

Copies of the long-range plan are available in the Offices of the President and the Provost.

The Faculty of Pacific Lutheran University establishes the educational philosophy that shapes and supports the curriculum and programs of study. This philosophy is reflected in statements of educational goals, objectives and principles. Of particular significance to all students are statements about learning objectives, general education and writing throughout the curriculum.

Integrative Learning Objectives

The Integrative Learning Objectives (ILOs) provide a common understanding of the PLU approach to undergraduate education. These objectives offer a unifying framework for

understanding how our community defines the general skills or abilities that should be exhibited by students who earn a PLU bachelor’s degree. Therefore, they are integrative in nature. The ILOs are intended to provide a conceptual reference for every department and program to build on and reinforce in their own particular curricula the goals of the General University Requirements. They also assist the university in such assessment-related activities as student and alumni surveys. Not all ILOs are dealt with equally by every program, much less by every course. The ILOs do not represent, by themselves, all of our understanding of education. Rather, they are a part of a more complex statement of educational philosophy.

The ILOs are meant to serve as a useful framework that unifies education throughout the University, while disciplinary study provides students with the knowledge and understanding of a field that will allow them to function effectively in their chosen area.

Knowledge Base

These four statements describe the knowledge base expected of all PLU graduates:

- A broad knowledge of the basic liberal arts and sciences.
- An understanding of the interconnections among these basic liberal arts and sciences that provide the broad framework for living with the complexities of life.
- An in-depth knowledge of a specified area of knowledge designated as a major within the university.
- An understanding of the interconnections among the basic liberal arts and sciences and the in-depth knowledge of her/his specified major area.

In addition to the knowledge base described above, and an awareness of how different disciplinary methodologies are used, every student at Pacific Lutheran University is expected to develop the following abilities:

Critical Reflection

- Select sources of information using appropriate research methods, including those employing technology, and make use of that information carefully and critically consider issues from multiple perspectives.
- Evaluate assumptions and consequences of different perspectives in assessing possible solutions to problems
- Understand and explain divergent viewpoints on complex issues, critically assess the support available for each, and defend one’s own judgments.

Expression

- Communicate clearly and effectively in both oral and written forms.
- Adapt messages to various audiences using appropriate media, convention or styles.
- Create symbols of meaning in a variety of expressive media, both verbal and nonverbal.

Interaction with Others

- Work creatively to identify and clarify the issues of concern
- Acknowledge and respond to conflicting ideas and principles, and identify common interests where possible
- Develop and promote effective strategies and interpersonal relationships for implementing cooperative actions.

Valuing

- Articulate and critically assess one’s own values, with an awareness of the communities and traditions that have helped to shape them.
- Recognize how others have arrived at values different from one’s own, and consider their views charitably and with an appreciation for the context in which they emerged. Develop a habit of caring for oneself, for others, and for the environment.
- Approach moral, spiritual, and intellectual development as a life-long process of making informed choices in one’s commitments.
- Approach one’s commitments with a high level of personal responsibility and professional accountability.

Multiple Frameworks

- Recognize and understand how cultures profoundly shape different assumptions and behaviors.
- Identify issues and problems facing people in every culture (including one’s own), seeking constructive strategies for addressing them.
- Cultivate respect for diverse cultures, practices, and traditions.

Adopted by Faculty Assembly November 11, 1999.

Principles of General Education

The university’s mission is to “educate students for lives of thoughtful inquiry, leadership, service, and care—for other people, for their communities, and for the earth.” Emerging from the university’s Lutheran heritage, our mission emphasizes both freedom of inquiry and a life engaged in the world. Our location in the Pacific Northwest, and our commitment to educate students for the complexities of life in the 21st century, also shape the university’s educational identity.

The university aims to produce global citizens, future leaders, and whole, richly-informed persons. At the heart of the university is the general education curriculum. Through this program of study, students begin the process of shaping not only a career, but more importantly a life of meaning and purpose. This general education, in which students grapple with life’s most fundamental questions, is deepened and complemented by the specialized work students undertake in their majors. An education is a process, and the following three components that inform the general university requirements are not discrete, but interconnected and mutually supportive.

Values: The university sustains the Lutheran commitment to the life of the mind, to engagement and service in the world, and to nurturing the development of whole persons—in body, mind, and spirit. As described in the university’s long-range plan PLU 2010, these values are fundamental, and they are inseparable from each other. As important, PLU offers an education not only in values, but in valuing. Pacific Lutheran University helps students thoughtfully shape their values and choices, realizing that imagination and decision give to a human life its unique trajectory and purpose, and always understanding that life gains meaning when dedicated to a good larger than oneself. Located in the Pacific Northwest and on the Pacific Rim, the university is well-situated to address global issues, social diversity and justice, and care for the earth.

Knowledge: An education at Pacific Lutheran University makes students the center of their own education. The best education understands knowledge as saturated with value and meaning, as much produced as acquired. It is a communal undertaking, involving both knower and context. We understand academic disciplines, as well as multi-disciplinary fields of inquiry, as ways of knowing. They do more than organize knowledge. They define the questions, methods, and modes of discourse by which knowledge is produced. Students are required to study across a range of these disciplines to gain an understanding of the ways in which educated people understand themselves and the world.

Skills and Abilities: As described by the university's Integrative Learning Objectives, skills and abilities that characterize an education at Pacific Lutheran University are essential for the cultivation of the potentials of mind, heart, and hand. They are inseparable from what it means to know and to value. They include the ability to express oneself effectively and creatively, to think critically, to discern and formulate values, to interact with others, and to understand the world from various perspectives.

A general education at Pacific Lutheran University affirms the relationships among rigorous academic inquiry, human flourishing in a diverse world, and a healthy environment. Such an education requires first and foremost a faculty of exceptional scholar-teachers, committed to educating the whole student, and understanding that learning is active, engaged, and in the best sense transformative.

*Adopted by the Faculty Assembly,
December 10, 2004*

Writing Throughout the Curriculum

Pacific Lutheran University is a community of scholars, a community of readers and writers. Reading informs the intellect and liberates the imagination. Writing pervades our academic lives as teachers and students, both as a way of communicating what we learn and as a means of shaping thoughts and ideas.

All faculty members share the responsibility for improving the literacy of their students. Faculty in every department and school make writing an essential part of their courses and show students how to ask questions appropriate to the kinds of reading done in their fields. Students write both formal papers and reports and informal notes and essays in order to master the content and methods of the various disciplines. They are encouraged to prepare important papers in multiple drafts.

Philosophy of Student Conduct

PLU admits and enrolls students who possess the capacity for success both intellectually and personally at the collegiate level. It is our belief that each student is responsible for his/her behavior at all times. When accepted for membership into the PLU community, each student assumes the responsibilities and rights emerging from the university's goals and objectives. These include, but are not limited to, dedication to exploring human knowledge and culture while promoting the intellectual, physical, social, and spiritual development of students, and nurturing each student's preparation for responsible participation not only on the campus but also in local, state, regional, national, and international settings.

Once accepted for admission into the PLU community, PLU assumes that each student who enters the university possesses an earnest purpose; the ability to exercise mature judgment; the ability to act in a responsible manner; and a respect for law and the rights of others. This assumption prevails unless a student negates it through misconduct.





General Information

Academic Program

Pacific Lutheran University uses a 4-1-4 calendar, which consists of two 15-week semesters bridged by a four-week January term. The January term's intensive, four-week format is designed to offer students a unique pedagogical opportunity. It supports study away, in-depth focus on a single theme or topic, and the use of student-centered and active-learning pedagogies. The January term's intensive format also supports other pedagogical activities that contribute to building an intentional culture of learning inside and outside the classroom. It offers an opportunity for an intensive First-Year Experience Program that combines rigorous academic study with co-curricular activities that serve the goals of the First-Year Program – thinking, literacy and community. Further, the January term offers the opportunity to orient students to PLU's mission, support them in understanding how they position themselves within the PLU community and the world, and support them as they embrace their role as active citizens.

Course credit is computed by semester hours. The majority of courses are offered for four semester hours. Each undergraduate degree candidate must complete a minimum of 128 semester hours with an overall grade point average of 2.00. Departments or schools may set higher grade point requirements.

Degree requirements are specifically stated in this catalog. Students are responsible for becoming familiar with these requirements and meeting them.

Accreditation

Pacific Lutheran University is accredited by the Northwest Commission on Colleges and Universities (8060 165th Avenue NE, Suite 100, Redmond, WA 98062-3981), an institutional accrediting body recognized by the Council for Higher Education Accreditation and/or the Secretary of the U.S. Department of Education.

In addition the following programs hold specialized accreditations and approvals:

Business

The Association to Advance Collegiate Schools of Business (AACSB International)

Computer Science (B.S.)

Computing Accreditation Commission of ABET

Education

National Council for the Accreditation of Teacher Education

Marriage and Family Therapy

Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy

Music

National Association of Schools of Music

Nursing

Commission on Collegiate Nursing Education and Washington State Nursing Care Quality Assurance Commission

Physical Education, B.A.P.E. Degree

National Council on Accreditation of Teacher Education

Social Work

Council on Social Work Education

Any current or prospective student may, upon request directed to the president's office, review a copy of the documents pertaining to the university's various accreditations and approvals.

Certification

Chemistry

(including certified Biochemistry and Chemical Physics Options) - American Chemical Society

Enrollment

3,354 full-time students; 298 part-time students (as of September, 2008).

Environ

Located in suburban Parkland, PLU has a picturesque 126-acre campus. The university's geographical setting affords students a wide variety of both recreational and cultural entertainment options. Recreationally, the grandeur of the Pacific Northwest encourages participation in hiking, camping, climbing, skiing, boating and swimming.

The two most notable natural features in the area are Mt. Rainier and Puget Sound. The distinctive realms of the Cascade and Olympic mountain ranges and forests of Douglas Fir complete one of the most naturally tranquil environments in the United States.

Students can also enjoy the aesthetic offerings of nearby Seattle and Tacoma. These city centers host a variety of performing and recording arts and provide dozens of galleries and museums as well as unique shopping and dining experiences.

Faculty

230 full-time teaching equivalent faculty; approximately 33 part-time faculty (as of September 2008, per IPEDS definition).

History

Pacific Lutheran University was founded in 1890 by a group of mostly Norwegian Lutherans from the Puget Sound area. They were led by the Reverend Bjug Harstad, who became PLU's first president. In naming the university, these pioneers recognized the important role that a Lutheran educational institution on the Western frontier of America could play in the emerging future of the region. They wanted the institution to help immigrants adjust to their new land and find jobs, but they also wanted it to produce graduates who would serve church and community. Education—and educating for service—was a venerated part of the Scandinavian traditions from which these pioneers came.

Although founded as a university, the institution functioned primarily as an academy until 1918, when it closed for two years. It reopened as the two-year Pacific Lutheran College, after merging with Columbia College, previously located in Everett. Further consolidations occurred when Spokane College merged with PLC in 1929. Four-year baccalaureate degrees were first offered in education in 1939 and in the liberal arts in 1942. The institution was reorganized as a university in 1960, reclaiming its original name. It presently includes a College of Arts and Sciences; professional schools of the Arts and Communication, Business, Education, Nursing, and Physical Education; and both graduate and continuing education programs.

PLU has been closely and productively affiliated with the Lutheran church throughout its history. It is now a university of the Evangelical Lutheran Church in America (ELCA), owned by the more than six hundred congregations of Region 1 of the ELCA.

Many influences and individuals have combined to shape PLU and its regional, national, and increasingly international reputation for teaching, service, and scholarship. A dedicated faculty and staff have been extremely important factors. The school has enjoyed a strong musical tradition from the beginning, as well as noteworthy alumni achievements in public school teaching and administration, university teaching and scholarship, the pastoral ministry, the health sciences and healing arts, and business. At PLU the liberal arts and professional education are closely integrated and collaborative in their educational philosophies, activities, and aspirations.

Late-Afternoon, Evening and Saturday Classes

To provide for the professional growth and cultural enrichment of persons unable to take a traditional college course schedule, the university conducts late-afternoon, evening, and Saturday classes. In addition to a wide variety of offerings in the arts and sciences, there are specialized and graduate courses for teachers, administrators, nurses and persons in business and industry.

Retention of First-Year Students

The retention of entering first-year students has been monitored since 1972. Retention in this context means continued registration or degree completion. The data for the past seven years are present in the following table.

<i>Retention of Entering First-Year Students</i>			
First Fall	Second Fall	Third Fall	Fourth Fall
2001	80.6%	71.2%	67.6%
2002	83.1%	77.8%	74.4%
2003	82.0%	74.1%	71.8%
2004	81.5%	71.5%	68.5%
2005	81.7%	73.8%	71.1%
2006	84.0%	75.8%	
2007	84.8%		



PLU's General Education Program

PLU's General Education Program prepares graduates to ask significant questions, engage relevant knowledge, and wrestle with complex issues. The program is rooted in the classical liberal arts and sciences as understood within the Lutheran educational tradition, and is grounded in an understanding of scientific perspectives, mathematics, languages, and the long-standing traditions of critical discourse about nature, humanity and the world. The array of academic disciplines has developed as a set of lenses through which we view the world. through exposure to current procedures, methods, and accumulated knowledge of those disciplines, PLU welcomes students into on-going conversations about nature and the human condition. While immersed in these rigorous conversations, students are challenged to think critically, discern and formulate values, express themselves effectively and creatively, interact with others respectfully, and understand the world from various perspectives. By this means, PLU educates students for courageous lives: lives of thoughtful inquiry, service, leadership, and care—for other people, their communities, and the earth.

The following are the specific elements of the PLU General Education Program. [(x)]=semester hours]

A. Embracing the Life of the Mind: First Year Experience

Program (4): This program prepares students for successful participation in PLU's distinctive academic and co-curricular culture by promoting critical thought, impassioned inquiry, and effective expression in learning communities that are both supportive and challenging.

Writing Seminar (FW) (4): *These seminars focus on writing, thinking, speaking, and reading. Students encounter writing as a way of thinking, of learning, and of discovering and ordering ideas: working with interdisciplinary themes, students practice the various academic conventions of writing.*

Inquiry Seminar (F): *These four credit seminars introduce students to the methods and topics of study within a particular academic discipline or field. Students practice the academic skills that are at the center of the General Education Program.*

J-Term: *These four credit J-Term courses are a unique opportunity for students to engage in the intensive study of one subject and to participate in the broader co-curriculum of the campus.*

Note: Inquiry and J Term courses may concurrently fulfill another GenEd and/or major/minor requirement.

B. Engaging Arts and Performance (8): The study and experience of art, music, theatre, communication, and movement engage self-discovery and creativity while cultivating an appreciation for shared traditions of human expression.

Art, Music, Theatre (AR) (4): *The arts celebrate creative expression through an exploration of individual talents, masterworks, and the role of artistic voice in building community and culture. Students are invited to study and/or produce artistic works.*

Art: *provides students with a foundation relating to visual analysis, historical and contemporary cultural inquiry, and exploration of the creative process. We are educating students to have an intricate role in art and society for the 21st Century.*

Music: *brings together students, faculty, and the public to explore, understand, present and appreciate the musical arts in all forms, genres and cultures.*

Theatre: *through a combination of scholarship and practice, the PLU program in Theatre creates opportunities for students to develop a critically reflective appreciation of the enduring challenges of the*

human condition through text and performance, and to understand the centrality of theatrical performance as a mode of knowing across cultures and societies.

Physical Activity (PE) (4): *Physical activity provides the opportunity to explore, understand, cultivate, and appreciate the values, skills, and abilities that support a commitment to being physically active throughout the lifespan. Participation in these courses encourages the integration of the whole person in body, mind, and spirit.*

C. Interpreting Living Traditions for a Humane Future

(16): Drawing on the rich traditions of languages and literatures, religion, and philosophy, the Humanities cultivates an intellectual and imaginative connection between a living past and the global challenges of our future. Humanities courses engage the complex traditions that shape the ways we think about and act in the world.

Literature (LT) (4): *Literary study explores how writers from a vast array of cultural traditions have used the creative resources of language – in fiction, poetry, drama, and non-fiction prose – to explore the entire range of human experience. The practice of reading literary texts exercises the imagination, cultivates a capacity for understanding ambiguity and complexity, and instills a sensitivity to the diversities of human existence. Literary study builds skills of analytical and interpretive argument, helping students become creative and critical writers.*

Philosophy (PH) (4): *Philosophy cultivates, through reasoned argument, the individual ability to develop responses to life's deepest questions and most significant decisions. Students engage collectively in a sustained and systematic examination of fundamental concepts about meaning, thought, and action important to human existence.*

Religion (8): *The study of religion at PLU builds on the historic strengths of Lutheran higher education and enhances global perspectives that reflect our commitment to human communities and the world. This discipline engages students in the scholarly study of sacred texts and practices, histories, theologies, and ethics. Students are invited to investigate the historical and cultural relevance and implications of religion for individuals, communities, and the earth. Students take one course in Christian Traditions and one course in Global Religious Traditions.*

Christian Traditions (RC) (4): *examines diverse forms of Christianity within their historical, cultural, and political context.*

Global Religious Traditions (RG) (4): *highlights PLU's commitment to local-global education through analysis of diverse religions, both here and abroad.*

Language Study: PLU encourages the study of a second language either on campus or through a study away program. Knowledge of a language other than one's own is a hallmark of a well-rounded liberal arts education, a pathway to global citizenship, a relevant skill in the global workplace, and a requirement for many graduate programs.

D. Exploring Nature and Number (12): These courses invite exploration of the natural world around and within us and provide expression of our human inclination to order what we see and to think in quantitative terms.

Mathematical Reasoning (MR) (4): *Study in mathematics sharpens the mind for lifelong service by developing a command of logical argument, abstract reasoning, pattern recognition, and quantitative analysis. The ability to work with quantitative information lies at the heart of informed citizenship in the twenty-first century; it opens the doors to many traditional and new careers; and it enables the individual to navigate in the increasingly complicated quantified world.*

Natural Sciences, Computer Science, or Mathematics (NS) (4): *The universe beyond the earth, the earth itself, living organisms, the details of molecules, atoms, sub-atomic particles – all can be awe-inspiring when we have information and know descriptive and mathematical relationships to explain them. To begin to gain an appreciation for this complex world and its relationships, students take one course from the following disciplines:*

Biology: *develops an understanding and appreciation for the unity and diversity of life and the integrative nature of biological science.*

Chemistry: *involves the study of matter at the atomic and molecular level. Concepts and tools of chemistry are used to study the composition, structure, reactivity, and energy changes of materials in the world around us.*

Computer Science and Computer Engineering: *sharpens the ability to critically analyze problems and to precisely state the logic of their solutions, whether those solutions are embedded in machine code or neuron connections in an organic brain.*

Geosciences: *studies the Earth's features, processes, history, human resource use and its impact on the Earth, and geologic hazards and their impact on human societies.*

Math: *develops skills of logical argument, abstract reasoning, pattern recognition, and quantitative analysis necessary for wise citizenship in an increasingly quantitative twenty-first century.*

Physics: *investigates, at the most fundamental level, the structure of matter and the laws of nature at work in our universe.*

Science and Scientific Method (SM) (4): *Scientists make observations and study the observations of others. They imagine explanations for what they observe (create hypotheses) and design experiments on other means to test those explanations. They sharpen and deepen their*

explanations based on the experimental results. This laboratory-rich course is an invitation to be a scientist for a while -- to learn to apply scientific thinking to solve problems.

E. Investigating Human Behavior, Culture, and Institutions

(SO) (8): The social sciences investigate individual and collective human behavior, and the history, development and variation of human culture and institutions. To assure exposure to a wide variety of social science concepts, theories, and methods, students must select at least two courses chosen from different disciplines.

Anthropology: *studies human cultural and biological similarities and differences from prehistory to the present.*

Economics: *studies human behavior, institutions, and policies with the objective of using limited resources efficiently.*

History: *studies variation and development over time and space within human societies, cultures, and institutions.*

Political Science: *studies power relations, within and between societies and other units of human organization.*

Psychology: *studies mental processes, brain, and behavior, and the relationships among them.*

Social Work: *studies the relationships among individuals, families, groups, communities and organizations to facilitate change and promote social justice.*

Sociology: *studies social structure and social interaction, and the social factors contributing to change in each.*

F. Encountering Perspectives on Diversity (8): Study of diversity promotes awareness that different cultural perspectives exist within our own society and around the world. This element of the program offers students critical tools for assessing values within a cultural context. Viewing our own values in the larger comparative context provides an opportunity for introspection that allows students to question values and arrive at informed commitments.

Alternative Perspectives (A): *This element of the program creates an awareness and understanding of diversity in the United States, directly addressing issues such as ethnicity, gender, disability, racism, or poverty.*

Cross-Cultural Perspectives (C): *This element of the program enhances cross-cultural understandings through examination of other cultures.*

Students complete four credits from each of the two lines. The A-designated course may concurrently fulfill another GenEd or major/minor requirement. The C-designated course may concurrently fulfill another GenEd or major/minor requirement.

G. Producing and Presenting Culminating Scholarship:

Senior Seminar/Project (SR): A substantial project, paper, practicum, or internship that culminates and advances the program of an academic major. The end product must be presented to an open audience and critically evaluated by faculty in the student's field. These credits count in the major.

Total Program Specific Semester Hours: 48

General education matters for who you are and who you will become. We invite you to see the way in which this program intersects with your major and electives and prepares you for meaningful careers and courageous lives.

Supplemental Information on the General Education Program Elements

All students must satisfactorily complete the General Education Program. No course used to satisfy one General Education Program element may be used to satisfy another except for the Encountering Perspectives on Diversity element. **Note:** Listed below are further specifications related to particular elements of the General Education Program (GenEd).

A. Embracing the Life of the Mind: First Year Experience Program (FW, F) (4):

- Either the Writing Seminar or the Inquiry Seminar must be taken in the student's first semester.
- Both seminars must be completed during the student's first year at PLU.
- This requirement must be met by all students entering PLU with fewer than 20 semester hours.
- Credits earned by Advanced Placement (AP)-English and International Baccalaureate (IB)-English do not satisfy the Writing Seminar requirement, though the hours may be used for elective credit. Students with officially transcribed college writing courses, including those in Washington State's Running Start program, are eligible to enroll in the Writing Seminar for credit, or they may choose to use their previous credits to satisfy this requirement.

B. Engaging Arts and Performance (8):

- **Arts, Music, Theatre (AR)** - four hours from Arts, Music or Theatre are required.
- **Physical Education (PE)** - four different physical education activity courses, of which one must be PHED 100. One hour of credit may be earned through approved sports participation (PHED 250).

C. Interpreting Living Traditions for a Humane Future (16):

- **Literature (LT)** - four hours from English or Languages & Literatures courses designated as meeting the element
- **Philosophy (PH)** - logic and critical thinking courses do not fulfill this requirement
- **Religion (RC, RG)** - students take one course in Christian Traditions and one course in Global Religious Traditions.
- **Transfer Students and Religion GenEd Element** - transfer students entering as juniors or seniors must take four semester hours from Christian Traditions (RC) unless presenting eight transfer semester hours of religion from another regionally-accredited college or university. Global Religious Traditions (RG) courses will not fulfill the General Education Program element in religion if transferring into PLU with a junior or senior standing.

D. Exploring Nature and Number (12):

- **Mathematical Reasoning (MR)** - element may be satisfied by the completion (with at least a B average) of the equivalent of four years of college preparatory mathematics (through mathematical analysis or calculus or equivalent) in high school.
- **Natural Sciences (NS)** - may or may not have a lab section.
- **Scientific Method (SM)** - requires a separate lab.

- At least one course taken to fulfill the NS or SM requirement must be a physical or biological science.

E. Investigating Human Behavior, Culture, and Institutions (8):

- Two courses must be chosen from different disciplines.

F. Encountering Perspectives on Diversity (8):

- Students must complete four semester hours from Alternative Perspectives and four semester hours from Cross-Cultural Perspectives.
- **Alternative Perspectives (A)** - course may concurrently fulfill another General Education Program element or major/minor requirement.
- **Cross-Cultural (C)** - course may concurrently fulfill another General Education Program element or major/minor requirement.
- The Cross-Cultural Perspectives element may be fulfilled by a foreign language course numbered 201 or above (not sign language) used to satisfy the entrance requirement, or completion through the first year of college level of a foreign language (not sign language) other than that used to satisfy the foreign language entrance requirement.
- The Cross-Cultural Perspectives element may be fulfilled by participation in an approved semester-long study away program. Only January term study away courses that carry the C designator fulfills the Cross-Cultural Perspective.
- **Transfer Students** - Transfer students entering as juniors or seniors must take one Encountering Perspectives on Diversity course (four semester hours) at PLU that does not simultaneously fulfill another general education program element, or must show that they have satisfied both the Alternative Perspective and Cross-Cultural Perspectives elements of the requirement.

G. Producing and Presenting Culminating Scholarship: Senior Seminar/Project (SR):

- With approval of the student's major department, interdisciplinary capstone course such as the Global Studies Research Seminar may fulfill this requirement.



Transition to New General Education Program

As of September 2009, new General Education requirements will be implemented for those students matriculating after this date. Those students who have matriculated prior to September 2009 will refer to the catalog of their first year, specifically for General University Requirements (GURs) in Religion, Social Sciences, and Perspectives on Diversity.

International Honors Program (28 semester hours)

The International Honors Program (IHON) provides a select group of entering first-year students a challenging and creative alternative to the General Education Program, which reflects PLU's unique mission and emphasis upon the liberal arts. Consequently, IHON accounts for 32 of the 48 semester hours that are required by the General Education Program. Although just seven courses (28 hours), the program fulfills 32 semester hours due to the interdisciplinary nature of the program. Accordingly, students who have satisfactorily completed the Honors Program receive credit for the following: Art, Music, Theatre (4); Literature (4); Philosophy (4); Religion (8); Natural Sciences, Computer Science, or Mathematics (4); and Social Sciences (8).

Honors students must complete the remaining 16 semester hours of the General Education Program prior to graduation from the university: First-Year Experience Program Writing Seminar (4); Physical Activity (4); Mathematical Reasoning (4); Science and Scientific Method (4); and Encountering Perspectives on Diversity (Alternative Perspectives and Cross-Cultural Perspectives). Students must complete four hours from each of the Perspectives on Diversity lines and both courses may concurrently fulfill another GenEd/IHON or major/minor requirement; Senior Seminar/Project (these hours count in the major). For a full description of IHON and for details about applying to the program, see page 72.

Limitations: All Baccalaureate Degrees

(All credit hours referred to in listings of requirements are semester hours.)

Total Required Hours and Cumulative GPA

A minimum of 128 semester hours must be completed with a grade point average of 2.00 GPA. A 2.50 is required in the Schools of Business and Education and Movement Studies, plus the Departments of Economics, History, Languages and Literatures (Hispanic Studies) and Sociology and Social Work.

Upper-Division Courses - 40 hour rule

A minimum of 40 semester hours must be completed from courses numbered 300 or above. Courses from two-year institutions are not considered upper-division regardless of subject matter parallels (and regardless of major/minor exceptions). At least 20 of the 40 semester hours of upper-division work must be taken at PLU.

Final Year in Residence - 32 hour rule

The final 32 semester hours of a student's program must be completed in residence at PLU. No transfer credit may be applied during a student's final 32 hours in a degree program. (Special programs such as 3-2 and semester and January term exchange study are excluded from this limitation.)

Academic Major - Eight hour rule

A major must be completed as detailed by each school or department. At least eight semester hours must be taken in residence. Departments, divisions, or schools may set higher residency requirements.

Minimum Grades for Courses in the Major and Minor

All courses counted toward a major or minor must be completed with grades of C- or higher and with a cumulative grade point average of 2.00 or higher in those courses. Departments, divisions, or schools may set higher grade requirements.

44-Hour Limit

No more than 44 semester hours earned in one department may be applied to the B.A. or B.S. degrees.

Music Ensembles - Eight hour rule

Non-music majors may not count more than eight semester hours in music ensembles toward graduation requirements.

Correspondence/Extension Courses Limitations

A maximum of 24 semester hours in accredited correspondence or extension studies may be credited toward degree requirements, contingent on approval by the Registrar's Office. Courses offered through correspondence, on-line, distant learning, or independent study are not accepted to fulfill the General Education Program elements in Literature, Philosophy or Religion.

Community College Courses - 64 hour rule

A maximum of 64 semester hours will be accepted by transfer from a regionally accredited community college. All community college courses are transferred as lower-division credit.

Physical Education Courses - Eight hour rule

No more than eight of the one-semester hour physical education activity courses may be counted toward graduation.

College of Arts and Sciences Requirement

In addition to meeting the entrance requirement in foreign language (two years of high school language, one year of college language, or demonstrated equivalent proficiency), candidates for degrees from the College of Arts and Sciences (B.A., B.S., B.A.P.E. [excluding B.A.P.E. with certification], and B.S.P.E. degrees) must meet Option I, II, or III below. Candidates for the B.A. in English, for the B.A. in Education

with a secondary teaching major in English, for the B.A. in Global Studies, and for election to the Areté Society must meet Option I.

Candidates for a B.A. in Music must meet College of Arts and Sciences requirement (Option I, II) and take a non-music arts elective in either visual art, theatre or dance.

Option I

Completion of one foreign language through the second year of college level. This option may also be met by completion of four years of high school study in one foreign language with grades of C or higher, or by satisfactory scores on a proficiency examination administered by the PLU Department of Languages and Literatures.

Option II

Completion of one foreign language other than that used to satisfy the foreign language entrance requirement through the first year of college level. This option may also be met by satisfactory scores on a proficiency examination administered by the PLU Department of Languages and Literatures.

Option III

Completion of four semester hours in history, literature, or language (at the 201 level, or at any level in a language other than that used to satisfy the foreign language entrance requirement) in addition to courses applied to the general university requirements, and four semester hours in symbolic

logic, mathematics (courses numbered 100 or above), computer science, or statistics in addition to courses applied to the general university requirements. Courses used to satisfy either category of Option III of the College of Arts and Sciences requirement may not also be used to satisfy general education program requirements.

Language Coursework and the Perspectives on Diversity Requirement

A foreign language course numbered 201 or above used to satisfy Option I, or completion of a foreign language through the first year of college level used to satisfy Option II (excluding American Sign Language), may be used simultaneously to satisfy the Cross-Cultural Perspectives on Diversity requirement.

A course in American Sign Language may be used to satisfy the Alternative Perspectives GenEd Program Element.

Understandings Regarding All Requirements

Consult particular departmental sections of the catalog for detailed specification of courses that count for these requirements.

For those elements of the general education program that refer to academic disciplines or units, selected courses outside those units may count for the requirement when approved both by the units and by the committee overseeing the general university requirements.

School, Department and Subject Abbreviations

AICE/COOP	Academic Internship/Cooperative Education
ANTH	Anthropology
ARTD	Art
BIOL	Biology
BUSA	Business, School of
CHEM	Chemistry
CHIN	Chinese
CHSP	Chinese Studies
CLAS	Classics
COMA	Communication
COTH	Communication and Theatre
CSCE	Computer Science and Computer Engineering
DANC	Dance
DODL	Instructional Development and Leadership
ECON	Economics
EDUC	Education
ENGL	English
ENVT	Environmental Studies
EPSY	Educational Psychology
FREN	French
GEOS	Geosciences
GERM	German
GLST	Global Studies
GREK	Greek
HEED	Health Education
HISP	Hispanic Studies
HIST	History
HUMA	Humanities, Division of
IHON	International Honors

LANG	Languages and Literatures
LATN	Latin
MATH	Mathematics
MFTH	Marriage and Family Therapy
MILS	Military Science
MSWE	Movement Studies and Wellness Education
MUSI	Music
NORW	Norwegian
NSCI	Natural Sciences, Division of
NURS	Nursing, School of
PHED	Physical Education
PHIL	Philosophy
PHYS	Physics
POLS	Political Science
PSYC	Psychology
RECR	Recreation
RELI	Religion
SCAN	Scandinavian Area Studies
SIGN	Sign Language
SOAC	Arts and Communication, School of
SSCI	Social Sciences, Division of
SOCI	Sociology
SOCW	Social Work
SEMS	Education and Movement Studies, School of
SPAN	Spanish
SPED	Special Education
STAT	Statistics
THEA	Theatre
WMGS	Women's and Gender Studies
WRIT	Writing

Courses That Fulfill General Education Elements (GenEd)

Abbreviations denote those courses which fulfill GenEd program elements..

Note: Students who matriculated prior to Fall 2009 use Religion abbreviations R1, R2, and R3 and Social Sciences S1 and S2. These abbreviations are noted in the course titles listed by department in the PLU Directory of Approved Courses.

A. Embracing the Life of the Mind: First Year Experience	
Freshman Inquiry Seminar	F
Freshman Writing Seminar	FW
Writing	WR
B. Engaging Arts and Performance	
Art, Music, or Theatre	AR
Physical Education Activity	PE
C. Interpreting Living Traditions for a Humane Future	
Literature	LT
Philosophy	PH
Religion: Christian Traditions	RC
Religion: Global Religious Traditions	RG
D. Exploring Nature and Number	
Mathematical Reasoning	MR
Natural Sciences, Computer Science, or Mathematics	NS
Science and Scientific Method	SM
E. Investigating Human Behavior, Culture, and Institutions	
Social Sciences	SO
F. Encountering Perspectives on Diversity	
Alternative Perspectives	A
Cross-Cultural Perspectives	C
G. Producing and Presenting Culminating Scholarship: Senior Seminar/Project	
Capstone: Senior Seminar/Project	SR
International Honors Program	
International Honors 100-Level	H1
International Honors 200-Level	H2
International Honors 300-Level	H3

Alternative Perspectives - A

Note: Students who matriculated prior to Fall 2009 must consult the catalog of the year matriculated at PLU for specific Alternative Perspectives requirements under GenEd.

ANTH 192	<i>Practicing Anthropology: Makah Culture Past and Present</i>	4
ANTH 225	<i>Past Cultures of Washington State</i>	2
ANTH 230	<i>Peoples of the Northwest Coast</i>	2
ANTH 330	<i>Cultures and Peoples of Native North America</i>	4

ANTH 334	<i>The Anthropology of Contemporary America</i>	4
ANTH 338	<i>Jewish Culture</i>	4
ANTH 360	<i>Ethnic Groups</i>	4
COMA 303	<i>Gender and Communication</i>	4
EDUC 205	<i>Multicultural Issues in the Classroom</i>	4
ENGL 217	<i>Topics in Literature: Emphasis on Alternative Perspectives</i>	4
ENGL 232	<i>Women's Literature</i>	4
ENGL 341	<i>Feminist Approaches to Literature</i>	4
ENGL 342	<i>American Ethnic Literatures</i>	4
HEED 262	<i>Big Fat Lies</i>	4
HISP 341	<i>The Latino Experience in the U.S.</i>	4
HISP 441	<i>U.S. Latino Literature</i>	4
HIST 305	<i>Slavery in the Americas</i>	4
HIST 357	<i>African American History</i>	4
HIST 359	<i>History of Women in the United States</i>	4
HIST 360	<i>Holocaust: Destruction of the European Jews</i>	4
HIST 460	<i>History of the Western and Pacific-Northwest U.S.</i>	4
IHON 253	<i>Gender, Sexuality, and Culture</i>	4
IHON 263	<i>The Cultures of Racism</i>	4
NURS 365	<i>Culturally Congruent Health Care</i>	4
PHED 310	<i>Socioeconomic Influences on Health in America</i>	4
PHED 315	<i>Body Image</i>	4
PHED 362	<i>Healing Arts of the Mind and Body</i>	4
PHIL 220	<i>Women and Philosophy</i>	4
POLS 353	<i>U.S. Citizenship and Ethnic Relations</i>	4
PSYC 375	<i>Psychology of Women</i>	4
PSYC 405	<i>Workshop on Alternative Perspectives</i>	2 or 4
RELI 230	<i>Religion and Culture</i>	4
RELI 236	<i>Native American Religious Traditions</i>	4
RELI 257	<i>Christian Theology</i>	4
RELI 351	<i>Church History Studies</i>	4
RELI 354	<i>Theological Studies</i>	4
RELI 357	<i>Major Thinkers, Text, Genres</i>	4
RELI 368	<i>Feminist and Womanist Theologies</i>	4
RELI 393	<i>Topics in Comparative Religion</i>	4
SIGN 101	<i>Sign Language</i>	4
SIGN 102	<i>Sign Language</i>	4
SOCI 101	<i>Introduction to Sociology</i>	4
SOCI 240	<i>Social Problems</i>	4
SOCI 332	<i>Race and Ethnicity</i>	4
SOCI 440	<i>Sex, Gender, and Society</i>	4

SOCW 101	<i>Intro to Social Work and Social Welfare</i>	4
SOCW 175	<i>January on the Hill</i>	4
SPED 195	<i>Individuals with Disabilities</i>	4
WMGS 201	<i>Intro to Women's and Gender Studies</i>	4

Art, Music, or Theatre - AR

ARTD 160	<i>Drawing</i>	4
ARTD 180	<i>History of Western Art I</i>	4
ARTD 181	<i>History of Western Art II</i>	4
ARTD 196	<i>Design I: Fundamentals</i>	4
ARTD 226	<i>Black and White Photography</i>	4
ARTD 230	<i>Ceramics I</i>	4
ARTD 250	<i>Sculpture I</i>	4
ARTD 260	<i>Art Methodology and Theatre</i>	4
ARTD 326	<i>Color Photography</i>	4
ARTD 331	<i>The Art of the Book I</i>	4
ARTD 380	<i>Modern Art</i>	4
ARTD 381	<i>Contemporary Art</i>	4
ARTD 382	<i>Art of 19th Century Europe</i>	4
ARTD 390	<i>Studies in Art History</i>	4
ARTD 480	<i>American Art to 1900</i>	4
ARTD 481	<i>Approaches in Art Criticism</i>	4
ARTD 482	<i>Art Exhibition Politics</i>	4
ARTD 490	<i>Gender and Art</i>	4
CHIN 271	<i>China Through Film</i>	4
COMA 120	<i>Media in the World</i>	4
DANC 170	<i>Introduction to Dance</i>	4
MUSI 101	<i>Introduction to Music</i>	4
MUSI 102	<i>Understanding Music Through Melody</i>	4
MUSI 103	<i>History of Jazz</i>	4
MUSI 104	<i>Music and Technology</i>	4
MUSI 105	<i>The Arts of China</i>	4
MUSI 106	<i>Music of Scandinavia</i>	4
MUSI 111	<i>Music Fundamentals I</i>	2
MUSI 113	<i>Music Fundamentals II</i>	2
MUSI 115	<i>Introduction to Keyboarding</i>	1
MUSI 116	<i>Basic Keyboarding</i>	1
MUSI 120	<i>Music and Culture</i>	4
MUSI 121	<i>Keyboarding I</i>	1
MUSI 122	<i>Keyboarding II</i>	1
MUSI 124	<i>Theory I</i>	3
MUSI 125	<i>Ear Training I</i>	1
MUSI 126	<i>Ear Training II</i>	1
MUSI 201 to 219	<i>Private Instruction</i>	1-4

MUSI 223	<i>Theory II</i>	3
MUSI 224	<i>Jazz Theory Laboratory</i>	1
MUSI 225	<i>Ear Training III</i>	1
MUSI 226	<i>Ear Training IV</i>	1
MUSI 234	<i>Music History I</i>	3
MUSI 327	<i>Composition</i>	1-4
MUSI 333	<i>Music History II</i>	3
MUSI 334	<i>20th-Century Music</i>	3
MUSI 345	<i>Conducting I</i>	1
MUSI 349	<i>Electronic Music Practicum</i>	1
MUSI 351	<i>Accompanying</i>	1
MUSI 352	<i>Organ Improvisation</i>	1
MUSI 353	<i>Solo Vocal Literature</i>	2
MUSI 354	<i>History of Musical Theatre</i>	2
MUSI 355	<i>Diction I (English/Italian)</i>	1
MUSI 360	<i>Choir of the West</i>	1
MUSI 361	<i>University Chorale</i>	1
MUSI 362	<i>University Men's Chorus</i>	1
MUSI 363	<i>University Singers</i>	1
MUSI 365	<i>Chapel Choir</i>	1
MUSI 366	<i>Opera Workshop</i>	1
MUSI 368	<i>University Choral Union</i>	1
MUSI 370	<i>University Wind Ensemble</i>	1
MUSI 371	<i>University Concert Band</i>	1
MUSI 375	<i>University Jazz Ensemble</i>	1
MUSI 378	<i>Vocal Jazz Ensemble</i>	1
MUSI 380	<i>University Symphony Orchestra</i>	1
MUSI 381	<i>Chamber Ensemble</i>	1
MUSI 383	<i>Piano Ensemble</i>	1
MUSI 390	<i>Intensive Performance Study: Ensemble Tour</i>	1
MUSI 395, 396, 397	<i>Music Centers of the World</i>	4
MUSI 401 to 419	<i>Private Instruction</i>	1-4
MUSI 427	<i>Advanced Orchestration/Arranging</i>	1-4
MUSI 430	<i>Piano Literature I</i>	1
MUSI 431	<i>Piano Literature II</i>	1
MUSI 451	<i>Piano Pedagogy I</i>	1
MUSI 453	<i>Vocal Pedagogy</i>	1
THEA 160	<i>Introduction to Theatre</i>	4
THEA 220	<i>Voice I - Voice and Articulation</i>	2
THEA 222	<i>Voice II - Stage Dialects</i>	2
THEA 230	<i>Movement I</i>	2
THEA 235	<i>Movement II</i>	2
THEA 250	<i>Acting I - Fundamentals</i>	4
THEA 255	<i>Stage Technology</i>	4

THEA 270	<i>Dramatic Literature</i>	4
THEA 271	<i>China Through Film</i>	4
THEA 355	<i>Lighting Design</i>	4
THEA 359	<i>Acting for the Non-Actor</i>	4
THEA 453	<i>Costume Design</i>	4
THEA 455	<i>Scenic Design</i>	4

Cross-Cultural Perspectives - C

Note: Students who matriculated prior to Fall 2009 must consult the catalog of the year matriculated at PLU for specific Cross-Cultural Perspectives Element under GenEd.

*Students may meet the Cross-Cultural Perspectives Element by taking a 201 or higher-level course in the language used to satisfy the admission requirement. **Students may also opt to take eight semester hours in a new language to meet this Cross-Cultural Element (excluding American Sign Language).

ANTH 102	<i>Introduction to Human Cultural Diversity</i>	4
ANTH 210	<i>Global Perspectives: The World in Change</i>	4
ANTH 335	<i>Aztecs, Mayans, and Their Predecessors</i>	4
ANTH 336	<i>Peoples of Latin America</i>	4
ANTH 340	<i>The Anthropology of Africa</i>	4
ANTH 342	<i>Pacific Island Cultures</i>	4
ANTH 343	<i>East Asian Cultures</i>	4
ANTH 345	<i>Contemporary China</i>	4
ANTH 350	<i>Women and Men in World Cultures</i>	4
ANTH 352	<i>The Anthropology of Age</i>	4
ANTH 355	<i>Anthropology and Media</i>	4
ANTH 368	<i>Edible Landscape: The Foraging Spectrum</i>	4
ANTH 370	<i>The Archaeology of Ancient Empires</i>	4
ANTH 376	<i>Nation, State, and Citizen</i>	4
ANTH 380	<i>Sickness, Madness, and Health</i>	4
ANTH 385	<i>Marriage, Family, and Kinship</i>	4
ANTH 392	<i>Gods, Magic, and Morals</i>	4
BUSA 486A	<i>SA: Business Culture in China</i>	4
CHIN 101 and 102	<i>Elementary Chinese**</i>	4, 4
CHIN 201, 202	<i>Intermediate Chinese*</i>	4, 4
CHIN 271	<i>China Through Film</i>	4
CHIN 301, 302	<i>Composition and Conversation</i>	4, 4
CHIN 371	<i>Chinese Literature in Translation</i>	4
CHSP 250	<i>Urban Culture in China</i>	4
COMA 304	<i>Intercultural Communication</i>	4
ECON 333	<i>Economic Development: Comparative Third World Strategies</i>	4

EDUC 385	<i>Comparative Education</i>	4
ENGL 216	<i>Topics in Literature: Emphasis on Cross-Cultural Perspectives</i>	4
ENGL 233	<i>Post-Colonial Literature</i>	4
ENGL 343	<i>Post-Colonial Literature and Theory</i>	4
FREN 101 and 102	<i>Elementary French**</i>	4, 4
FREN 201, 202	<i>Intermediate French*</i>	4, 4
FREN 301, 302	<i>Composition and Conversation*</i>	4, 4
FREN 321	<i>Civilization and Culture*</i>	4
FREN 341	<i>French Language & Caribbean Culture in Martinique</i>	4
FREN 421, 422	<i>Masterpieces of French Literature*</i>	4, 4
FREN 431, 432	<i>20th-Century French Literature</i>	4, 4
GERM 101 and 102	<i>Elementary German**</i>	4, 4
GERM 201, 202	<i>Intermediate German*</i>	4, 4
GERM 301, 302	<i>Composition and Conversation*</i>	4, 4
GERM 321, 322	<i>German Civilization to 1750* ; and German Civilization since 1750</i>	4, 4
GERM 421	<i>German Literature from the Enlightenment to Realism*</i>	4
GERM 422	<i>20th-Century German Literature*</i>	4
GREK 101 and 102	<i>Elementary Greek**</i>	4, 4
GREK 201, 202	<i>Intermediate Greek*</i>	4, 4
HISP 101 and 102	<i>Elementary Spanish**</i>	4, 4
HISP 201, 202	<i>Intermediate Spanish*</i>	4, 4,
HISP 231, 331	<i>Intensive Spanish in Latin America</i>	4
HISP 301	<i>Hispanic Voices for Social Change</i>	4
HISP 321	<i>Civilization and Culture of Spain</i>	4
HISP 322	<i>Latin America Civilization & Culture</i>	4
HISP 325	<i>Introduction to Hispanic Literary Studies</i>	4
HISP 401	<i>Introduction to Hispanic Linguistics</i>	4
HISP 421	<i>Masterpieces of Spanish Literature</i>	4
HISP 422	<i>20th-Century Literature of Spain</i>	4
HISP 423	<i>ST - Spanish Literature & Culture</i>	4
HISP 431	<i>Latin American Literature, 1492-1888</i>	4
HISP 432	<i>20th-Century Latin American Literature</i>	4
HISP 433	<i>ST: Latin American Literature & Culture</i>	4

General Education Program Courses
F • FW • H1 • H2 • H3

HIST 109	<i>East Asian Societies</i>	4
HIST 205	<i>Islamic Middle East to 1945</i>	4
HIST 210	<i>Global Perspectives: The World in Change</i>	4
HIST 215	<i>Modern World History</i>	4
HIST 220	<i>Modern Latin American History</i>	4
HIST 231	<i>World War Two in China and Japan, 1931-1945</i>	4
HIST 232	<i>Tibet in Fact and Fiction</i>	4
HIST 335	<i>History of the Caribbean</i>	4
HIST 336	<i>Southern Africa</i>	4
HIST 337	<i>The History of Mexico</i>	4
HIST 338	<i>Modern China</i>	4
HIST 339	<i>Revolutionary China</i>	4
HIST 340	<i>Modern Japan</i>	4
HIST 344	<i>The Andes in Latin American History</i>	4
HIST 496	<i>Seminar: The Third World</i>	4
IHON 272	<i>Cases in Development</i>	4
LANG 272	<i>Literature and Social Change in Latin America</i>	4
LATN 101 and 102	<i>Elementary Latin**</i>	4, 4
LATN 201, 202	<i>Intermediate Latin*</i>	4, 4
MUSI 105	<i>The Arts of China</i>	4
MUSI 106	<i>Music of Scandinavia</i>	4
MUSI 120	<i>Music and Culture</i>	4
NORW 101 and 102	<i>Elementary Norwegian**</i>	4, 4
NORW 201, 202	<i>Intermediate Norwegian*</i>	4, 4
NORW 301	<i>Conversation and Composition*</i>	4
NORW 302	<i>Advanced Conversation and Composition</i>	4
POLS 210	<i>Global Perspectives: The World in Change</i>	4
POLS 381	<i>Comparative Legal Systems</i>	4
POLS 386	<i>The Middle East</i>	4
RELI 131	<i>The Religions of South Asia</i>	4
RELI 132	<i>The Religions of East Asia</i>	4
RELI 232	<i>The Buddhist Tradition</i>	4
RELI 233	<i>The Religions of China</i>	4
RELI 234	<i>The Religions of Japan</i>	4
RELI 235	<i>Islamic Traditions</i>	4
RELI 237	<i>Judaism</i>	4
RELI 246	<i>Ethnics and Diversity (Experimental)</i>	4
RELI 247	<i>Christian Theology</i>	4
RELI 341	<i>Church History Studies</i>	4
RELI 344	<i>Theological Studies</i>	4
RELI 347	<i>Major Thinkers, Text, Genres</i>	4
RELI 392	<i>Gods, Magic, and Morals</i>	4

SOCW 325	<i>Social, Educational and Health Services in Tobago</i>	4
THEA 271	<i>China Through Film</i>	4

Freshman Inquiry Seminar 190 - F

Courses that meet this requirement are indicated in the PLU Class Schedule found on Banner Self-Service.

<u>Freshman Writing Seminar - FW</u>		
WRIT 101	<i>Writing Seminar</i>	4

International Honors Program - H1, H2, H3

<u>International Honors: Origins of the Modern World - H1</u>		
IHON 111	<i>Authority and Discovery</i>	4
IHON 112	<i>Liberty and Power</i>	4
<u>International Honors: 200-level courses - H2</u>		
IHON 251	<i>Imaging the Self</i>	4
IHON 252	<i>Imaging the World</i>	4
IHON 253	<i>Gender, Sexuality and Culture</i>	4
IHON 254	<i>Topics in Gender</i>	4
IHON 257	<i>The Human Experience</i>	4
IHON 258	<i>Self, Culture, and Society</i>	4
IHON 260	<i>The Arts in Society</i>	4
IHON 261	<i>Twentieth-Century Origins of the Contemporary World</i>	4
IHON 262	<i>The Experience of War</i>	4
IHON 263	<i>The Cultures of Racism</i>	4
IHON 264	<i>Human Rights</i>	4
IHON 265	<i>Twentieth-Century Mass Movements</i>	4
IHON 271	<i>Post-Colonial Issues</i>	4
IHON 272	<i>Cases in Development</i>	4
IHON 273	<i>Cultural Globalization</i>	4
IHON 281	<i>Energy, Resources, and Pollution</i>	4
IHON 282	<i>Population, Hunger, and Poverty</i>	4
IHON 283	<i>Conservation and Sustainable Development</i>	4
IHON 287	<i>ST in Natural Sciences</i>	4
<u>International Honors: 300-level courses - H3</u>		
IHON 326	<i>The Quest for Social Justice: Systems and Reality</i>	4
IHON 327	<i>Personal Commitments, Global Issues</i>	4



Literature - LT		
CHIN 371	Chinese Literature in Translation	4
CLAS 231	Masterpieces of European Literature	4
CLAS 350	Classical and Comparative Mythology	4
ENGL 213	Topics in Literature: Themes & Authors	4
ENGL 214	Intro to Major Literary Genres	4
ENGL 216	Topics in Literature: on Cross-Cultural Perspectives	4
ENGL 217	Topics in Literature: Emphasis on Alternative Perspectives	4
ENGL 231	Masterpieces of European Literature	4
ENGL 232	Women's Literature	4
ENGL 233	Post-Colonial Literature	4
ENGL 234	Environmental Literature	4
ENGL 241	American Traditions in Literature	4
ENGL 251	British Traditions in Literature	4
ENGL 301	Shakespeare	4
ENGL 333	Children's Literature	4
ENGL 334	ST in Children's Literature	4
ENGL 335	Fairy Tales and Fantasy	4
ENGL 341	Feminist Approaches to Literature	4
ENGL 342	American Ethnic Literatures	4
ENGL 343	Post-Colonial Literature and Theory	4
ENGL 351	English Medieval Literature	4
ENGL 353	Renaissance Literature	4
ENGL 355	ST in Literature Before 1660	4
ENGL 361	British Literature, 1660-1800	4
ENGL 362	British Literature, 1800-1914	4
ENGL 363	British Literature, 1914-1945	4
ENGL 364	British Literature, 1945 to Present	4
ENGL 365	ST in Literature Before 1914	4
ENGL 371	American Literature Before 1860	4
ENGL 372	American Literature 1860-1914	4
ENGL 373	American Literature, 1914-1945	4
ENGL 374	American Literature, 1945 to the Present	4
ENGL 375	ST in Literature, 1914 to the Present	4
ENGL 399	Critical Theory	4
ENGL 451	Seminar: Major Authors	4
ENGL 452	Seminar: Theme, Genre	4
FREN 421, 422	Masterpieces of French Literature	4, 4
FREN 431, 432	20th-Century French Literature	4, 4
GERM 421	German Literature from the Enlightenment to Realism	4
GERM 422	20th-Century German Literature	4

Literature - LT		
HISP 325	Introduction to Hispanic Literary Studies	4
HISP 341	The Latino Experience in the U.S.	4
HISP 421	Masterpieces of Spanish Literature	4
HISP 422	20th-Century Literature of Spain	4
HISP 423	ST in Spanish Literature and Culture	4
HISP 431	Latin American Literature, 1492-1888	4
HISP 432	20th-Century Latin American Literature	4
HISP 433	ST: Latin American Literature & Culture	4
HISP 441	U.S. Latino Literature	4
LANG 271	Literature around the World	4
LANG 272	Literature and Social Change in Latin America	4
SCAN 241	Scandinavian Folklore	4
SCAN 341	Topics in Scandinavian Literature	4
SCAN 422	Modernity and Its Discontents	4

Mathematical Reasoning - MR		
CSCE 115	Solve It With the Computer	4
MATH 105	Mathematics of Personal Finance	4
MATH 107	Mathematical Explorations	4
MATH 115	College Algebra and Trigonometry	4
MATH 123	Modern Elementary Mathematics	4
MATH 128	Linear Models and Calculus, An Intro	4
MATH 140	Analytic Geometry and Functions	4
MATH 151	Introduction to Calculus	4
MATH 152	Calculus II	4
STAT 231	Introductory Statistics	4
STAT 232	Introductory Statistics: Psychology	4
STAT 233	Introductory Statistics: Sociology/Social Work	4

Natural Sciences, Computer Science, or Mathematics - NS		
<i>Note: May or may not have a lab section that is associated with this GedEd requirement</i>		
BIOL 111	Biology and the Modern World	4
BIOL 116	Introductory Ecology	4
BIOL 125	Molecules, Cells, and Organisms	4
BIOL 126	Genes, Evolution, Diversity, and Ecology	4
BIOL 201	Introductory Microbiology	4
BIOL 205	Human Anatomy and Physiology I	4
BIOL 206	Human Anatomy and Physiology II	4
CHEM 104	Environmental Chemistry	4
CHEM 105	Chemistry of Life	4
CHEM 115	General Chemistry I	4

General Education Program Courses
NS • PE • PH

<u>Natural Sciences, Computer Science, or Mathematics - NS</u>		
CHEM 116	<i>General Chemistry II</i>	4
CSCE 115	<i>Solve It With the Computer</i>	4
CSCE 120	<i>Computerized Information Systems</i>	4
CSCE 131	<i>Introduction to Engineering</i>	4
CSCE 144	<i>Introduction to Computer Science</i>	4
CSCE 190	<i>Privacy and Technology</i>	4
ENVT 104	<i>Conservation of Natural Resources</i>	4
GEOS 101	<i>Our Changing Planet</i>	4
GEOS 102	<i>General Oceanography</i>	4
GEOS 103	<i>Earthquakes, Volcanoes, and Geologic Hazards</i>	4
GEOS 104	<i>Conservation of Natural Resources</i>	4
GEOS 105	<i>Meteorology</i>	4
GEOS 106	<i>Geology of National Parks</i>	4
GEOS 107	<i>Global Climate Change</i>	4
GEOS 201	<i>Geologic Principles</i>	4
GEOS 328	<i>Paleontology</i>	4
MATH 105	<i>Mathematics of Personal Finance</i>	4
MATH 107	<i>Mathematics Explorations</i>	4
MATH 115	<i>College Algebra and Trigonometry</i>	4
MATH 123	<i>Modern Elementary Mathematics</i>	4
MATH 128	<i>Linear Models & Calculus, An Intro</i>	4
MATH 140	<i>Analytic Geometry and Functions</i>	4
MATH 151	<i>Introduction to Calculus</i>	4
MATH 152	<i>Calculus II</i>	4
MATH 203	<i>History of Mathematics</i>	4
MATH 245	<i>Discrete Structures</i>	4
MATH 253	<i>Multivariable Calculus</i>	4
MATH 317	<i>Introduction to Proof in Mathematics</i>	4
MATH 321	<i>Geometry</i>	4
MATH 331	<i>Linear Algebra</i>	4
MATH 341	<i>Introduction to Mathematical Statistics</i>	4
MATH 351	<i>Differential Equations</i>	4
MATH 356	<i>Numerical Analysis</i>	4
NSCI 210	<i>Natural History of Hawai'i</i>	4
PHYS 110	<i>Astronomy</i>	4
PHYS 125	<i>College Physics I</i>	4
PHYS 126	<i>College Physics II</i>	4
PHYS 153	<i>General Physics I</i>	4
PHYS 154	<i>General Physics II</i>	4
PHYS 210	<i>Musical Acoustics</i>	4

<u>Physical Education Activity - PE</u>		
DANC 222	<i>Jazz Dance</i>	1
DANC 240	<i>Dance Ensemble</i>	1
PHED 100	<i>Personalized Fitness Program</i>	1
PHED 150	<i>Adaptive Physical Activity</i>	1
PHED 151-199	<i>Individual and Dual Activities</i>	1
PHED 200-219	<i>Aquatics</i>	1
PHED 220-240	<i>Rhythms</i>	1
PHED 241-250	<i>Team Activities</i>	1
PHED 275	<i>Water Safety Instruction</i>	1
PHED 276	<i>Special Topics in Physical Education</i>	1
PHED 319	<i>Tramping the Tracks of New Zealand</i>	4
PHED 362	<i>Healing Arts of the Mind and Body</i>	4

<u>Philosophy - PH</u>		
PHIL 121	<i>The Examined Life</i>	4
PHIL 125	<i>Ethics and the Good Life</i>	4
PHIL 220	<i>Women and Philosophy</i>	4
PHIL 223	<i>Biomedical Ethics</i>	4
PHIL 224	<i>Military Ethics</i>	4
PHIL 225	<i>Business Ethics</i>	4
PHIL 227	<i>Philosophy and Race</i>	4
PHIL 228	<i>Social and Political Philosophy</i>	4
PHIL 230	<i>Philosophy, Animals, & the Environment</i>	4
PHIL 238	<i>Existentialism & the Meaning of Life</i>	4
PHIL 239	<i>Philosophy of Love and Sex</i>	4
PHIL 240	<i>Science, Reason and Reality</i>	4
PHIL 253	<i>Creation and Evolution</i>	4
PHIL 287	<i>Special Topics in Philosophy</i>	4
PHIL 328	<i>Philosophical Issues and the Law</i>	4
PHIL 330	<i>Studies in the History of Philosophy</i>	4
PHIL 331	<i>Ancient Philosophy</i>	4
PHIL 332	<i>Themes in Contemporary Philosophy</i>	4
PHIL 333	<i>Early Modern Philosophy</i>	4
PHIL 334	<i>Kant and the Nineteenth Century</i>	4
PHIL 335	<i>The Analytic Tradition</i>	4
PHIL 336	<i>Pragmatism and American Philosophy</i>	4
PHIL 338	<i>Continental Philosophy</i>	4
PHIL 350	<i>God, Faith, and Reason</i>	4
PHIL 353	<i>Special Topics</i>	2-4



Religion		
<i>Note: Matriculated students prior to Fall 2009 must consult the catalog year of matriculation at PLU for specific requirements for Religion. R1, R2, and R3 codes are listed with the course title in the Directory of Approved Courses.</i>		
Christian Traditions - RC		
RELI 121	<i>The Christian Tradition</i>	4
RELI 212	<i>Religion and Literature of the New Testament</i>	4
RELI 220	<i>Early Christianity</i>	4
RELI 221	<i>Medieval Christianity</i>	4
RELI 222	<i>Modern Church History</i>	4
RELI 223	<i>American Church History</i>	4
RELI 224	<i>The Lutheran Heritage</i>	4
RELI 225	<i>Faith and Spirituality</i>	4
RELI 226	<i>Christian Ethics</i>	4
RELI 227, 247, 257	<i>Christian Theology</i>	4
RELI 331	<i>New Testament Studies</i>	4
RELI 332	<i>Jesus and His Early Interpreters</i>	4
RELI 361, 341, 351	<i>Church History Studies</i>	4
RELI 362	<i>Luther</i>	4
RELI 364, 344, 354	<i>Theological Studies</i>	4
RELI 365	<i>Christian Moral Issues</i>	
RELI 367, 347, 357	<i>Major Religious Thinkers, Texts, and Genres: Topic: Christian Studies based</i>	4
RELI 368	<i>Feminist and Womanist Theologies</i>	4
Global Religious Traditions - RG		
RELI 131	<i>The Religions of South Asia</i>	4
RELI 132	<i>The Religions of East Asia</i>	4
RELI 211	<i>Religion and Literature of the Hebrew Bible</i>	4
RELI 230	<i>Religion and Culture</i>	4
RELI 231	<i>Myth, Ritual, and Symbol</i>	4
RELI 232	<i>The Buddhist Tradition</i>	4
RELI 233	<i>The Religions of China</i>	4
RELI 234	<i>The Religions of Japan</i>	4
RELI 235	<i>Islamic Traditions</i>	4
RELI 236	<i>Native American Religious Traditions</i>	4
RELI 237	<i>Judaism</i>	4
RELI 239	<i>Environment and Culture</i>	4
RELI 246	<i>Ethics and Diversity (Experimental GenEd)</i>	4
RELI 330	<i>Old Testament Studies</i>	4
RELI 367, 347, 357	<i>Major Religious Thinkers, Texts, and Genres: Topic Global Religious Based</i>	4

Religion		
RELI 390, 393	<i>Topics in Comparative Religion</i>	4
RELI 391	<i>Sociology of Religion</i>	4
RELI 392	<i>Gods, Magic, and Morals</i>	4

Science and Scientific Method - SM		
<i>Note: These courses have a lab requirement</i>		
ANTH 101	<i>Intro to Human Biological Diverstiy</i>	4
BIOL 111	<i>Biology and the Modern World</i>	4
BIOL 116	<i>Introductory Ecology</i>	4
BIOL 125	<i>Molecules, Cells, and Organisms</i>	4
BIOL 126	<i>Genes, Evolution, Diversity, and Ecology</i>	4
BIOL 201	<i>Introductory Microbiology</i>	4
BIOL 205	<i>Human Anatomy & Physiology I</i>	4
BIOL 206	<i>Human Anatomy & Physiology II</i>	4
CHEM 104	<i>Environmental Chemistry</i>	4
CHEM 105	<i>Chemistry of Life</i>	4
CHEM 115	<i>General Chemistry I</i>	4
CHEM 116	<i>General Chemistry II</i>	4
ENVT 104	<i>Conservation of Natural Resources</i>	4
GEOS 101	<i>Our Changing Planet</i>	4
GEOS 102	<i>General Oceanography</i>	4
GEOS 103	<i>Earthquakes, Volcanoes, and Geologic Hazards</i>	4
GEOS 104	<i>Conservation of Natural Resources</i>	4
GEOS 105	<i>Meteorology</i>	4
GEOS 201	<i>Geologic Principles</i>	4
GEOS 328	<i>Paleontology</i>	4
IHON 283	<i>Conservation & Sustainable Development</i>	4
NSCI 210	<i>Natural History of Hawai'i</i>	4
PHYS 110	<i>Astronomy</i>	4
PHYS 125	<i>College Physics I</i>	4
PHYS 126	<i>College Physics II</i>	4
PHYS 153	<i>General Physics I</i>	4
PHYS 154	<i>General Physics II</i>	4
PHYS 210	<i>Musical Acoutics</i>	4



General Education Program Courses
SR

Capstone: Senior Seminar/Project - SR		
ANTH 499	<i>Capstone: Seminar in Anthropology</i>	4
ARTD 499	<i>Capstone: Senior Seminar</i>	2
BIOL 499	<i>Capstone: Senior Seminar</i>	4
BUSA 499	<i>Capstone: Strategic Management</i>	3
CHEM 499	<i>Capstone: Seminar</i>	2
CHSP 499	<i>Capstone: Senior Project</i>	4
CLAS 499	<i>Capstone: Senior Project</i>	4
CSCE 499A, B	<i>Capstone: Seminar</i>	2, 2
ECON 499	<i>Capstone: Senior Seminar</i>	4
EDUC 430	<i>Student Teaching in K-8 Education</i>	10
EDUC 434	<i>Student Teaching - Elementary (Dual)</i>	7
EDUC 466	<i>Student Teaching - Secondary (Dual)</i>	7
EDUC 468	<i>Student Teaching Secondary</i>	10
ENGL 425	<i>Seminar: Nonfiction Writing</i>	4
ENGL 427	<i>Seminar: Poetry Writing</i>	4
ENGL 429	<i>Seminar: Fiction Writing</i>	4
ENGL 451	<i>Seminar: Major Authors</i>	4
ENGL 452	<i>Seminar: Theme, Genre</i>	4
ENVT 499	<i>Capstone: Senior Project</i>	4
FREN 499	<i>Capstone: Senior Project</i>	4
GEOS 499	<i>Capstone: Seminar</i>	2
GERM 499	<i>Capstone: Senior Project</i>	4
GLST 499	<i>Capstone: Research Seminar</i>	4
HEED 499	<i>Capstone: Senior Seminar</i>	2-4
HISP 499	<i>Capstone: Senior Project</i>	2

Capstone: Senior Seminar/Project - SR		
HIST 494	<i>Seminar: American History</i>	2
HIST 496	<i>Seminar: The Third World</i>	4
HIST 497	<i>Seminar: European History</i>	4
MATH 499A, B	<i>Capstone: Senior Seminar I and II</i>	1, 1
MUSI 499	<i>Capstone: Senior Project</i>	
NORW 499	<i>Capstone: Senior Project</i>	4
NURS 499	<i>Capstone: Nursing Synthesis</i>	6
PHED 495	<i>Internship</i>	2-8
PHED 499	<i>Capstone: Senior Seminar</i>	2-4
PHIL 499	<i>Capstone: Advanced Seminar in Philosophy</i>	4
POLS 499	<i>Capstone: Senior Seminar</i>	4
PHYS 499A, B	<i>Capstone: Advanced Laboratory I & II</i>	1, 1
PSYC 499	<i>Capstone: Seminar</i>	4
RECR 495	<i>Internship</i>	2-8
RECR 499	<i>Capstone: Senior Seminar</i>	2-4
RELI 499	<i>Capstone: Research Seminar</i>	4
SCAN 499	<i>Capstone: Senior Project</i>	4
SOAC 499	<i>Capstone</i>	2-4
SOCI 499	<i>Capstone: Senior Seminar</i>	4
WMGS 491	<i>Independent Studies: Service Learning</i>	1-4
WMGS 495	<i>Internship</i>	2 or 4



Social Sciences - SO

Note: Matriculated students prior to Fall 2009 must consult the catalog for year of matriculation at PLU for specific requirements in Social Sciences. S1 and S2 codes are listed with the course titles in the Directory of Approved Courses.

ANTH 102	Intro to Human Cultural Diversity	4
ANTH 103	Intro to Archaeology and World Prehistory	4
ANTH 104	Intro to Language in Society	4
ANTH 192	Practicing Anthropology: Makah Culture Past and Present	4
ANTH 210	Global Perspectives: The World in Change	4
ANTH 220	Peoples of the World	2
ANTH 225	Past Cultures of Washington State	2
ANTH 230	Peoples of the Northwest Coast	4
ANTH 330	Cultures and Peoples of Native North America	4
ANTH 332	Prehistory of North America	4
ANTH 334	The Anthropology of Contemporary America	4
ANTH 335	Aztecs, Mayans, and Their Predecessors	4
ANTH 336	Peoples of Latin America	4
ANTH 337	Culture and Prehistory of Central Mexico	4
ANTH 338	Jewish Culture	4
ANTH 340	Anthropology of Africa	4
ANTH 342	Pacific Island Cultures	4
ANTH 343	East Asian Cultures	4
ANTH 345	Contemporary China	4
ANTH 350	Women and Men in World Cultures	4
ANTH 352	The Anthropology of Age	4
ANTH 355	Anthropology and Media	4
ANTH 360	Ethnic Groups	4
ANTH 365	Prehistoric Environment and Technology: Lab Methods in Archaeology	1 to 4
ANTH 368	Edible Landscapes: The Foraging Spectrum	4
ANTH 370	The Archaeology of Ancient Empires	4
ANTH 376	Nation, State, and Citizen	4
ANTH 380	Sickness, Madness, and Health	4
ANTH 385	Marriage, Family, and Kinship	4
ANTH 387	Special Topics in Anthropology	1-4
ANTH 392	Gods, Magic, and Morals	4
ANTH 465	Archaeology: The Field Experience	1-8
ECON 101	Principles of Microeconomics	4
ECON 102	Principles of Macroeconomics	4

Social Sciences - SO

ECON 111	Principles of Microeconomics: Global and Environmental	4
ECON 315	Investigating Environmental and Economic Change in Europe	4
ECON 321	Labor Economics	4
ECON 322	Money and Banking	4
ECON 327	Public Finance	4
ECON 338	Political Economy of Hong Kong and China	4
ECON 341	Strategic Behavior	4
ECON 345	Mathematical Topics in Economics	4
HIST 107	Western Civilizations	4
HIST 108	Western Civilizations	4
HIST 109	East Asian Societies	4
HIST 210	Global Perspectives: The World in Change	4
HIST 215	Modern World History	4
HIST 220	Modern Latin American History	4
HIST 231	World War Two in China and Japan, 1931-1945	4
HIST 232	Tibet in Fact and Fiction	4
HIST 245	American Business and Economic History, 1607-1877	4
HIST 247	American Business and Economic History, 1877 to Present	4
HIST 251	Colonial American History	4
HIST 252	19th-Century U.S. History	4
HIST 253	20th-Century U.S. History	4
HIST 260	Early Modern European History, 1400-1700	4
POLS 101	Introduction to Politics	4
POLS 151	American Government	4
POLS 170	Introduction to Legal Studies	4
POLS 210	Global Perspectives: The World in Change	4
POLS 231	Current International Issues	4
POLS 322/ SCAN 322	Scandinavia and World Issues	4
POLS 325	Political Thought	4
POLS 326	Recent Political Thought	4
POLS 331	International Relations	4
POLS 332	International Conflict Resolution	4
POLS 338	American Foreign Policy	4
POLS 345	Government and Public Policy	4
POLS 346	Environmental Politics and Policy	4
POLS 347	Political Economy	4
POLS 353	U.S. Citizenship and Ethnic Relations	4
POLS 354	State and Local Government	4

General Education Program Courses
SO • WR

Social Sciences - SO		
POLS 356	<i>Creating Community: Public Administration</i>	4
POLS 361	<i>Political Parties and Elections</i>	4
POLS 363	<i>Politics and the Media</i>	4
POLS 364	<i>The Legislative Process</i>	4
POLS 368	<i>The American Presidency</i>	4
POLS 371	<i>Judicial Process</i>	4
POLS 372	<i>Constitutional Law</i>	4
POLS 373	<i>Civil Rights and Civil Liberties</i>	4
POLS 374	<i>Legal Studies Research</i>	4
POLS 380	<i>Politics of Global Development</i>	4
POLS 381	<i>Comparative Legal Systems</i>	4
POLS 383	<i>Modern European Politics</i>	4
POLS 384	<i>Scandinavian Government and Politics</i>	4
POLS 385	<i>Canadian Government and Politics</i>	4
POLS 386	<i>The Middle East</i>	4
POLS 401	<i>Workshops and Special Topics</i>	1-4
POLS 431	<i>Advanced International Relations</i>	4
PSYC 101	<i>Introduction to Psychology</i>	4
SCAN 322/ POLS 322	<i>Scandinavia and World Issues</i>	4
SOCI 101	<i>Introduction to Sociology</i>	4
SOCI 232	<i>Research Methods</i>	4
SOCI 240	<i>Social Problems</i>	4
SOCI 296	<i>Social Stratification</i>	4
SOCI 332	<i>Race and Ethnicity</i>	4
SOCI 387	<i>Special Topics in Sociology</i>	1-4
SOCI 391	<i>Sociology of Religion</i>	4
SOCI 440	<i>Sex, Gender, and Society</i>	4
SOCW 101	<i>Introduction to Social Work</i>	4
SOCW 175	<i>January on the Hill</i>	4
SOCW 245	<i>Human Behavior and the Social Environment</i>	4
SOCW 250	<i>Social Policy I: History of Social Welfare</i>	4

Writing Requirement - WR		
ENGL 221	<i>Research and Writing</i>	2 or 4
ENGL 222, 332	<i>Travel Writing</i>	4, 4
ENGL 225	<i>Autobiographical Writing</i>	4
ENGL 227	<i>Introduction to Poetry and Fiction</i>	4
ENGL 323	<i>Writing in Professional and Public Settings</i>	4
ENGL 324	<i>Free-Lance Writing</i>	4
ENGL 325	<i>Personal Essay</i>	4
ENGL 326	<i>Writing for Children</i>	4
ENGL 327	<i>Intermediate Poetry Writing</i>	4
ENGL 328	<i>Theories of Reading and Writing</i>	4
ENGL 329	<i>Intermediate Fiction Writing</i>	4
ENGL 385	<i>ST in Creative Nonfiction</i>	4
ENGL 399	<i>Critical Theory</i>	4
ENGL 421	<i>Tutorial in Writing</i>	1-4
ENGL 425	<i>Seminar: Nonfiction Writing</i>	4
ENGL 427	<i>Seminar: Poetry Writing</i>	4
ENGL 429	<i>Seminar: Fiction Writing</i>	4
WRIT 101	<i>Writing Seminar</i>	4
WRIT 201	<i>Writing Seminars for International Students</i>	4
WRIT 202	<i>Advanced Writing Seminar for International Students</i>	4





Academic Policy and Procedures

Students are expected to be familiar with the academic procedures of the university. The procedures of greatest importance to students are listed in this section of the catalog. Additional information about these procedures is available in the Office of the Registrar and the Office of the Provost.

Academic Integrity

Both the value and the success of any academic activity, as well as the entire academic enterprise, have depended for centuries on the fundamental principle of absolute honesty. The university expects all its faculty and students to honor this principle scrupulously.

Since academic dishonesty is a serious breach of the universally recognized code of academic ethics, it is every faculty member's obligation to impose appropriate sanctions for any demonstrable instance of such misconduct on the part of a student.

The university's policy on academic integrity and its procedures for dealing with academic misconduct are detailed in the Student Handbook at www.plu.edu/print/handbook.

Academic Responsibilities and Deadlines

It is the responsibility of each undergraduate student to know and follow the procedures outlined in this catalog and to abide by the established deadlines.

Advising

The university expects that all students will benefit from assistance in planning academic programs consistent with their educational goals. Both to help students make their initial adjustment to the academic load at PLU and to provide counsel throughout their academic careers, the university has established a network of faculty and administrative staff advisors as well as an Academic Advising Office.

Academic Advisors

All students enrolled in degree programs have advisors whose overall responsibility is to guide academic progress. Until students have attained junior standing, they are required to meet with their advisor (and receive a current Registration Access Code) prior to registering for an upcoming term. In their work with individual students, advisors often work closely with and refer students to personnel in a number of student services offices. At the time of entry, each first-year student is assigned an academic advisor, usually according to interests expressed by the student.

Students who wish to explore the general curriculum before choosing a major program are assigned to professional advisors in the Academic Advising office or trained faculty or administrative staff who will help them to make educational plans appropriate to their interests and talents. All academic advisors are supported by educational planning workshops and by resources available through the Academic Advising Office.

Transfer students who are ready to declare their major are assigned to a designated transfer advisor. Transfer students who wish to explore educational goals are assigned an academic advisor in the Academic Advising Office.

Progress toward fulfilling general university requirements can be accessed by the student and the advisor online via the Curriculum, Advising, Program Planning (CAPP) report available on Banner Web. In addition, advisors receive an advising file for each student they advise.

Major Advisors

Upon formal declaration of a major, students are assigned faculty major advisors within the major department, which in many cases will replace the current academic advisor. Major advisors guide students' progress toward their chosen degree goals. Students are always welcome to see a professional academic advisor in the Academic Advising Office in addition to their major advisor. Students and advisors are expected to meet regularly, though the actual number of meetings will vary according to individual needs. Students are responsible for meeting with their advisor who serves as an academic guide as students make choices and determine their educational goals.

Academic Standing Policy

The following terms are used to describe academic standing at PLU. Academic standing is determined by the Committee for the Admission and Retention of Students, which reserves the right to review any student's record to determine academic standing. Academic standing will be reviewed at the end of each semester and term.

Good Standing

All students enrolled at the university are expected to stay in good academic standing. Good standing requires a cumulative grade point average (GPA) of 2.00 or higher.

Academic Warning

- **First-year students completing their first semester:** First-year students completing their first semester whose GPA is below 2.00 are placed on first semester warning. Students will receive first semester warning notification

and are required to follow the guidelines set forth in the letter. For these students, first semester warning is noted permanently on their academic transcript.

- **Continuing students:** All other students whose most recent semester GPA was less than 2.00, but whose cumulative GPA is 2.00 or higher will receive an academic warning notification. Students are required to follow the guidelines set forth in the letter. For these students, academic warning is not noted on the transcript.

Academic Probation

Students are placed on academic probation if their cumulative GPA falls below 2.00. Students on academic probation must satisfactorily complete each course they attempt in the subsequent semester. Satisfactory completion means no grades of “W” (withdrawal), “I” (incomplete), “E” or “F” for the term. Students who do not satisfactorily complete each course attempted in a probationary semester are dismissed from the university. Academic probation is noted permanently on the transcript. Students who successfully complete January Term or summer term course(s) and who achieve a cumulative GPA of at least 2.00 will be considered in good academic standing. Students who complete a January Term or summer term course(s) and who achieve a term GPA of 2.00 or higher but whose cumulative GPA still remains below 2.00 must raise their cumulative GPA to at least 2.00 with their coursework in the next Fall or Spring semester.

Continued Probation

Students whose cumulative GPA remains below 2.00 after a probationary semester, but whose semester GPA for their first probationary semester is above 2.00 are granted an additional semester of probation. Students on continued probation must satisfactorily complete each course they attempt. Satisfactory completion means no grades of “W” (withdrawal), “I” (incomplete), “E” or “F” for the term. At the end of the continued probationary semester, students must have earned a cumulative GPA of at least 2.00 and must have satisfactorily completed each course or they are dismissed from the university. Continued probation is noted permanently on the transcript.

First Academic Dismissal

Students are given a first academic dismissal from the university if they fail to meet the conditions set forth in the requirements for students on academic probation or on continued probation. A notation of first academic dismissal will be made on the transcript. Students are dismissed after fall and spring semester. Students dismissed after the fall semester may remain in their January Term courses, but are withdrawn from their spring semester courses unless the committee grants reinstatement (see below). Students dismissed after the spring semester are withdrawn from all summer term courses.

If there were extraordinary circumstances that the student believes warrant consideration of an appeal, students may apply for reinstatement by petitioning the Committee for the Admission and Retention of Students (in care of the Director of Advising). If the petition is approved, students are reinstated on continued probation and must earn a semester GPA of 2.00 or better. At the end of the following semester, students must have

reached the 2.00 cumulative GPA. Students who are reinstated must also satisfactorily complete each course they attempt. Satisfactory completion means no grades of “W” (withdrawal), “I” (incomplete), “E” or “F” for the term.

Second Academic Dismissal

Students who are reinstated after the first academic dismissal must earn a semester GPA of at least 2.00 in order to be granted one additional semester of continued probation to reach the required 2.00 cumulative GPA. Students who fail to attain at least a 2.00 term GPA in the semester after reinstatement, or who fail to achieve a 2.00 cumulative GPA or higher in the second semester after reinstatement are given a second academic dismissal. These students are not allowed to petition the Committee for the Admission and Retention of Students for reinstatement.

Eligibility for Student Activities

Any regularly enrolled, full-time student (at least 12 semester hours) is eligible for participation in university activities. Limitations on a student’s activities based upon academic performance may be set by individual schools, departments or organizations. A student on academic probation is not eligible for certification in intercollegiate competitions and may be advised to curtail participation in other co-curricular activities.

Midterm Advisory Letters

In the seventh week of each fall and spring semester, instructors may choose to send warning letters to students doing work below C level (2.00) in their classes. No transcript notation is made, and academic standing is not affected.

Class Attendance

The university assumes that all registered students have freely accepted personal responsibility for regular class attendance. Course grades reflect the quality of students’ academic performance as a whole, which normally includes regular participation in the total class experience and is evaluated accordingly. Absences may lead to a reduction of a student’s final grade. In the event of unavoidable absence, students are expected to inform the instructor. Assignment of make-up work, if any, is at the discretion of the instructor.

Classifications of Students

First Year	Students who have met first-year entrance requirements
Sophomore	Students who have satisfactorily completed 30 semester hours
Junior	Students who have satisfactorily completed 60 semester hours
Seniors	Students who have satisfactorily completed 90 semester hours
Graduate	Students who have met graduate entrance requirements and have been accepted into the Division of Graduate Studies.

Non-matriculated undergraduates: Undergraduate students who are attending part-time for a maximum of nine semester hours but are not officially admitted to a degree program.

Non-matriculated graduate students: Graduate students who are attending part-time for a maximum of nine semester hours but are not officially admitted to a degree program.

Course Load

The normal course load for undergraduate students during fall and spring semesters is 13 to 17 semester hours per semester, including physical education. The minimum full-time course load is 12 semester hours. The minimum full-time load for graduate students is eight semester hours. A normal course load during for the January term is four semester hours with a maximum of five semester hours. For undergraduate students, normal course load during a summer term is four semester hours with a maximum of five semester hours.

- In order for a student to take a full-time course load, the student must be formally admitted to the university. See the Admission section of this catalog for application procedures.
- Students who wish to register for 18 or more hours in a semester are required to have at least a 3.00 grade point average or consent of the registrar.
- Students engaged in considerable outside work may be restricted to a reduced academic load.

To achieve the minimum 128 semester hours required for graduation within a four-year time frame, students must enroll in at least 32 semester hours within any given academic year.

Credit By Examination

Students are permitted, within limits, to obtain credit by examination in lieu of regular enrollment and class attendance. No more than 30 semester hours may be counted toward graduation whether from the College Level Examination Program (CLEP) or any other examination. Exceptions to this rule for certain groups of students or programs may be made, subject to recommendation by the Educational Policies Committee and approval by the faculty. Credit by examination is open to formally admitted, regular-status students only and does not count toward the residency requirement for graduation.

To receive credit by examination, students must complete a Credit By Examination Registration Form available on the display wall located across from the Student Services Center, obtain the signatures of the respective departmental dean or chair plus instructor and arrange for the examination. The completed form must be returned to the Registrar's Office by the add/drop deadline for the appropriate term.

CLEP subject examinations may be used to satisfy general university requirements as determined by the Registrar's Office.

CLEP subject examinations may be used to satisfy requirements for majors, minors or programs as determined by the various schools, divisions and departments.

CLEP general examinations are given elective credit only.

CLEP examinations are subject to recommendations by the Educational Policies Committee and approval by the faculty. Official CLEP transcripts must be submitted for evaluation of credit.

The university does not grant credit for college-level general equivalency diploma (GED) tests.

Credit Restrictions

Credit is not allowed for a mathematics or a foreign language course listed as a prerequisite if taken after a higher-level course. For example, a student who has completed Hispanic Studies 201 cannot later receive credit for Hispanic Studies 102.

Repeating Courses

An undergraduate may repeat any course two times (including withdrawals). The student's cumulative grade point average is computed using the highest of the grades earned. Credit for a course at another institution is acceptable in transfer; however, only the grade earned at PLU is computed into the student's grade point average. Credit toward graduation is allowed only once. Students should be aware that repeated courses are not covered by financial aid funding and cannot be counted towards full time status for financial aid. Students should consult the Financial Aid office before repeating any course.

Grading System

Students are graded according to the following designations:

Grade		Points per Hour	Credit Awarded
A	Excellent	4.00	Yes
A-		3.67	Yes
B+		3.33	Yes
B	Good	3.00	Yes
B-		2.67	Yes
C+		2.33	Yes
C	Satisfactory	2.00	Yes
C-		1.67	Yes
D+		1.33	Yes
D	Poor	1.00	Yes
D-		0.67	Yes
E	Fail	0.00	No

The grades listed below are not used in calculating grade point averages. No grade points are earned under these designations.

Grade	Description	Credit Awarded
P	Pass	Yes
F	Fail	No
I	Incomplete	No
IP	In Progress	No
AU	Audit	No
W	Withdrawal	No
WM	Medical Withdrawal	No
NG	No Grade Submitted	No

Pass (P) and Fail (F) grades are awarded to students who select the pass/fail option or who are enrolled in exclusive pass/fail courses. These grades do not affect a student's grade point average.

Pass/Fail Option

The pass/fail option permits students to explore subject areas outside their known abilities by experiencing courses without competing directly with students who are specializing in those areas of study. Grades of A through C- are regarded as pass; grades of D+ through E are regarded as fail. Pass/fail grades do not affect the grade point average.

- The pass/fail option is limited to eight credit hours regardless of repeats, pass or fail.
- Only one course may be taken pass/fail in fulfillment of general university or core requirements or of the College of Arts and Sciences requirement.
- The pass/fail option may not be applied to a course taken for fulfillment of a major or minor program. An exception to this is allowed for one course in the major or minor field if it was taken before the major or minor was declared.
- Students must file their intention to exercise the pass/fail option with the Student Services Center by the deadline listed in the academic calendar.
- The pass/fail option is limited to undergraduate students only.

Exclusive Pass/Fail Courses

Some courses only award pass/fail grades. The goals of these courses are typically concerned with appreciation, value commitment, or creative achievement. Exclusive pass/fail courses do not meet major or university requirements without faculty approval. If a student takes an exclusive pass/fail course, the student's individual pass/fail option is not affected.

Grade Changes

Faculty may not change a grade once it has been recorded in the registrar's records unless an error was made in assigning the original grade. The error must be reported to the Registrar by the end of the following long term after which it was entered (by the Spring grade submission deadline for Fall and January, and by the Fall grade deadline for Spring and Summer). Any grade change requested after the designated date must be approved by the respective Department Chair and Dean. The Grade Change policy does not apply to "I" or "IP" grades, which are subject to separate policies.

Incomplete Grades

Incomplete (I) grades indicate that students did not complete their work because of circumstances beyond their control. An Incomplete Contract is required and must be signed by the student and the instructor. To receive credit, all work must be completed and a passing grade recorded. Incompletes from Spring and Summer terms are due six weeks into the Fall Semester. Fall and J-Term incompletes are due six weeks into the Spring Semester. The earned grade is recorded immediately following the I designation (for example IB) and remains on the student record. Incomplete grades that are not completed are changed to the default grade assigned by the instructor on the Incomplete Contract. If an Incomplete Contract was not submitted or a default grade not indicated, the incomplete grade will be defaulted to an E or F grade upon expiration of the time limit for submitting grades for an incomplete from that term. An incomplete does not entitle a student to attend the class again without re-enrollment and payment of tuition.

In Progress

In Progress (IP) grade signifies progress in a course that normally runs more than one term to completion. In Progress carries no credit until replaced by a permanent grade. A permanent grade must be submitted to the registrar within one year of the original IP grade submission. Any IP grade that is not converted to a permanent grade within one year will automatically convert to an Incomplete (I) and will then be subject to the policy governing Incomplete grades.

Medical Withdrawal

Medical Withdrawal is entered when a course is not completed due to medical cause. A medical withdrawal does not affect a student's grade point average. See Medical Withdrawal Policy on page 29.

No Grade

A temporary grade entered by the Registrar's Office when no grade has been submitted by the faculty member by the established deadline.

Second Bachelor's Degree Earned Simultaneously

A student may earn two baccalaureate degrees at the same time. For a second bachelor's degree awarded simultaneously, requirements for both degrees, in addition to GURs must be completed prior to any degree being awarded. A minimum of 16 semester hours must be earned in the second degree that are separate from hours applied to the first degree. At least eight of the 16 semester hours that are earned for the second degree must be upper division hours. Students must complete all GURs required for each degree. (For example, a student earning a B.A. and B.F.A. must complete the College of Arts & Sciences language requirement. Though it is not required of the B.F.A., it is a requirement for a B.A.). Students must consult with advisers from both departments in regards to meeting the specific requirements for each major. Students cannot be awarded two degrees within the same discipline. (Example: B.A. and B.S. in Psychology).

Second Bachelor's Degree Earned by Returning Students

Students cannot return to have additional majors or minors posted to their records once they graduate unless they complete an entirely new degree. Students who return to PLU to earn a second bachelor's degree after earning a first bachelor's degree or those who earned their first degree at another institution must meet the following requirements:

- Apply for admission through the Office of Admission and acceptance under the current catalog.
- Earn a minimum of 32 new semester hours that apply to the degree.
- If the previous degree was earned at PLU, require the completion of any new GURs.
- If the previous degree was earned at another institution, require the completion of all GURs not met via a course-by-course evaluation of previous transcripts.

- Second bachelor's degrees will not be awarded for a discipline in which the student has already received a major or degree. (Example: B.S. in Chemistry when the student already has a B.A. in Chemistry).

Determining Degree Requirements.

Students must meet the university's General Education requirements as they are stated in the catalog that is current for the semester in which they matriculate at PLU. Students must meet the major and minor requirements as they are stated in the catalog that is current for the semester in which they are accepted into the program, i.e., the semester they have submitted an Academic Program Contract (APC) which has been signed by the department chair or dean of the school, as appropriate, showing admission into the major or minor.

Time Limits

Students are expected to meet all requirements for the undergraduate degree within a six-year period. Students who remain at PLU for longer than six years must meet the requirements of the most current PLU catalog in order to earn a degree. Students who are readmitted to the university must meet the requirements of the current PLU catalog to earn a degree.

Transfer of Credit from Other Colleges/Universities

The Registrar's Office evaluates all transfer records and provides advising materials designed to assist students in the completion of university requirements. Undergraduate students who attend other regionally-accredited colleges or universities may have credits transferred to Pacific Lutheran University according to the following policies and procedures.

- An official transcript is required for any course to be transferred to PLU. It is the responsibility of the student to obtain all needed documentation from the other college or university. Transcripts become the property of the university and will not be returned to the student, photocopied for the student, or forwarded to another site. Official transcripts are documents that have appropriate certification (seal/signature) from the other college/university and have been submitted in an official manner (normally sealed by the institution and submitted directly from the institution). Official transcripts are required from all colleges/universities attended.
- Courses completed with a grade of C- or higher at regionally accredited colleges or universities normally will be accepted for credit as passing grades. Transfer courses are not calculated into the PLU grade point average. Courses from all other colleges/universities are subject to course-to-course evaluation by the Registrar's Office. Not all courses offered by other colleges and universities are transferable to PLU. Guidance is available through the Transfer Equivalency Guides for community colleges available on-line.
- A student may transfer a maximum of 96 semester hours. Of these, the maximum transferable from a two-year school is 64 semester hours. Credits from quarter-hour colleges or universities transfer on a two-thirds equivalency basis. (For example, a five quarter hour course transfers as 3.33 semester hours).

- Philosophy, religion, literature or language courses taken through correspondence, online, and independent studies are not accepted to fulfill the general university requirements Literature, Philosophy, Religion, or Languages and Literatures. Once a student has matriculated at PLU, departmental approval is required for a course to transfer in to meet general university requirements in Literature, Philosophy, Religion, or Languages.
- Transfer courses must be a minimum of three semester hours to fulfill a PLU four-hour general university requirement. Transfer courses to fulfill any other semester hour general university requirement (for example, Physical Education course) must be a minimum of two-thirds of the PLU hour requirement.
- All two-year and community college courses transfer as lower-division credit regardless of upper-division equivalency.
- The final 32 semester hours of a student's program must be completed in residence at PLU. No transfer credit may be applied during a student's final 32 hours in a degree program.
- The Pacific Lutheran University grade point average reflects only PLU work. A student's grade point average cannot be improved by repeating a course elsewhere.
- Credits from unaccredited schools or non-traditional programs are subject to review by the appropriate academic departments and the Registrar's Office and are not normally transferable to PLU.

Students are also subject to any school/division/department policies concerning transfer of courses. Exceptions to academic policies are based on submitted documentation and rationale and are approved by the appropriate officials as indicated on the Exception to Academic Policy form.

Graduation

Students expecting to fulfill degree requirements within the academic year (including August) are required to file an application for graduation with the Registrar's Office by the following dates:

<u><i>Degree Completion</i></u>	<u><i>Bachelor's and Master's Deadline</i></u>
December 2009	May 1, 2009
January 2010	May 1, 2009
May 2010	December 1, 2009
August 2010	December 1, 2009
December 2010	May 3, 2010
January 2011	May 3, 2010

All courses must be completed, final grades recorded and university requirements fulfilled in order for a degree to be awarded.

There are four degree award dates (August, December, January, and May). Degrees are formally conferred at Fall and Spring commencements. Students with a January degree date participate in the Fall commencement. Students with an August degree date participate in the Spring commencement. The actual term of degree completion recorded is the graduation date on the permanent records.

Students who plan to transfer back to Pacific Lutheran University for a degree must apply for graduation before or during the first semester of their junior year so that deficiencies may be met before they leave campus.

Graduation Honors

Degrees with honors of *cum laude*, *magna cum laude*, and *summa cum laude* are granted. A student must earn a cumulative grade point average of 3.50 for cum laude, 3.75 for magna cum laude, and 3.90 for summa cum laude. (Applicable to undergraduate level only.)

Graduation honors are determined by the cumulative grade point average of all PLU coursework (defined as courses taught by PLU faculty for PLU). Students must complete a minimum of 64 semester hours at PLU to be eligible for graduation honors. Study Away courses at a PLU-approved program count towards the 64-hour minimum, but do not count towards graduation honors unless the courses are taught by PLU faculty. Term honors will be determined on the same basis as graduation honors.

Dean's List

A Dean's List is created at the end of Fall and Spring semesters. To be eligible, a student must have attained a semester grade point average of 3.50 with a minimum of 12-graded semester hours. (Applicable to undergraduate level only.)

Honor Societies

Areté Society: Election to the Arété Society is a special recognition of a student's commitment to the liberal arts together with a record of high achievement in relevant coursework. The society was organized in 1969 by Phi Beta Kappa members of the faculty to encourage and recognize excellent scholarship in the liberal arts. Student members are elected by the faculty fellows of the society each spring. Both juniors and seniors are eligible; however, the qualifications for election as a junior are more stringent. Students must have:

- attained a high grade point average (for seniors, normally above 3.70; for juniors, normally above 3.90);
- completed 110 credit hours in liberal studies;
- demonstrated the equivalent of two years of college work in foreign language;
- completed one year of college mathematics (including statistics or computer science) or four years of college preparatory mathematics in high school; and one college mathematics course; and
- completed a minimum of three semesters in residence at the university.

The university also has chapters of a number of national honor societies in the disciplines, including the following:

Alpha Kappa Delta (Sociology)
Alpha Psi Omega (Theatre)
Beta Alpha Psi (Accounting)
Beta Gamma Sigma (Business)
Lambda Pi Eta (Communication)
Mu Phi Epsilon (Music)
Phi Alpha (Social Work)

Pi Kappa Delta (Forensics)
Psi Chi (Psychology)
Omicron Delta Epsilon (Economics)
Sigma Theta Tau International (Nursing)
Sigma Xi (Scientific Research)

Non-Credit Informal Study

To encourage liberal learning of all kinds, above and beyond enrollment in courses leading toward formal degrees, the university offers a variety of opportunities for informal study:

Guest of University Status

Any professional persons who wish to use university facilities for independent study may apply to the provost for cards designating them as guests of the university.

Auditing Courses

To audit a course requires the permission of the instructor and enrollment is on a non-credit basis. An auditor is not held accountable for examinations or other written work and does not receive a grade. If the instructor approves, the course grade will be entered on the transcript as audit (AU). Auditing a class is the same price as regular tuition.

Visiting Classes

Members of the academic community are encouraged to visit classes that interest them. No fee is charged for the privilege. Doing so requires the permission of the instructor.

Registration Procedures

Students register by using Banner Web, an online registration system. In addition to registering, Banner Web also offers students the ability to add or drop a class, check their schedules, and access final grades. Banner Web may be accessed through the PLU home page (www.plu.edu). Students may contact the Student Services Center with registration questions.

- Students are not officially enrolled until their registration has been cleared by the Student Accounts Office.
- Students are responsible for selecting their courses
- Advisors are available to assist with planning and to make suggestions.
- Students should be thoroughly acquainted with all registration materials, including the current catalog and class schedule.
- Students are responsible for knowing the requirements of all academic programs in which they may eventually declare a major.

Adding or Dropping a Course

All add or drop activity must be completed by the listed add/drop deadline for the specific term or semester. Please refer to the Class Schedule or go online at www.plu.edu/~regi for the most current information. Students may add a course without an instructor signature only during the first five business days of a full or half semester-length class. A student may drop a course without an instructor's signature only during the first ten business days of a full semester-length class or of a half

semester-length class. In most cases, adding and dropping can be accomplished using Banner Web. See the January Term and summer schedules for the add/drop periods for those terms. Any registration changes may result in additional tuition charges and fees and may also affect the student's financial aid (if applicable). A \$50 late registration fee is charged for any registration changes after the printed deadline dates.

Early Registration for Returning Students

Returning students will receive registration time appointments to register for summer/fall terms and for January and spring terms. Registration dates are determined by the number of hours, including transfer hours, completed by the student. Students may register for each new term or summer session on or after the designated date.

Early Registration Program for Entering Students

Early registration for entering students occurs during June or January, depending on whether students begin in the fall or spring semester. Early registration is conducted by the Advising Office. Registration materials are sent to all accepted entering students well in advance of their arrival on campus for their first semester.

Most students meet in person with a registration counselor as they register for courses. Students may also register by phone.

Withdrawal from a Course

Official Withdrawal

A student may withdraw from a class with an instructor's signature after the add/drop deadline and before the withdrawal deadline published on the calendar page of the specific term Class Schedule. Tuition is not refunded, a \$50 late registration fee is charged and any additional tuition will be charged for adding any other classes. A grade of "W" is recorded on the student's academic transcript.

If a student is enrolled in a class, has never attended and did not drop the course before the published deadline, tuition will be charged to the student's account, unless the instructor's signature has been obtained. If the student obtains the instructor's signature, tuition is not charged, but a \$50 late registration fee is assessed.

The add/drop form may be obtained from the Student Services Center, filled in, instructor signature obtained, and returned to the Student Services Center by the appropriate dates that impact fee assessment. The add/drop form may also be found online at www.plu.edu/~regi.

Withdrawal from the University

Withdrawal from the term

Students are entitled to withdraw honorably from the university if their record is satisfactory and all financial obligations are satisfied. Students must complete and sign the "Notification of Student Withdrawal" form in the Student Services Center. Partial tuition refunds may be available depending on when the student withdraws. Refer to the Tuition and Fees section of this

catalog for more information. Grades of "W" will appear on the student's transcript for the term.

Withdrawal from a future term

Students are required to notify PLU if they do not plan to return for the following term. Students are entitled to withdraw honorably from the university if their record is satisfactory and all financial obligations are satisfied. Students must complete and sign the "Notification of Student Withdrawal" form in the Student Services Center.

Medical Withdrawal

Students may also petition to withdraw completely from the university for a term for medical reasons. The student must complete a Medical Withdrawal Petition, provide written evidence from a physician and a personal explanation to the Vice President for Student Life. This must be completed in a timely manner and in no case later than the last day of a class in any given term. If granted, the grade of "WM" will appear on the student's transcript. Physician clearance is required prior to re-enrollment. See page 131 for further information.

For more information contact Student Life, 105 Hauge Administration Building, 253.535.7191 or slif@plu.edu.





Program and Curriculum Information

Academic Structure

College of Arts and Sciences

Division of Humanities

English
Languages and Literatures
Philosophy
Religion

Division of Natural Sciences

Biology
Chemistry
Computer Science and Computer Engineering
Geosciences
Mathematics
Physics

Division of Social Sciences

Anthropology
Economics
History
Marriage and Family Therapy
Political Science
Psychology
Sociology and Social Work

School of Arts and Communication

Art
Communication and Theatre
Music

School of Business

School of Education and Movement Studies

Instructional Development and Leadership
Movement Studies and Wellness Education

School of Nursing

Interdisciplinary Programs

Chinese Studies
Environmental Studies
Global Studies (Complementary Major)
Legal Studies
Publishing and Printing Arts
Scandinavian Area Studies
Women's and Gender Studies (Complementary Major)

Other Academic Programs

Information and Technology
International Honors Program
Military Science
Wang Center for Global Education (Study Away)

Degrees

Bachelor's Degrees

Bachelor of Arts (B.A.)
Bachelor of Arts in Communication (B.A.C.)
Bachelor of Arts in Education (B.A.E.)
Bachelor of Arts in Physical Education (B.A.P.E.)
Bachelor of Business Administration (B.B.A.)
Bachelor of Fine Arts (B.F.A.)
Bachelor of Music (B.M.)
Bachelor of Musical Arts (B.M.A.)
Bachelor of Music Education (B.M.E.)
Bachelor of Science (B.S.)
Bachelor of Science in Nursing (B.S.N.)
Bachelor of Science in Physical Education (B.S.P.E.)

Master's Degrees

Master of Arts in Education (M.A.E.)
Master of Arts (M.A.)
Master of Business Administration (M.B.A.)
Master of Fine Arts (M.F.A.)
Master of Science in Nursing (M.S.N.)
Dual Degrees: M.S.N./M.B.A.

Majors (Undergraduates)

with applicable concentrations

Anthropology (B.A.)

Art (B.A., B.F.A.)

Concentrations (B.A.)

Studio Art

Art History

Concentrations (B.F.A.)

Two-Dimensional Media

Three-Dimensional Media

Design

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

Business Administration (B.B.A.)

Concentrations: Finance

Individualized

Management and Human Resources

Marketing

Professional Accounting

Chemistry (B.A., B.S.)

Areas (B.S.):

General

Biochemistry Emphasis

Chemistry-Physics Emphasis

Chinese Studies (Interdisciplinary B.A.)

Classical Languages (Interdepartmental B.A.)

Classical Studies (Interdepartmental B.A.)

Communication (B.A.C.)

*Concentrations: Conflict and Global Peacebuilding
Journalism
Public Relations/Advertising*

Communication Studies (B.A.)

Computer Engineering (B.S.)

Computer Science (B.A., B.S.)

Economics (B.A.)

*Concentrations: Domestic Economic Analysis
International Economic Analysis
Mathematical Economics
The Modern Economic Enterprise*

Education, Dual Elementary/Special Education (B.A.E.)

Education, Elementary (B.A.E.)

Education, Secondary (B.A.E.)

Teaching Endorsements:

<i>Art - Visual Arts</i>	<i>Middle-Level: Humanities, Mathematics, and Science</i>
<i>Biology</i>	<i>Music</i>
<i>Chemistry</i>	<i>Physics</i>
<i>Earth and Space Science</i>	<i>Reading</i>
<i>English Language Arts</i>	<i>Science</i>
<i>English Language Learners (ELL)</i>	<i>Social Studies</i>
<i>Health and Fitness</i>	<i>Special Education</i>
<i>History</i>	<i>Theatre Arts</i>
<i>Mathematics</i>	<i>World Languages</i>

Engineering Dual-Degree: (Physics B.A.; Chemistry B.A.)

English (B.A.)

*Emphases: Literature
Writing*

Environmental Studies (Interdisciplinary B.A.)

French (B.A.)

Geosciences (B.A., B.S.)

German (B.A.)

Global Studies (Interdisciplinary B.A.)

*Concentrations: Development and Social Justice
Responses to International Violence and
Conflict
World Health
Globalization and Trade
Transnational Movements and Cultural
Diversity*

Hispanic Studies (B.A.)

History (B.A.)

Individualized Major (B.A.)

Mathematics (B.A., B.S.)

Mathematics Education (B.S.)

Mathematics, Financial (B.S.)

Music (B.A., B.M., B.M.A., B.M.E.)

*Concentrations (B.M.):
Composition
Instrumental
Organ
Piano
Voice*

*Concentrations (B.M.E.):
K-12 Choral
K-12 Instrumental (Band)
K-12 Instrumental (Orchestra)*

Norwegian (B.A.)

Nursing (B.S.N)

Philosophy (B.A.)

Physical Education (B.A.P.E., B.A.P.E./Cert, B.S.P.E.)

*Concentrations (B.S.P.E.)
Exercise Science
Health and Fitness Management
Pre-Athletic Training
Pre-Physical Therapy*

Physics (B.A., B.S.)

Physics, Applied (B.S.)

Political Science (B.A.)

Psychology (B.A., B.S.)

Religion (B.A.)

Scandinavian Area Studies (Interdisciplinary B.A.)

Social Work (B.A.)

Sociology (B.A.)

*Concentrations: Family/Gender
Crime/Deviance*

Theatre (B.A., B.F.A.)

*Concentrations: Acting/Directing Emphasis
Design/Technical Emphasis*

Women's and Gender Studies (Interdisciplinary B.A.)

Minors

Anthropology

Art

*Minors: Art History
Studio Art (for non-majors only)
Publishing and Printing Arts*

Biology

Business Administration

Chemistry

Chinese (Language)

Chinese Studies (Interdisciplinary)

Classical Studies

Communication and Theatre
*Minors: Communication
 Dance Performance
 Publishing and Printing Arts
 Theatre*

Computer Science & Computer Engineering
*Minors: Computer Science
 Electrical Engineering
 Information Science*

Economics

English
*Minors: Literature
 Writing
 Publishing and Printing Arts*

Environmental Studies (Interdisciplinary)

French

Geosciences

German

Global Studies (Interdisciplinary)

Greek

Hispanic Studies

History

Latin

Legal Studies (Interdisciplinary)

Mathematics
*Minors: Actuarial Science
 Mathematics
 Statistics*

Movement Studies and Wellness Education
*Minors: Coaching
 Fitness and Wellness Education
 Personal Training
 Sport Psychology
 Sport and Recreation Management*

Music
*Minors: Generalized
 Specialized
 Specialized, Jazz*

Norwegian

Nursing
Minor: Health Services

Philosophy

Physics

Political Science

*Minors: Conflict Resolution
 Legal Studies
 Political Science
 Public Affairs*

Psychology

Publishing and Printing Arts (Interdisciplinary)

Religion

Sociology

Social Work

Women's and Gender Studies

Master's Degrees

Business Administration (M.B.A.)
*Emphases: Health Care Management
 Entrepreneurship and Closely-Held
 Enterprises
 Technology and Innovation Management*
*Certificates: Post M.B.A. Technology and Innovation
 Management*

Education (M.A.E.)
*Emphases: Residency Certificate
 Principal Certificate Instructional
 Leadership*

Humanities (M.F.A.)
Emphasis: Creative Writing

Marriage and Family Therapy (M.A.)

Nursing (M.S.N.)
*Concentrations: Care and Outcomes Manager
 Family Nurse Practitioner*

Dual M.S.N./M.B.A.

*See Graduate Studies section for other information on the
 Master Degree Programs on page 133.*

Course Numberings

100-299 Lower-Division Courses: Open to first-year students and sophomores unless otherwise restricted.

300-499 Upper-Division Courses: Generally open to juniors and seniors unless otherwise specified. Also open to graduate students, and may be considered part of a graduate program provided they are not specific requirements in preparation for graduate study.

500-599 Graduate Courses: Normally open to graduate students only. If, during the last semester of the senior year, a candidate for a baccalaureate degree finds it possible to complete all degree requirements with a registration of fewer than 16 semester hours of undergraduate credit, registration for graduate credit is permissible. However, the total registration for undergraduate requirements and elective graduate credit shall not exceed 16 semester hours during the semester. A memorandum stating that all baccalaureate requirements are being met during the current semester must be signed by the appropriate department chair or school dean and presented to

the dean of graduate studies at the time of such registration. This registration does not apply toward a higher degree unless it is later approved by the student's advisor and/or advisory committee.

900-999 Continuing Education Courses: Courses reserved for continuing education classes.

Note: Lower-division students may enroll in upper-division courses if prerequisites have been met.

Course Offerings

Most listed courses are offered every year. A system of alternating upper-division courses is practiced in some departments, thereby assuring a broader curriculum. The university reserves the right to modify specific course requirements, to discontinue classes in which the registration is regarded as insufficient, and to withdraw courses as well as clinical placements, preceptorships, and rotations. Most courses have a value of four semester hours. Parenthetical numbers immediately after the course description or title indicates the number of semester hour credit given.

Other PLU-wide Course Numbers

When academic units choose to use the following types of courses, they do so under these specific headings and numbers. Departments that offer any of the listed courses below must do so in compliance with the Educational Policies Committee approved course titles and numbers.

Independent Study

291 - Directed Studies (1 to 4 semester hours): To provide individual undergraduate students with introductory study not available in the regular curriculum. The title will be listed on the student term-based record as DS: followed by the specific title designated by the student.

491 - Independent Study (1 to 4 semester hours): To provide individual undergraduate students with advanced study not available in the regular curriculum. The title will be listed on the student term-based record as IS: followed by the specific title designated by the student.

591 - Independent Study (1 to 4 semester hours): To provide individual graduate students graduate-level study not available in the regular curriculum. The title will be listed on the student term-based record as IS: followed by the specific title designated by the student.

598 - Non-thesis Research Project (1 to 4 semester hours): To provide graduate students with graduate-level non-thesis research opportunities. The title will be listed on the student term-based record as Project: followed by the specific title designated by the student.

599 - Thesis (1 to 4 semester hours): To permit graduate students to demonstrate their ability to do independent research. The title will be listed on the student term-based record as Thesis: followed by the specific title designated by the student.

Internships

495 - Internship (1 to 12 semester hours): to permit undergraduate students to relate theory and practice in a work situation. The title will be listed on the student term-based record as Intern: followed by the specific title designated by the instructor in consultation with the student.

595 - Internship (1 to 12 semester hours): to permit graduate students to relate theory and practice in a work situation. The title will be listed on the student term-based record as Intern: followed by the specific title designated by the instructor in consultation with the student.

Senior Seminar General University Requirement

499 - Capstone (1 to 4 semester hours): to enable senior students in an academic unit to share their work and receive group criticism. the title will be listed on student term-based records as Capstone and may be followed by a specific title designated by the academic unit.

Special Topics

287, 288, 289 (1 to 4 semester hours): to provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit.

387, 388, 389 (1 to 4 semester hours): to provide undergraduate students with new, one-time and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit.

487, 488, 489 (1 to 4 semester hours): to provide undergraduate students with new, one-time and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit.

587, 588, 589 (1 to 4 semester hours): to provide graduate students with new, one-time and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit.

Study Away Designators

250SA - for courses taken off campus through the Wang Center Programs, not taught by PLU faculty, and transferred back to PLU as a lower-division credit.

350SA - for courses taken off campus through the Wang Center Programs, not taught by PLU faculty, and transferred back to PLU as a upper-division credit.





Curriculum Information

Academic Internship/ Cooperative Education

253.535.7324

www.plu.edu/intern/
intern@plu.edu

Academic Internship/Cooperative Education courses are unique opportunities for “hands-on” job experience with directed academic learning. Through internships students weave opportunities for working and learning together. The program features systematic cooperation between the university and an extensive number of employers in the Puget Sound community, though a student may participate in an academic internship experience anywhere in the country.

Students gain an appreciation of the relationship between theory and application, and may learn first hand about new developments in a particular field. An Academic Internship experience enables students to become aware of the changing dimensions of work. It is a key component in PLU’s fabric of investigative learning.

Faculty: Herbert-Hill, *Director*

TWO MODELS: An academic internship accommodates both part-time and full-time work schedules. Part-time work allows students to take on-campus courses concurrently. A full-time work experience requires students to dedicate the entire term to their co-op employment. In most cases, students will follow one or the other, but some departments or schools may develop sequences that combine both full-time and part-time work options.

THE PROCESS FOR STUDENTS: To be eligible for admission into an Academic Internship or Co-op course, a student must have completed 28 semester hours or 12 semester hours for transfer students and be in good standing.

Students who wish to enroll in an Academic Internship must contact their department faculty or the Director of the Co-op Program to determine eligibility, terms for placement, areas of interest, academic requirements, and kinds of positions available.

Students are responsible for completing a Learning Agreement including learning objectives, related activities, and academic documentation of learning during their Academic Internship

experience. Each student must arrange for academic supervision from a faculty sponsor. Faculty are responsible for insuring that the work experience provides appropriate learning opportunities, for helping to establish the learning agreement, and for determining a grade.

Documentation of learning is established with a “Learning Agreement” and usually includes completing academic assignments and projects and periodic contact with the faculty sponsor. Learning is guided by an on-site supervisor who acts as a professional role model and mentor. The Learning Agreement, developed by each student with the assistance of a faculty sponsor, lists learning objectives, a description of how those objectives will be accomplished, and how the student will document what they have learned. The Learning Agreement is signed by the student, the faculty sponsor, the program director, and the work supervisor, each of whom receives a copy. Contact (personal, phone, electronic, etc.) between the faculty sponsor and the student must be sufficient to allow the sponsor to serve as a resource and provide academic supervision. Site visits may be made by the faculty sponsor or the Co-op program director in agreement with the faculty sponsor.

Employers are responsible to: (1) provide opportunities for students to achieve their learning objectives within the limits of their work settings; (2) help students develop skills related to the contextual aspects of the work world (such as relationships with co-workers); and (3) facilitate students’ integration into their work setting so that their employment proves valuable and productive.

Students are required to register for at least one semester hour after accepting an Academic Internship position. Throughout an undergraduate academic career a student may receive a maximum of 16 semester hours of credit through the Academic Internship/Co-op courses.

To view AICE/COOP course list, see the PLU Directory of Approved Courses beginning on page 149.



Anthropology

253.535.7595

www.plu.edu/anthropology

anthro@plu.edu

Anthropology as a discipline tries to bring all of the world's people into human focus. Though anthropology does look at "stones and bones," it also examines the politics, medicines, families, arts, and religions of peoples and cultures in various places and times. This makes the study of anthropology a complex task, for it involves aspects of many disciplines, from geology and biology to art and psychology.

Anthropology is composed of four fields. Cultural or social anthropology studies living human cultures in order to create a cross-cultural understanding of human behavior. Archaeology has the same goal, but uses data from the physical remains of the past cultures to reach it. Linguistic anthropology studies human language. Biological anthropology studies the emergence and subsequent biological adaptations of humanity as a species.

Faculty: Klein, *Chair*; Andrews, Brusco, Guldin, Huelsbeck, Nosaka, Thomson.

BACHELOR OF ARTS MAJOR

36 semester hours

Required: ANTH 102, 103, 480, 499.

Choose: ANTH 101 or 104; four semester hours from 330–345 (peoples courses); four semester hours from ANTH 350–465 (topics courses); eight additional hours in anthropology, at least four of which must be above ANTH 321.

MINOR: 20 semester hours.

Required: ANTH 102.

Choose: ANTH 101 or 103 or 104; four semester hours from courses listed ANTH 330–345; four semester hours from ANTH 350–499; and four additional semester hours in anthropology.

DEPARTMENTAL HONORS

In recognition of outstanding work, the designation with Departmental Honors may be granted by vote of the anthropology faculty based on the student's performance in the following areas:

- Anthropology course work requires minimum 3.50 GPA.
- Demonstration of active interest in anthropological projects and activities outside of class work.
- Completion of a senior thesis. A paper describing independent research must be conducted under the supervision of departmental faculty. A proposal must be approved by the faculty by the third week of class of the fall semester for May and August graduates, and the third week of class of the spring semester for December and January graduates.

The departmental honors designation will appear on the transcript of a student graduating with an anthropology major.

To view Anthropology (ANTH) courses, see the PLU Directory of Approved Courses beginning on page 149.

Art

253.535.7573

www.plu.edu/~artd

soac@plu.edu

In this time of rapidly changing concepts and an almost daily emergence of new media, emphasis must be placed on a variety of experiences and creative flexibility for the artist and the designer. Students with professional concerns must be prepared to meet the modern world with both technical skills and the capacity for innovation. The department's program therefore stresses individualized development in the use of mind and hand.

Students may choose among a generalized program leading to a Bachelor of Arts degree; a specific specialized program for the Bachelor of Fine Arts, in which each candidate develops some area of competence; or a degree program in art education for teaching on several levels.

Some students go directly from the university into their field of interest. Others find it desirable and appropriate to attend a graduate school. Many alumni have been accepted into prestigious graduate programs, both in this country and abroad.

The various fields of art are competitive and demanding in terms of commitment and effort. Nonetheless, there is always a place for those who are extremely skillful or highly imaginative or, ideally, both. The department's program stresses both, attempting to help each student reach that ideal. Instructional resources, when coupled with dedicated and energetic students, have resulted in an unusually high percentage of graduates being able to satisfy their vocational objectives.

Faculty: Avila, *Chair*; Ebbinga, Geller, Hallam, Mathews, Stasinos; assisted by Cornwall, Sobeck.

Majors are urged to follow course sequences closely. It is recommended that students interested in majoring in art declare their major early to ensure proper advising. Transfer students' status shall be determined at their time of entrance. The department reserves the right to retain, exhibit, and reproduce student work submitted for credit in any of its courses or programs, including the senior exhibition. A use or materials fee is required in certain courses.

BACHELOR OF ARTS MAJOR

38 semester hours

- ARTD 116 or courses in teaching methods may not be applied to the major.
- A maximum of 44 semester hours in Art courses may be applied toward the degree.
- Candidates for the bachelor of arts degree are enrolled in the College of Arts and Sciences and must meet the College of Arts and Sciences requirements.
- A concentration is required in either Studio Art or Art History to receive a B.A. in Art.

Required Art Major Courses**Ten semester hours**

ARTD 180: Art History of Western Art I (4)
 ARTD 181: History of Western Art II (4)
 SOAC 499: Capstone (2)

Studio Art Concentration**28 semester hours**

ARTD 160: Drawing (4)
 ARTD 250: Sculpture I (4)
 ARTD 230: Ceramics I (4) **or** ARTD 350: Sculpture II (4)
 ARTD 365: Painting I (4)
 ARTD 370: Printmaking I (4)
 ARTD 380: Modern Art (4)

Electives: Four semester hours selected from ARTD.

Art History Concentration**28 semester hours**

ARTD 280: Art Methodology and Theory (4)

Eight semester hours of Studio Art from:

ARTD 160, 196, 226, 230, 250, 260, 296, 326, 330, 350,
 360, 365, 370, 396, 426, 430, 465, or 470.

Electives (16 semester hours) from:

ARTD 380: Modern Art (4)
 ARTD 381: Contemporary Art (4)
 ARTD 382: Art of 19th Century Europe (4)
 ARTD 390: Studies in Art History (4)
 ARTD 480: American Art to 1900 (4)
 ARTD 481: Approaches to Art Criticism (4)
 ARTD 482: Art Exhibition Politics (4)
 ARTD 490: Gender and Art (4)

BACHELOR OF FINE ARTS**60 semester hours minimum, including:**

ARTD 160; 226; either 230 or 250
 The Art History Sequence (180, 181, 380)
 Eight additional semester hours in two-dimensional media
 Eight additional hours in three-dimensional media
 Four semester hours in Art History or theory (ARTD 390, or
 as approved by the department faculty)
 Requirements and electives in area of emphasis; and ARTD
 499 (Capstone: Senior Exhibition)
 Students in the B.F.A. degree program are not subject to the
 College of Arts and Sciences requirement.

Candidates who are enrolled in the School of Arts and
 Communication (SOAC) must satisfy general education
 program elements or the International Honors Program.

CONCENTRATIONS FOR BACHELOR OF FINE ARTS

Courses listed below with (R) under each concentration area
 may be repeated.

• **Two-Dimensional Media Concentration**
Areas of Emphasis

A minimum of three courses required in one area.

Students may apply Independent Study courses ARTD 491:
 Special Projects and ARTD 498: Studio Projects to either the

Two- or Three-Dimensional Media concentrations on a case-
 by-case basis subject to approval by the department chair.

Drawing/Painting:

ARTD 160; Drawing
 ARTD 260: Intermediate Drawing
 ARTD 360: Life Drawing (R)
 ARTD 365: Painting I
 ARTD 465: Painting II (R)

Printmaking:

ARTD 370: Printmaking I
 ARTD 470: Printmaking II (R)

Film Arts: Drawing/Painting:

ARTD 226: Black and White Photography
 ARTD 326: Color Photography
 ARTD 426: Digital Photography

Independent Study (may be applied to any area):

ARTD 491: Special Projects (R)
 ARTD 498: Studio Projects (R)
 (R)—may be repeated for credit

• **Three-Dimensional Media Concentration**

Areas of Emphasis:**A minimum of three courses required in one area.**

Students may apply Independent Study courses ARTD 491:
 Special Projects and ARTD 498: Studio Projects to either the
 Two- or Three Dimensional Media concentrations on a case-
 by-case basis subject to approval by the department chair.

Ceramics:

ARTD 230: Ceramics I
 ARTD 330: Ceramics II
 ARTD 430: Ceramics III (R)

Sculpture:

ARTD 250: Sculpture I
 ARTD 350: Sculpture II (R)

Independent Study (may be applied to any area):

ARTD 491: Special Projects (R)
 ARTD 498: Studio Projects (R)
 (R)—may be repeated for credit

• **Design Concentration**

Required basic sequence:

ARTD 196: Design I: Fundamentals
 ARTD 296: Design II: Concepts
 ARTD 396: Design: Graphics I

Elective courses:

ARTD 398: Drawing: Illustration (R)
 ARTD 492: Design: Workshop
 ARTD 496: Design: Graphics II
 (R)—may be repeated for credit

BACHELOR OF ARTS IN EDUCATION

See Department of Instructional Development and Leadership

MINORS

Students pursuing a B.F.A. or B.A. in Art may minor in Art
 History, but not Studio Art, which is reserved for non-majors.

Studio Art

20 semester hours, including:

- ARTD 380
- Four semester hours in two-dimensional media
- Four semester hours in three-dimensional media
- Eight semester hours of studio art electives drawn from upper-division courses.
- Courses in teaching methods (ARTD 341 and ARTD 440) may not be applied to the minor.

Art History

24 semester hours, including:

- ARTD 180 and ARTD 181
- 12 semester hours in art history/theory electives
- Four semester hours in studio electives
- Non-concentration courses (ARTD 116), practical design courses (ARTD 196, 296, 396, 398, 492, 496), and courses in teaching methods (ARTD 341, 440) may not be applied to the minor.

Publishing and Printing Arts

24 semester hours

The Publishing and Printing Arts minor is cross-listed with the Department of English. See the description of that minor under Publishing and Printing Arts.

Studio courses

- 160, 196, 226, 230, 250, 260, 296, 326, 330, 350, 360, 365, 370, 396, 426, 430, 465, 470, 491, 492, 496, 498

History and Theory courses

- 180, 181, 280, 380, 381, 382, 390, 480, 481, 482, 490

To view Art (ARTD) courses, see the PLU Directory of Approved Courses beginning on page 152.

Arts and Communication, School of

253.535.7150
www.plu.edu/~soac
soac@plu.edu

The School of Arts and Communication is a community of artists and scholars—students, faculty, and staff—dedicated to the fulfillment of the human spirit through creative expression and careful scholarship. The School of Arts and Communication offers professional education to artists and communicators within the framework of a liberal arts education. The school encourages all of its members to pursue their artistic and scholarly work in an environment that challenges complacency, nurtures personal growth, and maintains a strong culture of collegial integrity.

Members of the School of Arts and Communication strive to create art and scholarship that acknowledges the past, defines the present, and anticipates the future. Art, communication, music, and theatre are mediums of understanding and change that reward those who participate in them, whether as artist, scholar, learner, or audience. Performances by students, faculty, and guests of the school enhance the cultural prosperity shared

by Pacific Lutheran University and its surrounding environs. The school promotes venues for collaboration between artists and scholars, among artistic and intellectual media, and between the university and the community.

Faculty: Hallam, *Acting Dean*; faculty members of the Departments of Art, Communication and Theatre, and Music.

DEGREES OFFERED

- Bachelor of Arts in Communication (B.A.C.)
- Bachelor of Fine Arts (B.F.A.) in art and theatre
- Bachelor of Musical Arts (B.M.A.)
- Bachelor of Music Education (B.M.E.)

Students may also earn the Bachelor of Arts (B.A.), but this degree is awarded through the College of Arts and Sciences. Candidates for all degrees must meet general university requirements and the specific requirements of the Departments of Art, Communication and Theatre, or Music.

For details about the Bachelor of Arts in Education (B.A.E.) in art, communication and theatre, or music, see the School of Education and Movement Studies.

For course offerings, degree requirements, and programs in the School of Arts and Communication, see Art, Communication and Theatre, and Music.

To view the School of Arts and Communication (SOAC) courses, see the PLU Directory of Approved Courses beginning on page 213.

Arts and Sciences, College of

Division of Humanities

- | | |
|---------------------------|------------|
| English | Philosophy |
| Languages and Literatures | Religion |

Division of Natural Sciences

- | | |
|--|-------------|
| Biology | Geosciences |
| Chemistry | Mathematics |
| Computer Science and
Computer Engineering | Physics |

Division of Social Sciences

- | | |
|-----------------------------|------------------------------|
| Anthropology | Political Science |
| Economics | Psychology |
| History | Sociology and Social
Work |
| Marriage and Family Therapy | |

UNDERGRADUATE DEGREES OFFERED:

Bachelor of Arts, Bachelor of Science

Major Requirement: A major is a sequence of courses in one area, usually in one department. A major should be selected by the end of the sophomore year. The choice must be approved by the department chair (or in case of special academic programs, the program coordinator). Major requirements are specified in this catalog.

Not more than 44 semester hours earned in one department may be applied toward the bachelor's degree in the college.

College of Arts and Sciences Requirements

In addition to meeting the entrance requirement in foreign language (two years of high school language, one year of college language, or demonstrated equivalent proficiency), candidates in the College of Arts and Sciences (all B.A., B.S., B.A.P.E. [excluding B.A.P.E. with certification], and B.S.P.E. degrees) must meet Option 1, 2, or 3 below.

Candidates for the B.A. in English, for the B.A. in Education with concentration in English, for the B.A. in Global Studies, and for election to the Areté Society must meet Option 1.

Option 1: Completion of one foreign language through the second year of college level. This option may also be met by completion of four years of high school study in one foreign language with grades of C or higher, or by satisfactory scores on a proficiency examination administered by the PLU Department of Languages and Literatures.

Option 2: Completion of one foreign language other than that used to satisfy the foreign language entrance requirement through the first year of college level. This option may also be met by satisfactory scores on a proficiency examination administered by the PLU Department of Languages and Literatures.

Option 3: Completion of four semester hours in history, literature, or language (at the 201 level, or at any level in a language other than that used to satisfy the foreign language entrance requirement) in addition to courses applied to the general university requirements, and four semester hours in symbolic logic, mathematics (courses numbered 100 or above), computer science, or statistics in addition to courses applied to the general university requirements.

Courses used to satisfy either category of Option 3 of the College of Arts and Sciences requirement may not also be used to satisfy general university requirements.

Recognized Majors:

Anthropology	Global Studies
Applied Physics	(<i>Interdisciplinary</i>)
Art	Hispanic Studies
Biology	History
Chemistry	Individualized Study
Chinese Studies	Mathematics
(<i>Interdisciplinary</i>)	Mathematical Education
Classical Languages	Mathematical, Financial
(<i>Interdepartmental</i>)	Music
Classical Studies	Norwegian
(<i>Interdepartmental</i>)	Philosophy
Communication Studies	Physics
Computer Engineering	Political Science
Computer Science	Psychology
Economics	Religion
Engineering Dual Degree(3-2)	Scandinavian Area Studies
English	(<i>Interdisciplinary</i>)
Environmental Studies	Social Work
(<i>Interdisciplinary</i>)	Sociology
French	Theatre
Geosciences	Women's and Gender
German	Studies (<i>Interdisciplinary</i>)

Biology

253.535.7561

www.nsci.plu.edu/biol
biology@plu.edu

To learn biology is more than to learn facts: it is to learn how to ask and answer questions, how to develop strategies that might be employed to obtain answers, and how to recognize and evaluate the answers that emerge. The department is therefore dedicated to encouraging students to learn science in the only way that it can be effectively made a part of their thinking: to independently question it, probe it, try it out, experiment with it, experience it.

The diversity of courses in the curriculum provides broad coverage of contemporary biology and allows flexible planning. Each biology major completes a three-course sequence in the principles of biology. Planning with a faculty advisor, the student chooses upper-division biology courses to meet individual needs and career objectives. Faculty members are also committed to helping students investigate career opportunities and pursue careers that most clearly match their interests and abilities. Students are invited to use departmental facilities for independent study and are encouraged to participate in ongoing faculty research.

Faculty: M. Smith, *Chair*; Alexander, Auman, M.D. Behrens, Carlson, Crayton, Dolan, Egge, Ellard-Ivey, Laurie-Berry, Lerum, Main, Siegesmund, J. Smith, Teska.

BACHELOR OF ARTS or BACHELOR OF SCIENCE MAJOR

For either the Bachelor of Arts or Bachelor of Science degree, the student must take our introductory core sequence (BIOL 125 and 126) and a semester of Genetics (BIOL 332). Completion of the two-course introductory core is required before upper-division biology courses can be taken. Furthermore, BIOL 332 must be completed within five semesters of starting the introductory core series. To ensure breadth of study in biology, students must complete at least one upper-division course in each of the three categories below. In addition, at least one upper-division course must be taken that is botanical in nature and one that is zoological in nature. The two upper-division courses that satisfy the botanical and zoological requirements could also fulfill corresponding distribution requirements. Each of the courses taken for the biology major including the required supporting courses must be completed with a grade of C- or higher and the cumulative GPA must be at least 2.00. Courses not designed for biology majors (BIOL 111, 116, 201, 205, 206) ordinarily cannot be used to satisfy major requirements. Independent study (BIOL 491) and internship (BIOL 495) may be used for no more than a total of four of the upper-division biology hours required for the B.S. degree, and for no more than a total of two of the upper-division biology hours required for the B.A. degree. Students who plan to apply biology credits earned at other institutions toward a PLU degree with a biology major should be aware that at least 14 hours in biology, numbered 300 or higher and including 499, must be earned in residence at PLU.

Each student must consult with a biology advisor to discuss selection of electives appropriate for educational and career goals. Basic requirements under each plan for the major are listed below.

BACHELOR OF ARTS

34 semester hours in Biology

- BIOL 125, 126, 332, and 499
- **Plus:** 20 additional upper-division biology hours that satisfy the following requirements:
 - Cellular and Molecular Biology (One course):
(BIOL 328, 348, 403, 407, 444, or 448)
 - Organism Structure and Function (One course):
(BIOL 324, 327, 361, 364, 365, or 441)
 - Ecology and Evolution (One course):
(BIOL 326, 333, 340, 424, 425, 427, or 475)

At least one upper-division course must be botanical in nature. Courses satisfying this requirement are: BIOL 340, 364, and 365.

At least one upper-division course must be zoological in nature. Courses satisfying this requirement are: BIOL 324, 326, 327, 329, 361, and 441.
- Required supporting courses; CHEM 115 and MATH 140
- Recommended supporting courses: PHYS 125 (with 135 Lab) and PHYS 126 (with 136 Lab).

BACHELOR OF SCIENCE

42 semester hours in Biology

- BIOL 125, 126, 332, and 499
- **Plus:** 28 additional upper-division biology hours that satisfy the following requirements:
 - Cellular and Molecular Biology (One course):
(BIOL 328, 348, 403, 407, 444, or 448)
 - Organism Structure and Function (One course):
(BIOL 324, 327, 361, 364, 365, or 441)
 - Ecology and Evolution (One course):
(BIOL 326, 333, 340, 424, 425, 427, or 475)

At least one upper-division course must be botanical in nature. Courses satisfying this requirement are: BIOL 340, 364, and 365.

At least one upper-division course must be zoological in nature. Courses satisfying this requirement are: BIOL 324, 325, 326, 327, 361, and 441.
- Required supporting courses:
 - CHEM 115 and 116, 331 (with 333 Lab).
 - MATH 151
 - PHYS 125 (with 135 Lab) or PHYS 153 (with 163 Lab)
 - PHYS 126 (with 136 Lab) or PHYS 154 (with 164 Lab)

BIOLOGY SECONDARY EDUCATION

Students planning to be certified to teach biology in high school should plan to complete a B.A. or B.S. in biology. Upper-division biology course selection should be made in consultation with a biology advisor. See the Department of Instructional Development and Leadership section of the catalog for biology courses required for certification.

MINOR

- At least 20 semester hours selected from any biology courses.
- A grade of C- or higher must be earned in each course, and total Biology GPA must be at least 2.00.
- Course prerequisites must be met unless written permission is granted in advance by the instructor.
- Applicability of non-PLU biology courses will be determined by the department chair.
- At least eight of the 20 credit hours in biology must be earned in courses taught by the Biology Department at PLU
- For students applying only eight PLU biology hours toward the minor, those hours cannot include independent study (BIOL 491) or internship (BIOL 495) hours.

To view Biology course list, see the PLU Directory of Approved Courses beginning on page 154.

Business, School of

253.535.7244
www.plu.edu/busa
business@plu.edu

MISSION

The School of Business provides a supportive learning experience that challenges each student to: a) acquire relevant business skills, b) apply them to create sustainable value, and c) prepare for a purposeful life of achievement, inquiry, integrity, leadership, and service. We are especially committed to scholarship, innovation, and a global perspective.

See Graduate Studies for information on the Master of Business Administration program or visit the School of Business M.B.A. website at www.plu.edu/mba.

AFFILIATIONS

The PLU School of Business is a member of AACSB International -The Association to Advance Collegiate Schools of Business. The B.B.A., M.B.A. and professional accounting programs are nationally accredited by AACSB International. The school is privileged to have a student chapter of Beta Gamma Sigma, the national business honor society recognized by AACSB.

Faculty: Brock, *Dean*; Pratt, *Associate Dean*; Albers, Barnowe, Berniker, Boeh, Chang, Gibson, Harmon, Lee, MacDonald, Massoud, Mobus, Myers, Ptak, Simpson, Tuzovic, Van Wyhe, Wittenberg, Zabriskie.

Objectives of the Undergraduate Business Program

To prepare students for positions in commercial and not-for-profit organizations by providing them the basic knowledge of how these organizations function and equipping them with the necessary competencies to work effectively.

Core Competencies

B.B.A. Graduates will:

- be prepared to make ethical decisions,
- be competent in the disciplinary foundations of business,
- understand global and multicultural perspectives,
- have critical thinking and quantitative skills,
- be effective written and oral communicators,
- have team and interpersonal competence, and
- competently use contemporary technologies.

Admission Criteria

The professional Bachelor of Business Administration degree program is composed of an upper-division business curriculum with a strong base in the liberal arts.

To be admitted to the School of Business, a student must:

- Be officially admitted to the university, and
 - Have completed at least 32 semester credit hours, and
 - Have successfully completed BUSA 201, CSCE 120, ECON 101, MATH 128, STAT 231, or their equivalents with a minimum grade of C- .
- Have a minimum cumulative grade point average of 2.50, and
- Submit an application to the School of Business.

Upper-Division business course access is limited to students who have been admitted to the School of Business with a cumulative grade point average of 2.50 or above, and who have met the required prerequisites.

Students with majors outside of the School of Business may gain access to specific business courses that support their major studies by permission of the School of Business.

**BACHELOR OF BUSINESS ADMINISTRATION
DEGREE OVERALL REQUIREMENTS**

- A minimum of 128 semester hours.
- An overall minimum grade point average of 2.50.
- A minimum 2.50 grade point average separately in business courses.
- C- minimum grade in all business courses.
- At least one-half of the minimum total degree requirements are taken in fields outside the School of Business.
- At least 49 semester hours in required and elective business-related subjects: 34 credits from B.B.A. core and 15 credits of business electives.
- A minimum of 20 semester hours in business must be taken in residence at PLU.
- All BBA students are required to produce a portfolio by graduation demonstrating attainment of core competencies. The concepts and process of the portfolio are integrated into the curriculum. Students are strongly encouraged to

keep copies of their course work products including papers, projects, presentations, reflections on team experiences, and so forth. These will be necessary in demonstrating attainment of core competencies.

Business Degree and Concentration requirements are established at time of major declaration

Students with a declared major in business who have not attended the university for a period of three years or more will be held to the business degree requirements in effect at the time of re-entry to the university. Transfer and continuing students should see the catalog under which they entered the program and consult with the undergraduate coordinator regarding degree requirements.

Pass/Fail of Foundation Classes

Pass/Fail is allowed for no more than one foundation class from MATH 128, CSCE 120, ECON 101 or STAT 231 only, and as defined in the Pass/Fail section of this catalog. Other foundation courses and business courses may not be taken Pass/Fail, except for BUSA 495: Internship which is only offered Pass/Fail.

**BACHELOR OF BUSINESS ADMINISTRATION
MAJOR****Foundation and Other Course Requirements**

Foundation courses may also satisfy General Education Program Requirements (GenEd), as indicated by the identifiers listed (MR, NS, SO, PH, SR).

- **Required Foundation Courses to Declare the Major
20 semester hours**

BUSA 201: Value Creation in the Global Environment (4)
 CSCE 120: Computerized Information Systems (4)
 ECON 101: Principles of Microeconomics (4)
 MATH 128: Linear Models and Calculus, An Introduction (4)
 STAT 231: Introductory Statistics (4)

- **Required Lower-Division Business Courses to be Eligible
for Upper-Division
Six semester hours**

BUSA 202: Financial Accounting (3)
 BUSA 203: Managerial Accounting (3)

- **Required Upper-Division Business Courses
21 semester hours**

BUSA 302: Finance for Managers (3)
 BUSA 303: Business Law and Ethics (3) **or** BUSA 304:
 Business Law and Ethics for Financial Professionals (3)
 (Professional Accounting and Finance Concentrations must
 take BUSA 304)
 BUSA 305: Human Dimensions of Effective Organizations (3)
 BUSA 308: Principles of Marketing (3)
 BUSA 309: Creating Value in Goods & Services Operations (3)
 BUSA 310: Information Systems (3)
 BUSA 499: Capstone: Strategic Management (3)

- **Required Elective Examining Global, Ethical or Vocational Issues Relevant to Enterprise Management**
Three to four semester hours

Courses must be upper-division. Students may satisfy this requirement by taking one three- or four-credit course OR by two two-credit courses. Courses appropriate to fulfilling this requirement include:

Virtually any upper-division international study away course with prior approval of the School of Business dean or his/her designate.

BUSA 337: International Finance (3)
 BUSA 340: Non-profit Management (3)
 BUSA 352: Global Management (3)
 BUSA 358: Entrepreneurship (3)
 BUSA 408: International Business Law and Ethics (3)
 BUSA 442: Leading Organizational Improvement (3)
 BUSA 460: International Marketing (3)
 COMA 302: Media Ethics (2)
 ECON 331: International Economics (4)
 ECON 333: Economic Development: Comparative Third World Strategies (4)
 HIST 247: American Business and Economics History, 1877 - Present (4)
 POLS 380: Politics of Global Development (4)
 RELI 365: Christian Moral Issues (4)

Other upper-division global, vocational, or ethics course by prior permission of the School of Business dean or his/her designate.

- **Foundation Courses Required to Graduate**
Eight to ten semester hours

PHIL 225: Business Ethics (4)
 Professional Communication courses from the following list (4)

One from the following:

COMA 211: Debate (2)
 COMA 212: Public Speaking (2)
 COMA 214: Group Communication (2)

AND, one of the following:

COMA 213: Communication Writing (2)
 COMA 230: Writing for Journalism (2)
 COMA 270: Professional Writing (2)
 COMA 311: Research Writing (2)
 ENGL 221: Research and Writing (2 or 4)
 ENGL 323: Writing in Professional Settings (4)

B.B.A. Elective Requirement

Any 15 semester hours of upper-division business electives, and any non-Business elective courses identified in the concentration options. At least nine semester hours elective in Business required.

CONCENTRATIONS

By taking an approved set of electives (see concentration listings) beyond the 34 credit core, a student earns a concentration designation in one of the following:

Professional Accounting
 Finance
 Management and Human Resources
 Marketing
 Individualized

• **Concentration requirements:**

- Multiple concentrations are allowed
- 3.00 GPA required in the concentration area courses
- C- is the minimum acceptable grade in any concentration course
- A minimum of nine semester hours of the total concentration requirements must be taken in residency at PLU
- All B.B.A. degree overall requirements

By taking an appropriate set of electives, a student may earn a concentration designation in either Professional Accounting, Finance, Management and Human Resources, Marketing or Individualized.

• **Professional Accounting**
18 semester hours

BUSA 320: Accounting Information Systems (3)
 BUSA 321: Intermediate Accounting I (3)
 BUSA 322: Intermediate Accounting II (3)
 BUSA 422: Consolidations and Equity Issues (3)
 BUSA 424: Auditing (3)
 BUSA 427: Tax Accounting (3)

OTHER: BUSA 304: Law and Ethics for Financial Professionals required as BBA core law option.

Note: Students are encouraged to also take electives in:

BUSA 323: Cost Accounting and Control Systems (3)
 BUSA 418: Accounting Database Mgmt & Control (3)
 BUSA 423: Accounting for Non-Profits and Governmental Entities (3)

The mission of the accounting faculty is to offer a quality baccalaureate accounting program designed to provide students with a solid foundation for developing a wide range of professional careers.

• **Finance - 15 semester hours**

BUSA 335: Financial Investments (3)
 BUSA 437: Financial Analysis & Strategy (3)
 ECON 344: Econometrics (4)

At least six semester hours from the following:

(three semester hours must be from BUSA)
 BUSA 321: Intermediate Accounting I (3)
 BUSA 337: International Finance (3)
 BUSA 438: Financial Research and Analysis (3)
 BUSA 495: Internship (1 to 4)

ECON 302: Intermediate Macroeconomic Analysis (4)
or ECON 322: Money and Banking (4)

OTHER: BUSA 304: Law and Ethics for Financial Professionals required as BBA core law option. Math 151 and 152 are highly recommended for Finance students.

- **Marketing - 15 semester hours**

BUSA 363: Consumer Behavior (3)
BUSA 467: Marketing Research (3)
BUSA 468: Marketing Management (3)

At least six semester hours from the following

(three semester hours must be from BUSA):

BUSA 364: Services Marketing (3)
BUSA 365: Sales & Sales Management (3)
BUSA 378: Electronic Commerce (3)
BUSA 440: Knowledge Management (3)
BUSA 460: International Marketing (3)
BUSA 495: Internship (1 to 4)
COMA 361: Public Relations: Principles and Practices (4)
ECON 341: Strategic Behavior (4)
PSYC 385: Consumer Psychology (4)

- **Management and Human Resources - 15 semester hours**

BUSA 342: Managing Human Resources (3)
and 12 semester hours from the following
(at least six semester hours from BUSA):
BUSA 340: Non-Profit Management (3)
BUSA 343: Managing Reward Systems (3)
BUSA 352: Global Management (3)
BUSA 358: Entrepreneurship (3)
BUSA 440: Knowledge Management (3)
BUSA 442: Leading Organizational Improvement (3)
BUSA 449: Strategic Human Resource Management (3)
BUSA 495: Internship (1 to 4)
ECON 321: Labor Economics (4)
PSYC 380: Psychology of Work (4)



- **Individualized Concentration**

15 semester hours of upper division electives in purposeful selection. Proposal must be made in advance and not later than second semester of the junior year, to include statement of objectives, rationale, program of study, and endorsement of a Business faculty sponsor. Requires approval of the dean or his/her designate. At least 12 semester hours are to be taken from Business courses. Only three semester hours of independent study or internship (but not both) may apply to the concentration. Variations on existing concentrations are not acceptable.

- **Minor Overall Requirements - 19 semester hours minimum**

All courses must be completed with a grade of C- or higher, a cumulative grade point average of 2.50 for all courses in the minor is required; and at least nine semester hours must be completed in residence.

- **MINORS**

- **19 Semester Hours Minimum**

- **Minor in Business Administration**

A minimum of 19 semester hours in business courses, including:

BUSA 201: Value Creation in the Global Environment (4)
(Also as BUSA 190 for first-year students)
BUSA 202: Financial Accounting (3)
BUSA 305: Human Dimensions of Effective Organizations (3)
BUSA 308: Principles of Marketing (3)

And any six credits from Accounting courses or upper division Business courses in addition to those listed above. See Business Minor Rules above.

- **Specialized Minor in Business Administration**

A minimum of 19 semester hours in business courses, including BUSA 201.

Specific business courses shall be designated by the School of Business Faculty in consultation with the chair or dean of the discipline in which the student is majoring. See Business Minor Rules above.

See Department of Communication and Theatre for Specialized Business Minor in Marketing on page 49.

The Accounting Certificate Program is available for students who hold a baccalaureate degree (any field) and wish to complete the educational requirements to sit for the Certified Public Account (CPA) examination: 24 semester hours from BUSA 202, 203, 304, 320, 321, 322, 323, 422, 423, 424, and 427. Contact the School of Business at 253.535.7244 for further information.

- **MASTER OF BUSINESS ADMINISTRATION**

See Graduate Studies, page 133.

To view Business (BUSA) courses, see the PLU Directory of Approved Courses beginning on page 156.

Chemistry

253.535.7530

www.chem.plu.edu

chair@chem.plu.edu

Chemistry involves the study of matter at the atomic and molecular level. Concepts and tools of chemistry are used to study the composition, structure, reactivity and energy changes of materials in the world around us. At PLU, students will find a chemistry program that supports their interests, whether in the chemistry of natural products, the environment, biological systems, polymers, or inorganic compounds, and that supports their educational goals, whether toward graduate study, the medical and health professions, biotechnology, education, business, or as a complement to other studies in the natural sciences, humanities, or social sciences. For good reason, chemistry is often called “the central science.”

The chemistry department's courses, curriculum, faculty, and facilities are approved by the American Chemical Society.

Students have hands-on use of sophisticated instrumentation in coursework and research with faculty, including 500 MHz Fourier transform nuclear magnetic resonance (FTNMR) spectroscopy, atomic force microscopy (AFM), inductively coupled plasma atomic emission spectroscopy (ICP AES), spectrofluorometry, differential scanning calorimetry (DSC), Fourier transform infrared (FTIR) and Raman spectroscopy, laser light scattering instrumentation, gas chromatography with mass selective detection (GCMS), high performance liquid chromatography (HPLC), and Linux workstations for molecular modeling and computational chemistry.

Faculty research projects involve undergraduate participation.

Faculty: Fryhle, *Chair*; Lytle, Naasz, Rink, Swank, Tonn, Waldow, Yakelis.

CHEMISTRY MAJOR DECLARATION PROCESS

- Consultation with chemistry faculty member required
- Declare major early and preferably by completion of CHEM 331
- Transfer students must consult with a department advisor no later than the start of the junior year
- A minimum grade of C- in all courses required by the major; overall chemistry GPA of 2.00 or higher.
- A minimum grade of C in courses required by the minor
- Department Honors requires a 3.50 overall GPA in the major; overall GPA of 2.00 or higher.

FOUNDATION COURSES REQUIRED FOR ALL CHEMISTRY MAJORS

47 semester hours

- **Chemistry Courses** - 29 semester hours
CHEM 115, 116, 320, 331, 332, 333, 334 (or 336), 341, 343, 499
- **Additional Courses** - 18 semester hours
MATH 151, 152
PHYS 153, 154, 163, 164

BACHELOR OF ARTS MAJOR

Four semester hours beyond the Foundation

Required Foundation Courses listed above

47 semester hours, plus CHEM 342

BACHELOR OF SCIENCE MAJOR

Three Emphasis Areas

- **General Emphasis**
14 semester hours beyond the Foundation. The General emphasis leads to American Chemical Society Certification which requires CHEM 450 and either CHEM 405, 440 or 456.

Required Foundation Courses

47 semester hours, plus:

CHEM 342, 344

CHEM 405 or 450 or 456; CHEM 410, 420

- **Biochemistry Emphasis**

29 semester hours beyond the Foundation. The B.S. in Biology with Biochemistry is often done as a double-major with Chemistry.

Required Foundation Courses

47 semester hours, plus:

CHEM 403, 405, 410, 420

BIOL 125, 126

Four semester hours from CHEM 342 or BIOL 328, 332, 364, 407, 441 or 448

American Chemical Certification for Biochemistry requires CHEM 342 and 450.

- **Chemistry-Physics Emphasis**

26 semester hours beyond the Foundation

Required Foundation Courses

47 semester hours, plus:

CHEM 342, 344

MATH 253

PHYS 331, 332, 336, 356

B.S. DEGREE: GENERALIZED CHEMISTRY CURRICULUM

FIRST YEAR

<i>Fall Semester</i>	<i>Spring Semester</i>
CHEM 115	CHEM 116
Freshman Inquiry or Writing Seminar (and/or BIOL 125 for students interested in B.S. in Chemistry, Biochemistry Emphasis)	Freshman Inquiry or Writing Seminar and/or BIOL 126
MATH 151	MATH 152
PHED 100 or other activity course	PHED 100 or other activity course
GUR	

SECOND YEAR

<i>Fall Semester</i>	<i>Spring Semester</i>
CHEM 331, 333	CHEM 332, 334 (or 336), 320, 410

BIOL 323 (if B.S. in Chemistry, with Biochemistry Emphasis)	PHYS 153, 163
Two additional courses	GUR elective(s)

THIRD YEAR

<i>Fall Term</i>	<i>Spring Term</i>
CHEM 341, 343	CHEM 342, 344
PHYS 154, 164	CHEM 320, if not taken in second year
GUR elective(s)	GUR elective(s)
Elective	Elective

FOURTH YEAR

<i>Fall Semester</i>	<i>Spring Semester</i>
CHEM 403, 499	CHEM 405 (for Biochemistry Emphasis), 420, 499
Electives	Electives

Alternate Year Advanced Courses

In the third or fourth year, B.S. students enroll in CHEM 450 (required for all ACS Certification options) and either 440, 456 (or 405 in Spring Term after 403).

Refer to the Division of Natural Sciences section of this catalog for other beginning curriculum options. See page 85.

Students interested in the Bachelor of Science with Biochemistry Emphasis should start biology in the fall of the first or second year. Physics should be started in either the first or the second year, so as to prepare students for upper-division chemistry courses.

Departmental Honors

In recognition of outstanding work the designation of Departmental Honors may be granted to Bachelor of Science graduates by vote of the faculty of the chemistry department, based on the student's performance in the following areas:

- **Course Work:** A minimum 3.50 grade point average in all chemistry courses.
- **Written Work:** At time of declaration of the chemistry major, all copies of outstanding work (e.g., laboratory, seminar and research projects) need to be maintained by the student for later faculty evaluation for departmental honors.
- **Oral Communication:** Students must evidence ability to communicate effectively as indicated by the sum of their participation in class discussion, seminars, help session leadership, and teaching assistantship work.
- **Independent chemistry-related activities:** Positive considerations include the extent and quality of extracurricular work done in background reading, independent study, and research; assisting in laboratory preparation, teaching, or advising; any other chemistry-related employment, on campus or elsewhere; and participation in campus and professional chemistry-related organizations.

The departmental honors designation will appear on the transcript of a student graduating with a chemistry major.

BACHELOR OF ARTS IN EDUCATION

Students interested in a high school chemistry teaching endorsement should plan to complete a B.A. or B.S. in Chemistry. The degree program is developed through the chemistry department in conjunction with the Department of Instructional Development and Leadership. See page 69 for details.

CHEMICAL ENGINEERING

Students interested in pursuing studies in chemical engineering should see the course outline in the Engineering Dual-Degree section of this catalog. The department chair should be consulted for assignment of a program advisor.

MINOR**22 semester hours**

- CHEM 115, 116
- CHEM 320, 331, 332, 333, 334 (or 336) completed with grades of C or higher.

Prerequisite and co-requisite requirements are strictly enforced.

To view Chemistry (CHEM) courses, see the PLU Directory of Approved Courses beginning on page 161.

Chinese

To view curriculum requirements, please go to Department of Languages & Literature, page 75.

To view Chinese Language (CHIN) courses, go to the PLU Directory of Approved Courses, page 163.

Chinese Studies Program

253.535.7216
www.plu.edu/~csp
csp@plu.edu

The Chinese Studies program is an interdisciplinary program which is designed to provide students interested in China a broad foundation in Chinese language, culture, and history, and an opportunity to focus on the cultural-philosophical world view and the economic and business structure of China. The program requires that major and minor students complete coursework in at least three different disciplines: Chinese language, history, and anthropology, with optional work in political science, the arts, religion, business, and other disciplines.

Students are strongly encouraged to participate in the university's China exchange programs (currently at Sichuan University) and may request that credits earned through these programs be counted toward the major or minor. With the approval of the program director, selected January-term, summer, and experimental courses may be included in the major or minor.

Faculty: A committee of faculty administers this program: Manfredi, Chair; Barnowe, Byrnes, Cathcart, Dwyer-Shick, Guldin, Li, Youtz. Mr. Sidney Rittenberg serves as honorary advisor.

BACHELOR OF ARTS MAJOR**32 semester hours (24 required, eight elective)**

Students must take at least one Chinese history course.

- **Required Courses:** 24 semester hours
 ANTH 343: East Asian Cultures
 CHIN 201: Intermediate Chinese
 CHIN 202: Intermediate Chinese
 HIST 339: Revolutionary China
 RELI 233: Religions of China
 CHSP 499: Capstone: Senior Project
- **Electives: Eight semester hours**
 ANTH 345: Contemporary China
 BUSA 352: Global Management*
CHSP 271: China Through Film
 CHSP 287: Selected Topics in Chinese Studies
 CHSP 250: Urban Culture in China
 CHSP 350: Chinese Culture and Society
 CHIN 301: Composition and Conversation
 CHIN 302: Composition and Conversation
 CHIN 371: Chinese Literature in Translation
 HIST 232: Tibet in Fact and Fiction
 HIST 338: Modern China
 HIST 496: Seminar: The Third World (a/y on China)**
 MUSI 105: The Arts of China
 POLS 381: Comparative Legal Systems

MINOR**20 semester hours (eight required, 12 elective)**

- **Required Courses:**
Eight semester hours in Chinese language
 CHIN 101: Elementary Chinese
 CHIN 102: Elementary Chinese (or one equivalent year of university-level Chinese, upon approval of the program chair)
- **Electives**
12 semester hours from at least two additional departments

 ANTH 345: Contemporary China
 CHIN 371: Chinese Literature in Translation
 CHIN 271: China Through Film
 CHSP 287: Selected Topics in Chinese Studies
 CHSP 250: Urban Culture in China
 CHSP 350 Chinese Culture and Society
 HIST 339: Revolutionary China
 MUSI 339: The Arts of China
 RELI 233: Religions of China

*These courses may count for program credits only when the student's course project is focused on China and is approved by the program chair.

** History 496 may be counted toward program requirements only when it focuses specifically on China.

To view Chinese Studies (CHSP) courses, see the PLU Directory of Approved Courses beginning on page 163.

Classics

253.535.7219

www.plu.edu/~lang/classics.html

Classics—the study of the culture, history, languages, and enduring legacy of the greco-Roman world—is the original interdisciplinary study. Classical roots and influences intertwine with the humanities, arts, social and natural sciences from antiquity to the present. Like Socrates, who held that “the unexamined life is not worth living,” we invite you to explore these connections and, as the greek maxim goes, to “know thyself” as a prerequisite to a life of thoughtful inquiry, leadership, service, and care.

The Classical Studies major requires the completion of 40 semester hours (plus four hours in CLAS 499) including at least one year of one of the classical languages (Greek and Latin) and two of the other. The remaining courses are selected from the list below in consultation with the program coordinator. The Classical Languages major requires 40 semester hours in the classical languages, plus four hours in CLAS 499.

Classics Committee: Snee, *Coordinator*; Batten, Jansen, McKenna, E. Nelson, Oakman.

CLASSICAL STUDIES MAJOR**40 semester hours, plus four hours in CLAS 499**

- **Languages**
 LATN 101, 102: Elementary Latin
 LATN 201, 202: Intermediate Latin
 GREK 101, 102: Elementary Greek
 GREK 201, 202: Intermediate Greek
- **Non-Languages**
 ARTD 180: History of Western Art I
 CLAS 231: Masterpieces of European Literature
 CLAS 350: Classical and Comparative Mythology
 CLAS 321: Greek Civilization
 CLAS 322: Roman Civilization
 PHIL 331: Ancient Philosophy
 RELI 211: Religion & Literature of the Old Testament,
 RELI 212: Religion & Literature of the New Testament
 RELI 220: Early Christianity
 RELI 330: Old Testament Studies
 RELI 331: New Testament Studies

 An approved course in Natural Sciences Area
 Independent Study Courses
 Selected January Term Courses

CLASSICAL LANGUAGES MAJOR**40 semester hours in classical languages, plus four hours in CLAS 499**

Students are expected to become familiar with the reading list for that part of the program (art, literature, history, philosophy, or religion) in which their interest lies.

The program is designed to be flexible. In consultation with the Classics Committee, a student may elect a course(s) not on the classics curriculum list.

All the Classics Program core courses are taught by faculty from the Department of Languages and Literatures.

MINOR IN CLASSICAL STUDIES

24 semester hours

- One year of Latin or Greek
- One semester of the other language: GREK 101 or LATN 101
- Three courses from the following:
 - HIST/CLAS 321: Greek Civilization
 - HIST/CLAS 322: Roman Civilization
 - CLAS 350: Classical and Comparative Mythology
 - ENGL/CLAS 231: Masterpieces of European Lit
 - GREK 102 or LATN 102 (to complete the one semester of the other language)

MINOR IN GREEK

20 semester hours, which may include GREK 101–102.

MINOR IN LATIN

20 semester hours, which may include LATN 101–102.

See the *PLU Directory of Approved Courses in Classics on Page 164*, and in *Greek on page 184*, in *Latin on page 191*.

To see minor requirements for Greek and Latin, go to *Department of Languages and Literatures on page 75*.

Communication and Theatre

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The faculty of the Department of Communication and Theatre is committed to a philosophical perspective on communication as the process by which shared understandings are created among audiences through the use of symbols. Implicit within this understanding is agreement on the assumption that people interact with one another for the purpose of achieving outcomes, and that this interaction is accomplished through a variety of media.

Faculty: Ehrenhaus, *Chair*; Bartanen, Clapp, Desmond, Feller, Franke, Harney, Inch, Land, Lisosky, Loughman, McGill, Rowe, Wells, Young.

THREE DEGREE TRACKS

THE BACHELOR OF ARTS (B.A.) in Communication Studies and Theater focus on liberal arts learning, critical understanding of communication and theatre, and an appreciation of the roles played by communication and theatre in our culture and the global community.

THE BACHELOR OF ARTS IN COMMUNICATION (B.A.C.) and the

BACHELOR OF FINE ARTS IN THEATRE (B.F.A.) are pre-professional degrees intended to equip students for careers and graduate programs focusing on particular professional fields.

Courses in the Department of Communication and Theatre that satisfy General Education Program Requirements

The only course with the prefix COMA that counts toward the university core requirement in the arts (AR) is COMA 120: Media in the World.

- COMA 303: Gender Communication meets the Alternative Perspectives Diversity (A) requirement.
- COMA 304: Intercultural Communication meets the Cross-Cultural Perspectives Diversity (C) requirement.
- THEA 271: China Through Film meets the cross-Cultural Perspectives Diversity (C) and Arts (AR) requirements.
- The following courses from Theatre and Dance may be used to meet the general university core requirement in the Arts (AR): THEA 160, 220, 222, 230, 235, 250, 255, 270, 271, 355, 359, 453, 455, and DANC 170.

Communication Core Courses

Students who major in Communication, whether through the Bachelor of Arts (B.A.) or the Bachelor of Arts in Communication (B.A.C.) degree program must complete the Communication Core. Foundational coursework in Communication uses the COMA designation; these specific courses may be formal prerequisites to other coursework in Communication. Courses that use the SOAC designation concern synthesis and integration of study in the major.

- COMA 101 or 190: Introduction to Communication (4)
- COMA 102: Communication Ethics (2)
- COMA 120: Media in the World (4)
- COMA 212: Public Speaking (2)
- COMA 213: Communication Writing (2)
- SOAC 295 **or** 395: Pre-internship (1)
- SOAC 299 **or** 399: Keystone (1)
- SOAC 495: Internship (1-12)
- SOAC 499: Capstone (2-4)

Declaration of Major

Students may declare a major in Communication (B.A. or B.A.C. degree options) upon successful completion of either COMA 101/190: Introduction to Communication or COMA 120: Media in the World.

Students wishing to declare a major in Theatre (B.A. or B.F.A. degree options) must have a cumulative grade point average of 2.50 or higher. No prior coursework in Theatre is required.

Minor Requirement for Communication Major

Students pursuing either the Bachelor of Arts (B.A.) degree with a major Communication Studies or any of the concentrations in the Bachelor of Arts in Communication (B.A.C.) degree must complete a minor. Two options are available:

- **Option 1:** A recognized university minor (In some B.A.C. concentrations, disciplines of study are specified.)

- **Option 2:** A self-directed study program including the following:
 - Four semester hours in Economics
 - Four semesters hours in statistics or research methods
 - Twelve semester hours in social sciences

Minor Requirement for Theatre Majors

The Bachelor of Arts (B.A.) and the Bachelor of Fine Arts (B.F.A.) in Theatre require the completion of either a minor approved by the major advisor or a self-directed study program that includes the following areas:

- Four semester hours in English (Writing)
- Four semester hours in English (Literature)
- Eight semester hours in social sciences

BACHELOR OF ARTS IN COMMUNICATION (B.A.C.) DEGREE

Students in this program select from the following concentrations: Conflict and Global Peacebuilding, Journalism, and Public Relations/Advertising.

Conflict and Global Peacebuilding 43 semester hours, plus a minor

- **Communication Core Courses** (see list above)
 - COMA 211: Debate (2) **or** COMA 313: Dialog (2)
 - COMA 302: Media Ethics (2)
 - COMA 304: Intercultural Communication (4)
 - COMA 305: Argumentation (4)
 - or** COMA 306: Persuasion (4)
 - COMA 340: Conflict and Communication (4)
 - COMA 441: Conflict and Peacebuilding (4)
- Four semester hours of electives selected in consultation with advisor
- **Minor required:** (Option 1 **or** Option 2)
 - Option 1:** Anthropology, Environmental Studies, Global Studies, Legal Studies, Political Science, Psychology, Social Work, Sociology, Women's and Gender Studies
 - Option 2:** Self-Directed Study. (see details above)

Journalism Concentration 45 semester hours plus a minor

- **Communication Core Courses** (see list above)
 - COMA 302: Media Ethics (2)
 - COMA 320: Media Narrative (4)
 - COMA 329: Depth Reporting (4)
 - or** COMA 420: Media Narrative II (4)
 - COMA 421: Communication Law (4)
- **Elective Skills: Eight semester hours of electives selected in consultation with advisor:**
 - COMA 210: Interviewing (2)
 - COMA 211: Debate (2)
 - COMA 214: Group Communication (2)
 - COMA 222: Video Production (2)
 - COMA 223: Audio Production (2)
 - COMA 230: Writing for Journalism (2)
 - COMA 270: Professional Writing (2)
 - COMA 311: Research Writing (2)
 - COMA 312: Advanced Public Speaking (2)

- COMA 313: Dialog (2)
- COMA 314: Intercultural Workshop (2)
- COMA 323: Copy Editing (2)
- COMA 325: Photojournalism (2)

- **Minor required:** (Option 1 **or** Option 2)
 - Option 1:** A Recognized University minor.
 - Option 2:** Self-Directed Study. (see details above)

Public Relations/Advertising Concentration 45 semester hours plus a minor

- **Communication Core Courses** (see list above)
 - COMA 360: Public Relations Writing (4)
 - COMA 361: Public Relations Principles & Practices (4)
 - COMA 362: Principles of Advertising (4)
 - COMA 461: Public Relations Planning & Management (4)
 - COMA 462: Digital Message Production (4)
 - or** COMA 305: Argument and Advocacy (4)
 - or** COMA 306: Persuasion (4)
- **Elective Skills: Two semester hours from the following:**
 - COMA 210: Interviewing (2)
 - COMA 211: Debate (2)
 - COMA 214: Group Communication (2)
 - COMA 222: Video Production (2)
 - COMA 223: Audio Production (2)
 - COMA 230: Writing for Journalism (2)
 - COMA 270: Professional Writing (2)
 - COMA 311: Research Writing (2)
 - COMA 312: Advanced Public Speaking (2)
 - COMA 313: Dialog (2)
 - COMA 314: Intercultural Workshop (2)
 - COMA 323: Copy Editing (2)
 - COMA 325: Photojournalism (2)
- **Four semester hours in electives selected in consultation with advisor**
- **Minor required:** (Option 1 **or** Option 2)
 - Option 1:** A Recognized University minor.
 - Option 2:** Self-Directed Study. (see details above)

BACHELOR OF ARTS (B.A.) DEGREE

COMMUNICATION STUDIES 40 to 44 semester hours plus a minor

- **Communication Core Courses** (see list above)
 - COMA 301: Media and Cultural Criticism (4)
 - or** COMA 401: Rhetorics of Visual Culture (4)
 - COMA 303: Gender and Communication (4)
 - COMA 304: Intercultural Communication (4)
 - COMA 305: Argumentation (4)
 - or** COMA 306: Persuasion (4)
- Two semester hours from the following:
 - COMA 210: Interviewing (2)
 - COMA 211: Debate (2)
 - COMA 214: Group Communication (2)
 - COMA 230: Writing for Journalism (2)
 - COMA 270: Professional Writing (2)
 - COMA 311: Research Writing (2)
 - COMA 312: Advanced Public Speaking (2)
 - COMA 313: Dialog (2)

COMA 314: Intercultural Workshop (2)
 COMA 323: Copy Editing (2)
 COMA 325: Photojournalism (2)

- **Four semester hours in electives selected in consultation with advisor**
- **Minor required:** (Option 1 or Option 2)
Option 1: A recognized university major.
Option 2: Self-Directed Study. (see details above)

Students pursuing the B.A. degree with a major in Communication Studies:

- May substitute one semester hour of co-curricular work in speech and debate, or theatre, or student media with COMA 225/425: Practicum for the SOAC 495: Internship requirement.
- Must complete the College of Arts and Sciences (CAS) requirement.

BACHELOR OF ARTS (B.A.) DEGREE

THEATRE

Acting/Directing Concentration
42 semester hours plus a minor

- THEA 160: Introduction to Theatre (4)
 THEA 220: Voice I - Voice and Articulation (2)
 THEA 230: Movement I (2)
 THEA 250: Acting I - Fundamentals (4)
 THEA 255: Stage Technology (4)
 THEA 270: Dramatic Literature (4)
 THEA 330: Script Analysis (4)
 THEA 350: Acting II - Scene Study (4)
 THEA 360: Theatre History I (4)
 THEA 365: Theatre History II (4)
 THEA 470: Play Direction (4)
 SOAC 499: Capstone (2)
- **Minor required:** Selected in consultation with advisor

Design/Technical Concentration
44 semester hours plus a minor

- THEA 160: Introduction to Theatre (4)
 THEA 250: Acting I - Fundamentals (4)
 THEA 255: Stage Technology (4)
 THEA 355: Lighting Design (4)
 or THEA 455: Scenic Design (4)
 THEA 360: Theatre History I (4)
 THEA 365: Theatre History II (4)
 ARTD 160: Drawing (4)
 ARTD 196: Design I - Fundamentals (4)
 COMA 212: Public Speaking (2)
 SOAC 499: Capstone (2)
 SOAC 495: Internship (2)
 or both THEA 225: Practicum (1) and THEA 425: Practicum (1)
- **Six semester hours of electives selected with advisor approval**
 - **Minor required:** Selected in consultation with advisor.

In addition to the requirements listed above, candidates for the B.A. degree in Theatre must meet the College of Arts and Sciences (CAS) Foreign Language requirement.

BACHELOR OF FINE ARTS (B.F.A.) DEGREE

THEATRE

Acting/Directing Concentration
60 semester hours plus a minor

- THEA 160: Introduction to Theatre (4)
 THEA 220: Voice I - Voice and Articulation (2)
 THEA 222: Voice II - Stage Dialects (2)
 THEA 230: Movement I (2)
 THEA 235: Movement II (2)
 THEA 250: Acting I - Fundamentals (4)
 THEA 255: Stage Technology (4)
 THEA 270: Dramatic Literature (4)
 THEA 320: Stage Makeup (2)
 THEA 330: Script Analysis (4)
 THEA 350: Acting II - Scene Study (4)
 THEA 360: Theatre History I (4)
 THEA 365: Theatre History II (4)
 THEA 450: Acting III - Shakespeare (4)
 THEA 470: Play Direction (4)
 SOAC 495: Internship (2)
 or both THEA 225: Practicum (1) and THEA 425: Practicum (1)
 SOAC 499: Capstone (2)

- **A minimum of six semester hours of electives selected in consultation with advisor**
- **Minor required:** Selected in consultation with advisor

Design/Technical Concentration
54 semester hours plus a minor

- THEA 160: Introduction to Theatre (4)
 THEA 225: Theatre Practicum (1)
 THEA 250: Acting I - Fundamentals (4)
 THEA 255: Stage Technology (4)
 THEA 320: Stage Makeup (2)
 THEA 330: Script Analysis (4)
 THEA 355: Lighting Design (4)
 THEA 360: Theatre History I (4)
 THEA 365: Theatre History II (4)
 THEA 425: Theatre Practicum (1)
 THEA 455: Scenic Design (4)
 ARTD 160: Drawing (4)
 ARTD 196: Design I - Fundamentals (4)
 COMA 212: Public Speaking (2)
 SOAC 495: Internship (2)
 SOAC 499: Capstone (2)
- **Four semester hours in electives selected in consultation with advisor**
 - **Minor required:** Selected in consultation with advisor.

MINORS

- **Communication:** 20 semester hours, including COMA 101(190) or 120; four credits of two-credit Elective Skills classes; plus 12 semester hours from 300- or 400-level communication courses selected in consultation with advisor.
- **Theatre:** 20 semester hours, including THEA 160, 250, 255 and 270, plus four semester hours in upper-division electives selected in consultation with advisor.
- **Dance Performance:** 20 semester hours, including DANC 170, 222, 240, 462; THEA 230, 235, 355; Electives (four semester hours) from: PHED 223, 225, 362 or THEA 225, 491 or MUSI 120. Some DANC courses are cross-listed with the Department of Movement Studies and Wellness Education.
- **Publishing and Printing Arts:** Cross-listed with the Department of English. See the description of the minor under Publishing and Printing Arts.
- **Specialized Business Minor in Marketing for Communication and Theatre Majors:** 19 semester hours, including BUSA 201, 305, 308, 364; and six hours from BUSA 363, 365, or 387.

BACHELOR OF ARTS IN EDUCATION

See Department of Instructional Development and Leadership, see page 65.

To view **Communication (COMA)** courses, see the PLU Directory of Approved Courses beginning on page 164.

To view **Keystones, Internships and Capstones** courses, go to School of Arts & Communication (SOAC), in the PLU Directory of Approved Courses, page 213.

To view **Sign Language** courses, go to the PLU Directory of Approved Courses, page 213.

To view **Theatre** courses, go to the PLU Directory of Approved Courses, page 219.

Computer Science and Computer Engineering

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Computer Science

Computer science deals with the theory, design, and application of computing systems and the study of the storing and manipulation of information. The program at Pacific Lutheran University provides a broad base core of fundamental material that stresses analysis and design experiences with substantial laboratory work, including software development. In addition, students are exposed to a variety of programming languages and systems. Students can choose from a number of upper-division courses, which insure a depth of knowledge and

an understanding of current developments in the field. The Bachelor of Science degree program in computer science has been accredited by the Computing Accreditation Commission of ABET.

Computer Engineering

Computer engineering is an engineering specialty that has grown out of rapidly evolving micro- and mini-computer technology. The curriculum consists of essential and advanced elements from computer science and electrical engineering, developing both hardware and software expertise. Electives permit concentration in areas such as integrated circuit design, robotics, microprocessor applications, computer design, computer security, application software development, and artificial intelligence.

In keeping with the university’s mission to prepare students for a life of service, there are four major goals of the Computer Science and Computer Engineering programs.

Goal I: To provide a solid education in computer science and computer engineering in a liberal arts setting that prepares the student for graduate study or entrance into a profession in computing technology.

Goal II: To foster an aptitude and desire for life-long learning.

Goal III: To provide courses and personnel that view computer science and computer engineering as part of the human endeavor, that is, to see computer science and computer engineering in relation to more general intellectual development and to the needs of society.

Goal IV: To help students develop the ability and mental precision necessary to analyze, think critically, consider alternatives, and finally to be creative in their field of study.

In other words, we want to turn out students who will not only contribute to the field but also succeed in life. These goals are reflected in our program objectives, which are designed to produce graduates who, as practicing engineers and computer scientists, are able to:

- contribute to their field of study,
- apply sound design methodology and tools to solve problems,
- respect their role in society, and
- expand their knowledge after graduation.

We call these our CARE objectives. For a complete description of the CSCE Goals, Objectives, and Outcomes visit the department web site www.cs.plu.edu.

Faculty: Wolff, Chair; Blaha, Easwaran, Hauser, Kakar, Murphy, Spillman.

BEGINNING CLASSES IN COMPUTER SCIENCE AND COMPUTER ENGINEERING (CSCE)

There are several beginning-level classes in computer science designed for students with various needs:

- **CSCE 115: Solve it with the Computer**
Especially for students with little or no background in computer science who wish an introduction to the use of the computer for problem solving. This course also satisfies the Mathematical Reasoning requirement.
- **CSCE 120: Computerized Information Systems**
Especially appropriate for business majors and other students wishing an introduction to the computer and applications of software packages.
- **CSCE 144: Introduction to Computer Science**
For students majoring in computer science, computer engineering, mathematics, and most science majors, as well as others wishing a strong experience in computer programming.
- **CSCE 270: Data Structures**
This is the second course in the major. With departmental approval, students with a strong programming background may receive advanced placement into this course.

Facilities

The Computer Science and Computer Engineering Department is located in the Morken Center for Learning and Technology, a \$21 million facility that opened in February 2006. The state-of-the-art facility has more than seven miles of conduit running through the concrete floors to power advanced computing technologies. The building provides computer science students with exciting new facilities for learning and close collaboration with professors. The Morken building includes a computer lab for software development, an electronics lab for computer engineering and robotics, a Linux lab, the Wiegand Multimedia Lab, smart classrooms with recessed computers for each student, private student work areas, and dedicated student workrooms for capstone projects. There is wireless network access throughout the building and CSCE students have accounts on the department's Solaris server.

COMPUTER SCIENCE AND COMPUTER ENGINEERING MAJORS

Students majoring in computer science may choose to earn either a Bachelor of Arts degree in Computer Science or a Bachelor of Science degree in either Computer Science or Computer Engineering.

The Bachelor of Arts program is the minimum preparation suitable for further professional study and is often combined with extensive study or a second major in an allied field.

The Bachelor of Science degrees are strong, scientific degrees that contain additional courses in computer science, mathematics, and science and serve both students going directly into employment on graduation and those going into graduate programs.

Students should take CSCE 144, 270 and MATH 151, 152 early in their program.

Restrictions for all three majors

- A minimum grade of C is required in all courses (including supporting courses) counted for a major.
- Only one CSCE topics course (either 400, 410, x87, x88, or x89) can be used as an elective for a major.
- For the B.A. degree, at least 12 upper-division hours must be completed at PLU.
- For the B.S. degrees, at least 16 upper-division hours must be completed at PLU.

BACHELOR OF ARTS MAJOR IN COMPUTER SCIENCE 28 semester hours in CSCE, plus 12 semester hours in mathematics

- CSCE 144, 270; 346 or 380; and 499.
- The remaining hours are from computer science and engineering courses numbered above CSCE 319 (except CSCE 345 and 449)
- Up to four hours may be substituted from Math 341 or 356
- **Required supporting:** Math 151, 152, and 245.

BACHELOR OF SCIENCE MAJOR IN COMPUTER SCIENCE

44 semester hours in CSCE, plus 30 semester hours of supporting courses in mathematics and science.

- 44 semester hours of computer science must include CSCE 144, 270, 320, 343, 346, 371, 380, 499
- 12 additional credits of approved elective courses, one of which must be from CSCE 367, 386, or 444.
- Elective courses submitted for approval are to be selected from the computer science courses numbered above CSCE 319 (except 345 and 449), or hours from MATH 356 not counted toward the 30 hours of required supporting courses
- The 30 hours of supporting courses in mathematics and science must include:
 - MATH 151, 152, 245, 341.
 - A minimum of 12 semester hours of approved science courses, which includes a year's sequence of a laboratory science. PHYS 153, 154 with 163, 164 are preferred. CHEM 115, 116 and either 320 or 331, BIOL 161, 162, GEOS 101, 102, or 103; and 201 are acceptable.
 - Approved sciences courses are: any BIOL, except 111; any CHEM, except 104, 105, 210; any Geosciences; any Physics; CSCE 345.
 - The remaining hours, if any, may be chosen from any Mathematics course numbered above 329 (except 446) or any approved science course.

BACHELOR OF SCIENCE MAJOR IN COMPUTER ENGINEERING

44 semester hours in CSCE, plus 42 semester hours of supporting courses in mathematics and science.

- CSCE 131, 144, 245, 270, 345, 346, 380, 480, 499
- MATH 151, 152, 245, 253, 341; 331 or 356
- PHYS 153, 154, 163, 164
- CHEM 115

- **At least four semester hours chosen from:**
PHYS 240, 333, 334, 336, or CHEM 341
- Ten additional semester hours from any upper-division Computer Science and Computer Engineering courses numbered above CSCE 319 (except CSCE 449).

MINORS

Restrictions on all three minors: Computer Science, Information Science and Electrical Engineering:

At least eight upper-division semester hours must be completed at PLU.

- **Minor in Computer Science**
20 semester hours, including
 - CSCE 144, 270
 - Eight additional hours of upper-division computer science courses numbered above CSCE 319 (except CSCE 345 and 499).
 - **Required supporting:** MATH 151, 128 or equivalent
- **Minor in Information Science**
21 semester hours including
 - CSCE 144 and 367
 - Business 202
 - At least four additional hours from CSCE courses numbered above 250 (except CSCE 345 and 449)
 - At least six additional hours selected from BUSA 320, 375, 376, 378, or 478.
- **Minor in Electrical Engineering**
44 semester hours including
 - CSCE 131, 144, 245, 345, and 346
 - Required supporting:
CHEM 115; MATH 151, 152, and MATH 245 or 253
PHYS 153, 154, 163, 164

To view Computer Science and Computer Engineering (CSCE) courses, go to the PLU Directory of Approved Courses beginning on page 167.

Dance

For curriculum information, see Department of Communication and Theatre, page 46.

To view Dance (DANC) courses, go to the PLU Directory of Approved Courses beginning on page 170.

Economics

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“By virtue of exchange, one person’s property is beneficial to all others.” — Frederic Bastiat

Economics is the study of how people establish social arrangements for producing and distributing goods and services to sustain and enhance human life. Its main objective is to

determine an efficient use of limited economic resources so that people receive the maximum benefit at the lowest cost.

The economics discipline embraces a body of techniques and conceptual tools that are useful for understanding and analyzing our complex economic system.

Faculty: St. Clair, Chair; Hunnicutt, Peterson, Reiman, Travis, Wang, Wurm.

BACHELOR OF ARTS MAJOR

Minimum of 40 semester hours

- **Required Courses for all Economic Majors:**

ECON 101 or 111, 102, 301, 302, 499

Four semester hours selected from:

STAT 231 or MATH 341

- **Additional Required Courses for General Major:**
Twelve semester hours of electives in Economics

One course selected from:

ECON 344, BUSA 202 or 302, MATH 348 or up to four semester hours in Computer Science

A grade point average of 2.50 in all classes included in the 40 semester hours toward the major.

With departmental approval, ECON 111 may be substituted for ECON 101 for purposes of major and minor requirements.

ECON 499 meets the senior seminar/project requirement. For students planning graduate work in economics or business, additional math preparation will be necessary. For specific courses, consult your major advisor.

CONCENTRATIONS

The Economics Department offers the following concentrations:

- **Domestic Economic Analysis**
Minimum 51 semester hours

As well as the required courses for the major listed above, the following courses are required for this concentration:

ECON 495, POLS 345 and 346

Twelve semester hours chosen from:

ECON 321, 322, 323, 325, 327

One course selected from:

ECON 344, BUSA 202 or 302, MATH 348, or CSCE 120

- **International Economic Analysis**
Minimum 51 semester hours

As well as the required courses for the major listed above, the following courses are required for this concentration:

ECON 495, POLS 331 and POLS 347

Twelve semester hours chosen from:

ECON 311, 313, 315, 331, 333, 335, 338

Plus one course selected from

ECON 344, BUSA 202 or 302, MATH 348, or CSCE 120

• **Mathematical Economics**
52 semester hours

As well as the required courses for the major listed above, the following courses are required for this concentration:
 ECON 344, 345
 MATH 151, 152, 253
 Eight semester hours of Economics electives

• **The Modern Economic Enterprise**
Minimum 48 semester hours*

As well as the required courses for the major listed above, the following courses are required for this concentration:
 ECON 325, 341, 495*
 ECON 321 or ECON 323
 Minimum of nine semester hours of Business electives
 (BUSA 200 level or higher, BUSA 201 recommended)

• **NOTE:** BUSA 495 may be substituted for ECON 495 with a minimum of three semester hours.

MINOR
24 semester hours

ECON 101 or 111; 102; 301 or 302
 Twelve additional semester hours of electives, four of which may be in Statistics

HONORS

Outstanding students may choose to pursue graduating in economics with honors. In addition to meeting all other major requirements, in order to be granted departmental honors a student must:

- Have an overall university grade point average of 3.50 or better;
- Take four hours beyond the standard major in Economics 498, Honors Thesis (Students apply for admission to this course in the second semester of their junior year. The department grants admission to Economics 498, Honors Thesis, based on the student's prior work in economics and the quality of the general research proposal);
- Present the results of the work completed in Economics 498, Honors Thesis, at a meeting of Omicron Delta Epsilon (the economics honorary).

ECONOMICS HONORARY SOCIETY
(Omicron Delta Epsilon)

The department offers membership in Omicron Delta Epsilon, the International Economics Honorary Society, to qualified Economics majors. For specific criteria, see any departmental faculty member.

To view Economic (ECON) courses, go to the PLU Directory of Approved Courses beginning on page 170

**Education and Movement Studies,
 School of**

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The faculty of the School of Education and Movement Studies come together representing two disciplines, highlighting both their distinctiveness and overarching similarities.

The degree programs delivered within the two departments, and the communities each serves, are diverse and expand well beyond the traditional conceptualization of public school education with regard to both the locations for service and age of the learner. Both departments maintain a philosophy that education is the unifying element within each discipline. Further, both disciplines require students to develop the knowledge, values, skills and competencies central to educating others for lifelong learning across a wide range of educational environments within society.

The programs offered within both departments seek to prepare individuals for “lives of thoughtful inquiry, service, leadership and care—for other people, for their communities, and for the earth” (PLU 2010, p.1). The students who complete our programs are competent in their knowledge and skill as appropriate for their discipline, seek to care for, support, and nurture equitably the diverse individuals they serve, and provide leadership as stewards of their communities and professions. The notion of education as lifelong learning, critical to focused and sustaining lives, is a fitting constant across the shared work of these disciplines.

Faculty: Michael Hillis, Ph.D., *Acting Dean*; faculty members of the Departments of Instructional Development and Leadership and Movement Studies and Wellness Education.

DEGREES

- Degrees offered are:
 Bachelor of Arts in Education (B.A.E.)
 Bachelor of Arts in Physical Education (B.A.P.E.)
 Bachelor of Science in Physical Education (B.S.P.E.)
 Master of Arts in Education (M.A.E.)

Candidates for all degrees must meet general university requirements and the specific requirements of the Departments of Instructional Development and Leadership and Movement Studies and Wellness Education.

For degree requirements and programs in the School of Education and Movement Studies, see the Department of Instructional Development and Leadership on page 65 or Department of Movement Studies and Wellness Education on page 79.

Educational Psychology

To view curriculum requirements, please go to the Department of Instructional Development and Leadership, page 65.

To view Educational Psychology (EPSY) courses, go to the PLU Directory of Approved Courses beginning on page 176.

Engineering Dual-Degree Program

253.535.7400

www.nsci.plu.edu/3-2program

nsci@plu.edu

The Dual-Degree Engineering Program at Pacific Lutheran University provides students with the opportunity to combine a liberal arts education with rigorous study in engineering. Students who complete the program earn two degrees - one from PLU and the other from an engineering school accredited by ABET (Accreditation Board for Engineering and Technology). For the well-prepared student, the total length of study is five years – three years at PLU and two years at the engineering school; hence, the program is sometimes referred to as the “Three-Two Engineering Program.”

Most subdisciplines of engineering are available to students in the Dual-Degree Program, including electrical, mechanical, civil, chemical, aerospace and biomedical engineering. Formal agreements exist with Columbia University in New York City and Washington University in St. Louis. At both schools, Dual-Degree students form a community. They share residence facilities and often are enrolled in many of the same courses. PLU students who have participated in the Dual-Degree Program report their rich cultural and academic experiences at both schools.

THE PLU PROGRAM

The Dual-Degree student is awarded a PLU degree when the PLU requirements are satisfied and the program of study at the engineering school is completed. The PLU degree that typically is awarded is the Bachelor of Arts in physics. The B.A. in physics is well recognized by engineering schools and is the most frequently awarded degree by four-year schools with dual-degree programs. The physics degree can be selected by Dual-Degree students in all engineering subdisciplines, but students wishing to study chemical engineering may wish to consider the option of obtaining the B.A. in chemistry from PLU.

TRANSFER TO NON-AFFILIATED ENGINEERING SCHOOLS

Occasionally, PLU students choose to transfer to an engineering school that does not participate in the Dual-Degree program. PLU nonetheless recognizes these students as participants in the Dual-Degree program and awards the appropriate PLU degree upon successful completion of their program at the engineering school. Since the PLU curriculum may not mesh smoothly with courses at unaffiliated institutions, the total time for degree completion may be more than five years.

Student Advising

Individual departments do not provide advice on the Dual-Degree program. All prospective Dual-Degree students, regardless of their intended engineering subdiscipline, should consult with the Dual-Degree director (in the Physics Department) very early in their academic program.

PLU and the participating engineering schools recommend that Dual-Degree students use their time at PLU to secure their academic foundations in mathematics, physics, and chemistry. Math skills are particularly important to develop, and poor math skills are the most frequent reason prospective engineering students fail to succeed in the program. While at PLU, students should concentrate on the fundamentals in preparation for advanced engineering courses at the three-two affiliated engineering school.

PLU REQUIREMENTS

In order to earn a PLU degree in the Dual-Degree program, the following requirements must be satisfied:

- **Completion of the following science and mathematics courses
44 semester hours**

MATH 151, 152, 253 (12 semester hours)

MATH 351 or PHYS 354 (4 semester hours)

PHYS 153, 154, 163, 164, 223 (14 semester hours)

CHEM 115, 116 (eight semester hours)

CSCE 131, 144 (six semester hours)

- **Completion of the general university requirements as specified in the catalog, except that the following general requirements are waived for all dual-degree (3-2) students:**

- Completion of a minimum of 128 semester hours on the PLU transcript;
- Completion of a minimum of 40 semester hours from courses numbered 300 and above;
- The requirement that at least 20 of the minimum 40 semester hours of upper-division work must be taken at PLU;
- The requirement that the final 32 semester hours of a student's program be completed in residence at PLU;
- The requirement that the senior seminar/project be completed at PLU. Senior projects from the engineering school (a characteristic of ABET-accredited schools) will satisfy the PLU senior project requirement for Dual-degree students upon approval of the project by the appropriate PLU department chair.

BACHELOR OF ARTS MAJOR IN PHYSICS

12 additional semester hours

- **Completion of an additional 12 semester hours of electives in science and mathematics from the following courses:**

MATH 331, 356

PHYS 240, 331, 333, 334, 336

CSCE 245

CHEM 341 may be substituted for PHYS 333.

The particular courses chosen will depend on the intended subdiscipline and the engineering school's entrance requirements. Students should consult with the program director before choosing their electives.

BACHELOR OF ARTS MAJOR IN CHEMISTRY

19 additional semester hours

- Completion of organic chemistry (CHEM 331, 332, 333, 334) and physical chemistry (CHEM 341, 342, 343)

THE ENGINEERING SCHOOL PROGRAM

The course of study at the engineering school will depend on both the school and the subdiscipline. Between Columbia University and Washington University, approximately 20 different engineering subdisciplines are available to Dual-degree students. These include the more common subdisciplines (civil, chemical, electrical, mechanical) and others such as operations research, applied mathematics, earth and environmental engineering and systems science. Details are available from the PLU program director.

ACADEMIC EXPECTATIONS

For admission to their engineering program, Columbia University requires a cumulative PLU grade point average of 3.00 or higher, and a grade point average of 3.00 or higher in pertinent mathematics and science courses. For Washington University, the required grade point average is 3.25 both overall, and in science and mathematics courses. Students who do not meet these requirements are considered on a case-by-case basis. Although students who choose to transfer to another engineering school may be able to gain admission with slightly lower grades than those required by Columbia University and Washington University, all prospective engineering students are well advised to use the higher standard as a more realistic indication of what will be expected of them in the engineering school.

Engineering schools often do not allow pass-fail courses; thus, PLU students are advised not to enroll in mathematics, science or engineering courses for pass-fail grading.

Columbia University requires that students attend at least two full-time years at PLU before transferring.

For more information, contact the dual-degree program director in the Department of Physics or visit the program website at www.nsci.plu.edu/3-2program.

Go to the PLU Directory of Approved Courses to view Chemistry (CHEM) on page 161 and Physics (PHYS) on page 205.

English

253.535.7698
www.plu.edu/english
english@plu.edu

English offers excellent preparation for any future requiring integrative thinking, skill in writing, discernment in reading, an appreciation of human experience and aesthetic values, and the processes of critical and creative expression. Business, government, technology, education, and publishing are areas where our graduates frequently make their careers.

Our program offers emphases in literature and writing, as well as special competencies in children’s literature and a minor in publishing and printing arts. The English Department also supports the study away programs, and we offer study away to such places as Africa, Australia, and the Caribbean.

Faculty: Albrecht, Chair; Barot, Bergman, Brown, Campbell, Jansen, Kaufman, Levy, A. Mandeville, Marcus, D.M. Martin, op de Beeck, Robinson, Seal, J. Smith, Skipper, B. Temple-Thurston.

Foreign Language Requirement

All English majors must complete at least two years of a foreign language at the university level, or the equivalent (see College of Arts and Sciences Foreign Language Requirements, Option I).

ENGLISH MAJOR (Emphasis on Literature)

The English major with an emphasis on literature introduces students to the great literary traditions of Britain, North America, and the English-speaking world. The major in literature places courses organized by historical period at the heart of the student’s program, allowing students to read the great works that define the periods, and to explore the ways in which cultural contexts shape the literary imagination. Students who select the emphasis on literature can expect to learn how sensitive readers engage texts through their own speaking and writing, following their insights into the rich pleasures of literary language and growing more sophisticated in constructing effective interpretive arguments. They will also be introduced to the ways in which major critical traditions frame our approaches to literature and define the issues that keep literature meaningful and relevant in our lives.

Students considering English with an emphasis on literature as a major, but who are still undecided, might begin with a 200-level course. Even though no 200-level course is required for majors, students may request that one appropriate 200-level course be substituted for one similar Periods and Surveys course at the 300 level.

Courses offered through correspondence, on-line, and independent studies are not accepted to meet the literature requirement.

MAJOR REQUIREMENTS

At least 36 and up to 44 semester hours in English (excluding Writing 101) with at least 20 hours upper division, distributed as follows:

1. **ENGL 300: English Studies Seminar**
Four semester hours
 Required for all English majors. Must be taken before (not concurrently with) Senior Capstone (ENGL 451 or 452). Students are recommended to take ENGL 300 in their sophomore or junior year.
2. **Historical Surveys and Topics**
16 semester hours; four from each of Lines 1-4 below).

Line 1: Early

- ENGL 301: Shakespeare
- ENGL 351: Medieval Literature
- ENGL 353: Renaissance Literature
- ENGL 355: Special Topics in Literature Before 1660

Line 2: Middle

- ENGL 361: British Literature, 1660-1800
- ENGL 362: British Literature, 1800-1914
- ENGL 371: American Literature Before 1860
- ENGL 372: American Literature, 1860-1914
- ENGL 365: Special Topics in Literature Before 1914

Line 3: Late

- ENGL 363: British Literature, 1914-1945
- ENGL 364: British Literature, 1945 to the present
- ENGL 373: American Literature, 1914-1945
- ENGL 374: American Literature, 1945 to the present
- ENGL 375: Special Topics in Literature, 1914 to the present

Line 4: Literature and Difference

- ENGL 341: Feminist Approaches to Literature
- ENGL 342: American Ethnic Literatures
- ENGL 343: Postcolonial Literature and Theory
- ENGL 345: Special Topics in Literature and Difference

3. Electives

Eight to 16 hours

Any English-designed course: literature, writing, or publishing and printing arts.

4. Writing

Four semester hours

Any writing course at the 200-400 levels.

5. Capstone Senior Seminar

Four semester hours

Prerequisite is ENGL 300.

The capstone seminar, generally taken in the senior year, includes a capstone presentation consistent with the general university requirements. Students generally must select from the following courses, although under certain circumstances, students may substitute an appropriate 300-level course taken in the senior year.

- ENGL 451: Seminar - Major Authors
- ENGL 452: Seminar - Theme, Genre

ENGLISH MAJOR (Emphasis on Writing)

The writing emphasis at PLU has been designed for a broad spectrum of students, from those wishing to focus on fiction and poetry, to those interested in more pragmatic types of writing, to those set on exploring theoretical issues in rhetoric and composition.

MAJOR REQUIREMENTS

At least 36 and up to 44 semester hours in English (excluding Writing 101) with at least 20 semester hours upper division, and distributed as follows:

1. ENGL 300: English Studies Seminar

Four semester hours

Required for all English majors. Must be taken (not concurrently with) the Senior Capstone (ENGL 425, 427 or 429). Students are recommended to take ENGL 300 in their sophomore or junior year.

2. Genres and Practices

16 semester hours, taken from three out of the four lines below, with at least eight hours upper division).

Line 1: Creative Nonfiction

- ENGL 225: Autobiographical Writing
- ENGL 222, 322: Travel Writing
- ENGL 325: Personal Essay
- ENGL 385: Special Topics in Creative Nonfiction

Line 2: Poetry and Fiction

- ENGL 227: Introduction to Poetry and Fiction
- ENGL 326: Writing for Children
- ENGL 327: Intermediate Poetry Writing
(Prerequisite: ENGL 227 or instructor approval)
- ENGL 329: Intermediate Fiction Writing
(Prerequisite: ENGL 227 or instructor approval)

Line 3: History and Theory

- ENGL 311: The Book in Society
- ENGL 328: Theories of Reading and Writing
- ENGL 387: Topics in Rhetoric, Writing, and Culture
- ENGL 393: The English Language
- ENGL 399: Critical Theory

Line 4: Writing in Specific Contexts

- ENGL 221: Research and Writing
- ENGL 312: Publishing Procedures
- ENGL 323: Writing for Professional and Public Settings
- ENGL 324: Freelance Writing

3. Electives

Four to 12 semester hours

Any English designated courses: literature, writing, or publishing and printing arts.

4. Literature

Eight semester hours, with at least four hours upper division.

Students are encouraged to take literature courses which contribute to their goals as writers, and which expand their experience with the history and genres of writing.

5. Capstone Senior Seminar

Four semester hours

Prerequisite: ENGL 300, plus courses specified below.

The Capstone seminar, generally taken in the senior year, includes a capstone presentation consistent with the general university requirements. Students must select from the following courses:

- ENGL 425: Seminar: Nonfiction Writing
Prerequisite: A 300-level course from Lines 1, 3 or 4
- ENGL 427: Seminar: Poetry Writing
Prerequisite: ENGL 327
- ENGL 429: Seminar: Fiction Writing
Prerequisite: ENGL 329

MINORS

• Literature

20 semester hours (excluding WRIT 101), distributed as follows: four hours of Shakespeare, eight hours from Historical Surveys and Topics (see Literature Major Requirements), and eight hours of electives.

- **Writing**
20 semester hours (excluding WRIT 101), with at least 12 semester hours in upper division, distributed as follows: 12 semester hours in writing, four semester hours in literature, four semester hours of elective.
- **Publishing and Printing Arts**
24 semester hours. See separate listing under Publishing and Printing Arts.
- **Special Competence in Children's Literature** (not a minor)
Students completing ENGL 333 and eight semester hours from ENGL 326, 334, 335 or other approved courses (all with grades of B or higher) will be recognized for special competence in children's literature.
- **Prospective Teachers**
Students preparing to teach English in secondary schools should arrange for an advisor in both English and Education. Please also see the Department of Instructional Development and Leadership section of this catalog.

SECONDARY EDUCATION

Students preparing to teach in junior or senior high school may earn either a Bachelor of Arts in English with certification from the School of Education and Movement Studies, or a Bachelor of Arts in Education with a teaching major in English. See course requirements in Department of Instructional Development and Leadership. The English major with an emphasis in literature and the English major with an emphasis in writing may both be pursued by prospective teachers. Secondary education students must fulfill all requirements for the English major: Option 1 of the Foreign Language Requirements (two years of a foreign language at the university level, or the equivalent); at least 36 and no more than 44 credit hours in English; and all the specific requirements for the major either in literature or in writing. State certification for teachers also mandates the following requirements, which are an overlay to the major. Courses taken to satisfy the major can also be courses that satisfy the state certification requirements.

- **English literature:** One course
- **American literature:** One course
- **Comparative literature:** One course (ENGL 214, 216, 217, 232, 233, 341, 343, appropriate seminar)
- **Linguistics or structure of language:** One course (ENGL 393)
- **Writing/Composition:** One course (ENGL 328 is especially recommended)

Prospective teachers may take EDUC 529: Adolescent Literature in the Secondary Curriculum as an elective in the English major.

ELEMENTARY EDUCATION

Students preparing to teach in elementary schools following the Language Arts curriculum, must take 24 semester hours minimum in English, and are advised to follow the structure of the English major in satisfying state certification requirements. Consult your advisor in the Department of Institutional Development and Leadership.

GRADUATE PROGRAM

Master of Fine Arts in Creative Writing (Low-Residency):
See Graduate Section, page 143.

To view English (ENGL) courses, go to the PLU Directory of Approved Courses on page 177.

Environmental Studies

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teska@plu.edu

The Environmental Studies Program at PLU educates to engage actively and critically the complex relationships between people and the environment, drawing upon integrated and interdisciplinary perspectives. Students graduating with a major in Environmental Studies will be able to contribute to the wider community by: (1) Using an array of theoretical and practical tools to examine the complex relationships between people and the environment; (2) Gathering, assessing, and acting on data about local, regional, and global environmental issues; (3) Critically interpreting the values and assumptions that structure human communities and their relationships with the earth's ecosystem; and (4) Integrating the methods and content of various academic perspectives to develop approaches to complex environmental challenges.

The Program, in keeping with the broad liberal arts objectives of the university, offers a major and a minor in Environmental Studies. Students have the opportunity to link environmental themes to any area of the curriculum they select in their complementary major or minor. For example, those with an interest in Biology, Chemistry or Geosciences can, therefore, tailor a program of environmental science; others can focus their attention on the environment in the social sciences, humanities, or arts. It is also possible to combine professional programs with Environmental Studies.

The Program is overseen by an interdisciplinary faculty committee. Students interested in the Environmental Studies major or minor should meet with the chair of the Environmental Studies Committee.

Faculty: Teska, *Chair*; Andrews, Auman, Behrens, Bergman, Foley, Love, McKenna, McKenney, Mergenthal, Mobus, Naasz, O'Brien, Olufs, J. Smith, St. Clair, Storfjell, Todd, Whitman.

Course Prerequisites and Substitutions

Courses listed below denoted with an asterisk (*) require completion of all necessary prerequisites.

In consultation with the Chair of the Environmental Studies Program, students majoring in a natural science discipline and who have taken a higher level CHEM course (115 or above) will be allowed to substitute another course in place of any courses listed below denoted with a pound sign (#).

MAJOR REQUIREMENTS

40 semester hours, completed with a grade of C- or higher and with a cumulative grade point average of 2.00 or higher in those courses.

ECON 313: Environmental Economics*
 ECON 315: Investigating Environmental & Economic Change in Europe*
 HIST 370: Environmental History of the US
 POLS 346: Environmental Politics and Policy

1. Multidisciplinary Courses in Environmental Studies***Four semester hours***

By examining the broad dimensions of environmental studies, these courses present various perspectives that highlight the complex relationships between people and the environment and that transcend the boundaries of any particular discipline. Students select one of the following multidisciplinary courses that anchor their understanding of environmental issues. The course should be completed prior to enrolling in either ENVT 350 or 499.

ENVT/GEOS 104: Conservation of Natural Resources
 ENVT/RELI 239: Environment and Culture
 IHON 281: Energy, Resources and Pollution
 IHON 282: Population, Hunger, and Poverty
 IHON 283: Conservation and Sustainable Development

2. Disciplinary Breadth in Environmental Studies

Each course explores the key content, ways of inquiry, conceptual framework, and modes of communication of the discipline. Students take courses from each of three areas of study that provide an in-depth exposure to environmental issues within a discipline.

A. The Environment and Science***Eight semester hours***

These courses emphasize the understanding of scientific knowledge that underpins environmental issues. The interpretation and presentation of data along with concepts of science are stressed. Students select two courses (from two different departments) from the following:

BIOL 116: Introductory Ecology
 BIOL 425: Marine Biology*
 BIOL 333: Comparative Ecology of Latin America*
 BIOL 424: Ecology*
 BIOL 427: Conservation Biology & Management*
 CHEM 104: Environmental Chemistry#
 GEOS 332: Geomorphology*
 GEOS 334: Hydrogeology*

B. The Environment and Society***Eight semester hours***

These courses focus on the understanding of the institutions within which environmental decisions are made and investigate the implementation and implications of environmental decisions. The courses also consider how human communities have shaped and been shaped by their environment and how these relationships have changed over time. Students select two courses (from two different departments) from the following:

ECON 111: Principles of Microeconomics: Global and Environmental
 ECON 311: Energy and Natural Resource Economics*

C. The Environment and Sensibility***Eight semester hours***

These courses examine the ways in which nature shapes and is shaped by human consciousness and perception. The courses critically interpret the values and assumptions that structure human communities and their relationships with the earth's ecosystems. Students select two courses (from two different departments) from the following:

ENGL 234: Environmental Literature
 PHIL 230: Philosophy, Animals and the Environment
 RELI 365: Christian Moral Issues ("Christian Ecological Ethics" only)
 RELI 393: Topics in Comparative Religions ("Native Traditions in Pacific Northwest" only)

4. Internship in Environmental Studies***Four semester hours***

An internship is required so that students have the opportunity to apply knowledge in environmental topics to the professional world and to practice their work in the local, regional or global community. Students must receive approval for their internship prior to its start from the Chair of Environmental Studies.

ENVT 495: Internship in Environmental Studies

5. Interdisciplinary Advanced Courses in Environmental Studies***Eight semester hours***

Each student will complete these two synthesis courses that integrate methods and content of various academic perspectives to develop approaches to complex environmental challenges. The courses serve to raise questions, create products, or produce explanations that cannot be addressed within the framework of a particular discipline.

ENVT 350: Environmental Methods of Investigation
 ENVT 499: Capstone: Senior Project

Additional Requirements for an Environmental Studies major

- A complementary major or minor in another discipline
- A minimum of 20 semester hours of upper division semesters in the Environmental Studies major

MINOR

24 semester hours, completed with a grade of C- or higher and with a cumulative grade point average of 2.00 or higher in those courses.

1. Multidisciplinary Courses in Environmental Studies***Four semester hours***

Students select one of the following multidisciplinary courses that anchor their understanding of environmental

issues. This course should be completed prior to enrolling in ENVT 350.

ENVT/GEOS 104: Conservation of Natural Resources
 ENVT/RELI 239: Environment and Culture
 IHON 281: Energy, Resources and Pollution
 IHON 282: Population, Hunger, and Poverty
 IHON 283: Conservation and Sustainable Development

2. The Environment and Science

Eight semester hours

Students select two courses (from two different departments) from the following that examine the scientific foundations of environmental issues:

BIOL 116: Introductory Ecology
 BIOL 425: Marine Biology*
 BIOL 333: Comparative Ecology of Latin America*
 BIOL 424: Ecology*
 BIOL 427: Conservation Biology and Management*
 CHEM 104: Environmental Chemistry#
 GEOS 332: Geomorphology*
 GEOS 334: Hydrogeology*

3. The Environment and Society

Four semester hours

Students select one course from the following that pursue the study of institutions where environmental perspectives and policies are applied and how these have changed over time:

ECON 111: Principles of Microeconomics: Global and Environmental
 ECON 311: Energy and Natural Resource Economics*
 ECON 313: Environmental Economics*
 ECON 315: Investigating Environmental & Economic Change in Europe*
 HIST 370: Environmental History of the U.S.
 POLI 346: Environmental Politics and Policy

4. The Environment and Sensibility

Four semester hours

Students select one course from the following that examine the ways in which nature shapes and is shaped by human consciousness and perception:

ENGL 234: Environmental Literature
 PHIL 230: Philosophy, Animals and the Environment
 RELI 365: Christian Moral Issues
 (“Christian Ecological Ethics” only)
 RELI 393: Topics in Comparative Religions
 (“Native Traditions in Pacific Northwest” only)

5. Environmental Methods of Investigation, ENVT 350

(Four semester hours)

ENVT 350: Environmental Methods of Investigation

To view *Environmental Studies (ENVT)* courses, go to the *PLU Directory of Approved Courses* on page 181.

French

To view curriculum and course requirements, please go to *Department of Languages & Literature, page 75*
 To view *French (FREN)* courses, go to the *PLU Directory of Approved Courses* on page 181.

Geosciences

253.535.7563

www.nsci.plu.edu/geos

geos@plu.edu

The geosciences are distinct from other natural sciences. The study of the earth is interdisciplinary and historical, bringing knowledge from many other fields to help solve problems. Geoscientists investigate continents, oceans, and the atmosphere, and emphasize both the processes that have changed and are changing the earth through time and the results of those processes, such as rocks and sediments. Our fast-rising human population is dependent upon the earth for food, water, shelter and energy and mineral resources.

Study in the geosciences requires creativity and the ability to integrate. Geologists observe processes and products in the field and in the laboratory, merge diverse data, develop reasoning skills that apply through geologic time and create and interpret maps. The field goes beyond pure research science, and includes applied topics like the relationships of natural events such as earthquakes and volcanoes with human societies. The Department of Geosciences recognizes that it is no longer sufficient just to have knowledge of the facts of the field; successful students must have quantitative skills and be able to communicate clearly through writing and speaking. Laboratory experiences are an integral part of all courses. Many courses involve the use of microscopes, including the department’s scanning electron microscope. Computers are used in most courses to help students understand fundamental phenomena, obtain current information, and communicate results. Field trips are included in many courses.

Pacific Lutheran University is located at the leading edge of western North America, in the Puget Lowland, between the dramatic scenery of the Olympic Mountains and the Cascade Range. Pierce County has diverse geology, which is reflected in elevations that range from sea level to more than 14,000 feet.

Geosciences graduates who elect to work after completing a PLU degree are employed by the U.S. Geological Survey, natural resource companies, governmental agencies, and private-sector geotechnical and environmental consulting firms. Graduates who combine geosciences with education are employed in primary and secondary education.

Careers in geosciences often require post-graduate degrees. Many B.S. majors have been successful at major research graduate schools.

Faculty: Foley, Chair; Benham, Davis, McKenney, Todd., Whitman.

DEGREE OFFERINGS

The **Bachelor of Science degree** is intended as a pre-professional degree, for students interested in graduate school or working in geosciences. The Bachelor of Arts degree is the minimum preparation appropriate for the field and is best

combined with other degree programs, such as majors in social sciences or the minor in Environmental Studies.

The department strongly recommends that all students complete MATH 140 or higher before enrolling in 300-level and higher courses in geosciences. The department also strongly encourages students to complete the Chemistry and Physics requirements as early as possible. Students should also note that upper-division courses are offered on a two-year cycle. Early declaration of majors or minors in geosciences will facilitate development of individual programs and avoid scheduling conflicts.

All courses taken for the major must be completed with a grade of C- or higher.

BACHELOR OF ARTS MAJOR

32 semester hours in following Geosciences courses:

- GEOS 201
- Plus at least two lower-division from GEOS 101, 102, 103, 104, 105, 106, or 107
- Eight semester hours from GEOS 324, 325, 326, 327, 329
- Eight semester hours from GEOS 328, 330, 331, 332, 334, 335, 350
- One semester hour of GEOS 390
- One semester hour of GEOS 498
- Two semester hours of GEOS 499
- Required Supporting non-geoscience course: CHEM 104 or CHEM 115
- **Recommended: Geologic Field Experience**
Minimum of four semester hours
Students completing the B.A. degree in Geosciences are recommended to take a departmentally approved field camp from another college or university. Students would normally take this during the summer, after their junior year or after their senior year depending upon their level of preparation. This field experience may be a traditional field geology course or a field-based course in Hydrology, Environmental Geology or Geophysics, etc. Students must have approval of the department chair before enrolling in the Field Experience.
- Options reflect a student's interests and are discussed with an advisor

BACHELOR OF SCIENCE MAJOR

42 to 44 semester hours in following Geosciences courses:

- One from GEOS 101, 102, 103, 104, 105, 106 or 107
- GEOS 201, 324, 325, 326, 327, 329, and 335
- Eight semester hours from GEOS 328, 330, 331, 332, 334 or 350
- One semester hour of GEOS 390
- One semester hour of GEOS 498
- Two semester hours of GEOS 499
- **Required: Geologic Field Experience**
Minimum of four semester hours
Students completing the B.S. degree in Geosciences required to take a departmentally approved field camp from another college or university. Students would normally take this during the summer, after their junior year or after their senior year depending upon their level of preparation. This

field experience may be a traditional field geology course or a field-based course in Hydrology, Environmental Geology or Geophysics, etc. Students must have approval of the department chair before enrolling in the Field Experience.

- **Necessary supporting courses**

Minimum 26 semester hours, to include:

- CHEM 115 and 116
- PHYS 125, 126 (with 135, 136 labs) **or** PHYS 153, 154 (with 163, 164 labs)
- MATH 151 and either MATH 152 **or** CSCE 120
- Recommended:** BIOL 323 and additional courses are recommended when paleontology is a major interest

BACHELOR OF ARTS IN EDUCATION

See Department of Instructional Development and Leadership on page 65.

MINOR

20 semester hours of courses

- All courses for the minor must be completed with grade of C or higher.
- **Required:** GEOS 201 and at least three upper-division Geosciences courses (a minimum of eight upper-division semester hours).

DEPARTMENTAL HONORS

In recognition of outstanding work the designation with Departmental Honors may be granted to Bachelor of Science graduates by a vote of the faculty of the Department of Geosciences, based upon the student's performance in these areas:

- **Course work:** The grade point average in geoscience courses must be at least 3.50.
- **Written work:** From the time a student declares a major in geosciences, copies of outstanding work (e.g., laboratory reports, poster presentations, written reports) will be kept for later summary evaluation.
- **Oral communication:** Students must evidence ability to communicate effectively as indicated by the sum of their participation in class discussions, seminars, help sessions, and teaching assistantship work.
- **Other activities:** Positive considerations for honors include involvement in the department, doing independent research, geoscience-related employment, and participation in professional organizations.

To view Geosciences (GEOS) courses, go to the PLU Directory of Approved Courses beginning on page 182.

German

To view curriculum and course requirements, please go to Department of Languages & Literature, page 75.

To view German (GERM) courses, go to the PLU Directory of Approved Courses on page 183.

Global Education Opportunities

253.535.7577

www.plu.edu/wangcenter

wangcenter@plu.edu

PLU is committed to a vibrant array of global educational opportunities, linked to its mission and vision of educating to achieve a just, healthy, sustainable, and peaceful world.

Both on- and off-campus opportunities abound. On-campus academic majors and minors provide study of global issues such as development, global resources and trade, and human rights as well as specific cultures, languages, and societies. Departmental courses and multidisciplinary programs are described in detail in their respective sections of this catalog.

Off-campus programs span the globe and the calendar. PLU encourages majors in all fields to participate in off-campus study –for a January term, semester, academic year, or summer term. The following outline suggests the types of programs available to undergraduates; consult the Wang Center for Global Education for comprehensive and more detailed information.

PLU GATEWAY PROGRAMS

China

Offered every fall semester, this study away program is based at Sichuan University in Chengdu. The curriculum is centered around Chinese culture and language, business, and global studies courses and includes unique study travel opportunities – including an educational excursion to Tibet. Service learning assignments and part-time international internships provide opportunities to apply knowledge gained in the classroom. Students may arrange to spend the full year at Sichuan University. No prior Chinese language study is required. Students earn up to 17 semester credit hours.

International Internships

PLU offers internship opportunities to selected locations around the globe, providing students the chance to apply their on-campus curriculum in an international work setting. International internships can be completed concurrently with a study away program (depending on the study away format and location) or independently with supporting university coursework. Every year PLU students explore career possibilities and enhance their skills by completing semester-long internships in England, Namibia, and beyond.

Mexico

Designed for advanced Spanish language students with an interest in Latin American Studies this fall semester program – based in Oaxaca – explores the intersection of development, culture, and social change through the lens of the dynamic and evolving context of contemporary Mexico. Student learning is deepened through home stays, educational excursions, and the opportunity for academic internships. **Prerequisites:** Completion of Hispanic Studies 202 (301 preferred). Students earn up to 16 semester credit hours.

Norway

Option A: Hedmark University College in Hamar, Norway (fall semester only). Courses are taught in English and focus on Norway’s successful implementation of programs in international development, conflict resolution, and peacebuilding. Opportunities for field study experiences and research papers allow students to analyze and reflect on topics related to the various academic areas, and are especially well suited for communications and political science majors and minors. PLU’s innovative tripartite relationship with Hedmark UC and the University of Namibia, whose students also study on this program, afford students unique comparative learning opportunities. Students earn up to 16 semester credit hours.

Option B: Scandinavian Studies at Telemark University College (fall and/or spring semester). courses are taught in English and Norwegian for foreign students. Course work at Telemark is especially appropriate for students with majors in the humanities, social sciences, and Norwegian language. Students earn up to 16 semester credit opportunities.

Trinidad and Tobago

January to mid-May, this study away program provides students with unique opportunities to explore the islands and learn about the varied heritages of the country’s multicultural society. During January students take a core course, which varies from year to year, and begin preparations for the Carnival celebration. From February to mid-May students take a second core course, Caribbean Culture and Society, and choose two additional courses from the regular offerings at the University of the West Indies. Because of the direct enrollment feature at UWI, this program is suitable for a wide variety of academic majors and minors including studies in the natural sciences. Students earn up to 18 semester credit hours.

NON-PLU FEATURED PROGRAMS

England

Located in the Bloomsbury District, this program – offered every fall and spring term – uses London as its classroom. Students explore the city’s exceptional resources through an interdisciplinary study of literature, history, political science, theater, and art. Academic and cultural learning is enhanced through extensive co-curricular activities, weekend study tours, living with a British family, and optional service learning. Students earn up to 16 semester credit hours.

Spain

Students take upper-intermediate and advanced level Spanish at the Centro de Lenguas Modernas at the University of Granada. With its Moorish past, rich cultural heritage, and natural beauty, Granada provides an excellent setting to build Spanish language skills. The program is offered every fall and spring semester. **Prerequisites:** Completion of Hispanic Studies 202 for fall term; completion of Hispanic Studies 301 for spring term. Students earn up to 16 semester credit hours in the fall and up to 18 in the spring, which includes J-term.

Tanzania

With a focus on post-colonial issues in Tanzania and Africa, the program begins in late-July with an in-depth orientation at Arusha and basic training in the Swahili language. Through lectures by local experts, visits to rural and wildlife areas, and teaching conversational English to school children, students work to develop an understanding of this region of the world. During fall semester, students select three or four courses from the wide offerings available at the University of Dar es Salaam. All university courses are taught in English. Students earn up to 16 semester credit hours.

JANUARY TERM COURSES**January Term**

Every January a wide variety of off-campus “J-term” courses led by PLU faculty take students around the globe to destinations ranging from Neah Bay to New Zealand. In January 2006, PLU received national attention when it became the first U.S. university to have students studying on all seven continents at the same time. Nearly 400 students participate annually in these intensive J-term learning experiences, which fulfill many degree requirements. The application process occurs during the preceding spring semester, with remaining openings filled during summer and early fall. See the Wang Center website for current offerings: www.plu.edu/wangcenter/study-away.

OTHER PROGRAMS**Approved Programs**

PLU students participate in the Gateway and Featured Programs listed above every year. However, sometimes a student’s particular academic goals are better served by a different program. Through collaborative partnerships with other universities and agreements with study abroad program providers, PLU offers an array of semester- and year-long study away programs with courses in a wide variety of academic disciplines. Short-term study away programs are also available during the summer months. PLU awards academic credit for approved programs and locations. For details call the Wang Center for International Programs at 253-535-7577. Or, visit the on-line study away catalog at www.plu.edu/wangcenter/study-away.

Non-Approved Programs

Opportunities to study abroad are made available through many other organizations and colleges in the United States. Some U.S. students choose to enroll directly in an overseas university. In these cases, special arrangements must be made in advance for appropriate credit transfer. PLU financial aid is not applicable.

Study away, with appropriate planning, is possible for qualified students in any major to successfully incorporate study away into their degree plans. Prior to studying off-campus on semester or yearlong programs and on short-term sponsored programs, students work with their academic advisors to determine how courses taken and credits earned will fit with their academic goals and transfer back to PLU. Using a pre-departure academic planning worksheet, the student’s intended course of study is documented, approved by the appropriate academic chair, and filed with the Wang Center.

Application Process

Because off-campus study requires an additional level of independence and the ability to adapt to other cultures, the application, selection, and pre-departure review process is rigorous and includes a comprehensive evaluation of student records. Applications for off-campus study must be pre-approved by the university. Students must submit applications to the Wang Center by the relevant application deadline, which is typically six to twelve months prior to the program start date.

Application materials include, but are not limited to, an official transcript, an essay, letters of recommendation, and an application fee. Consult with the Wang Center for application requirements and deadlines by calling 253-535-7577. The university reserves the right to decline an application for off-campus study and/or to cancel the participation of an accepted student before departure or during the program.

Grading Policy and Credits

Students participating on approved study away programs receive PLU credit and letter grades for their coursework. Courses, credits and grades are recorded on the PLU transcript. However, study away grades are only calculated into the PLU G.P.A. for courses taught by PLU faculty and for students in the School of Business. Study away courses are not pass/fail.

Program Costs and Financial Aid

Financial aid may be applied to all PLU approved programs. This includes State and Federal financial aid (with the exception of work study), university grants and scholarships, and government loans. Students may use their PLU aid on any Gateway or Featured Program, but may take PLU aid on only one PLU-Approved Program, i.e., a third-party provided program such as CIEE, IES, SFS, SIT, etc. The new global Scholars Awards are specifically designed to increase access to study away for students with high financial need who might not otherwise be able to participate. While abroad, students continue to be billed by PLU and are expected to maintain their payment plan arrangements. Tuition remission benefits apply to the cost of study away tuition on PLU approved programs, but not to housing and meal charges. Tuition exchange benefits apply only to the tuition component of these PLU-directed programs: Norway, China, Mexico, Trinidad, and International Internships. Tuition exchange benefits do not apply to any other study away programs offered through third party providers, consortia, etc.

Grants for Global Involvement

The Wang Center for Global Education awards grants on a competitive basis to students interested in advanced research and experiential learning in a global context, building on previous international experience.

Post-graduation Opportunities

PLU graduates pursue their global interests in many ways after they complete their degrees. These include Fulbright awards, Rotary scholarships, and Wang Teaching Fellowships in China.

Contact the Wang Center at 253-535-7577 for more detail on all programs offered.

Global Studies

253.535.7399
www.plu.edu/~glst
glst@plu.edu

The Global Studies Program aims to encourage and enable students to achieve global literacy defined as a multidisciplinary approach to contending perspectives on global problems, their historical origins, and their possible solutions. To this end, the Global Studies program offers courses and experiences designed to equip students with the factual knowledge and analytical skills necessary to comprehend, and engage with, foundational questions of global analysis (e.g., the commonalities and variations between human cultures), identifiable global themes (e.g., war and peace, economic development, globalization and trade, environmental sustainability), and the specifics of particular contemporary global problems (e.g., regional conflicts, weapons proliferation, environmental degradation, movement for political integration and autonomy, the AIDS crisis).

COURSE OF STUDY

Students electing the Global Studies major are required to declare a primary major before they declare a Global Studies major. No more than two courses (eight semester hours) can be taken in any one discipline to fulfill the requirements for the issue concentration for the Global Studies major. In addition, students may not apply more than two courses (eight semester hours) from each other major or minor.

Faculty: The Global Studies Committee administers this program: Grosvenor, *Chair*, Keller, Martinez-Carbajo, Manfredi, Nosaka, Storfjell, Thomson.

MAJOR REQUIREMENTS

Global Studies Core 16 semester hours

ANTH/HIST/POLS 210: Global Perspectives:
The World in Change (4)

Select two courses from the following:

ANTH 102: Intro to Human Cultural Diversity (4)
 ECON 111: Principles of Microeconomics: Global
and Environmental (4)
 HIST 215: Modern World History (4)
 GLST 499: Capstone: Research Seminar (4)

• **Issue Area Concentrations** 16 semester hours

Four courses must be taken from one of the five concentrations outlined below. At least three of the four courses counted toward a concentration must be at the 300 level or higher.

• **Language**

Students must demonstrate proficiency in a language relevant to their coursework and at a level consistent with Option 1 of the College of Arts and Sciences foreign

language requirement. This may be accomplished through a proficiency examination or through the equivalent of 16 semester hours of coursework.

• **Off-Campus Study Component**

Majors are required to participate in an off-campus study program. While off-campus students must earn eight semester hours of credit related to the global studies core or the student's global studies concentration. At least four credits must be related directly to the student's global studies concentration. For example, this study away requirement could be met by taking two appropriate J-term courses, or by eight semester hours of appropriate coursework taken during a semester away. Language study coursework does not necessarily count for this requirement; coursework must deal with the contemporary world and its issues. Obtaining pre-approval for credit is encouraged. Local internships related to an area concentration and involving a cross-cultural setting may be allowed. The Global Studies chair must approve exceptions.

• **Senior Research Project**

The senior project is a general university requirement in all programs and majors. Students satisfy this requirement by completing a research project or paper in GLST 499.

CONCENTRATIONS*

• **Development and Social Justice Courses:**

ECON 333: Economic Development: Comparative
Third World Strategies (4)
 ENGL 233: Post-Colonial Literature (4)
 HISP 301: Hispanic Voices for Social Change
(when approved by the GLST chair) (4)
 HISP 322: Latin American Culture and Civilization (4)
 HIST 335: History of the Caribbean (4)
 HIST 340: Modern Japan (4)
 POLS 380: Politics of Global Development (4)

• **Responses to International Violence and Conflict Courses:**

ANTH 376: Nation, State, and Citizen (4)
 COMA 304: Intercultural Communication (4)
 COMA 340: Conflict and Communication (4)
 POLS 331: International Relations (4)
 POLS 332: International Conflict Resolution (4)
 POLS 431: Advanced International Relations (4)

• **World Health Courses:**

ANTH 380: Sickness, Madness, and Health (4)
 ECON 323: Health Economics (4)
 PHED 362: Healing Arts of the Mind and Body (4)
 RELI 230: Religion and Culture (When the topic is:
Religion, Healing, and the Body) (4)

• **Globalization and Trade Courses:**

BUSA 201: Value Creation in the Global Environment (4)
 BUSA 352: Global Management (3)

BUSA 408: International Business Law and Ethics (3)
 BUSA 460: International Marketing (3)
 COMA 393: Communication Abroad (4)
 ECON 331: International Economics (4)
 POLS 347: Political Economy (4)
 POLS 381: Comparative Legal Systems (4)
 POLS 383: Modern European Politics (4)

• **Transnational Movements and Cultural Diversity Courses:**

ANTH 330: Native North Americans (4)
 ANTH 360: Ethnic Groups (4)
 ANTH 387: Special Topics in Anthropology
 (When the topic is: First Nations) (4)
 ENGL 232: Women's Literature (4)
 ENGL 343: Post-Colonial Literature and Theory (4)
 FREN 221: French Literature & Film of the Americas (4)
 FREN 301: Composition and Conversation
 (When approved by GLST chair) (4)
 GERM 301: Composition and Conversation
 (When approved by GLST chair) (4)
 HISP 341: The Latino Experiences in the U.S. (4)
 HIST 344: The Andes in Latin American History (4)
 PSYC 335: Cultural Psychology (4)
 RELI 227: Christian Theology (When the topic is:
 Theologies of Liberation and Democracy) (4)
 RELI 236: Native American Religious Traditions (4)

*Students may petition the Chair of Global Studies for the inclusion of courses that meet issue concentration requirements but that are not taught regularly enough to be listed here.

MINOR REQUIREMENTS

20 semester hours

- ANTH/HIST/POLS 210: Global Perspectives - The World in Change (4)
- Select one course from the following:
 ANTH 102: Intro to Human Cultural Diversity (4)
 ECON 111: Principles of Microeconomics: Global and Environmental (4)
 HIST 215: Modern World History (4)

- Three courses in one concentration, at least two must be at the 300 level or higher.

Students must take one semester of 200-level college coursework in a foreign language or demonstrate equivalent proficiency.

Students must take at least four credit hours of study away coursework related to the contemporary world and its issues. For example, one appropriate January Term (J-Term) course that would apply toward the student's concentration.

To view Global Studies (GLST) courses, go to the PLU Directory of Approved Courses on page 184.

Greek

To view curriculum and course requirements, please go to Department of Languages and Literature, page 75.

To view Greek (GREK) courses, go to the PLU Directory of Approved Courses on page 184.

Health Education

To view curriculum requirements, please go to Department of Movement Studies and Wellness Education on page 79.

To view Health Education (HEED) courses, go to the PLU Directory of Approved Courses on page 184.

Hispanic Studies

For curriculum and course offerings information, see Department of Languages and Literature, page 75

To view Hispanic Studies (HISP) courses, go to the PLU Directory of Approved Courses on page 185.





History

253.535.7595
www.plu.edu/history
hist@plu.edu

Through the study of history at Pacific Lutheran University students gain an understanding and appreciation of the historical perspective. Opportunities for developing analytical and interpretative skills are provided through research and writing projects, internships, class presentations, and study tours. The practice of the historical method leads students off campus to their hometowns, to Europe or China or the American West, and to community institutions, both private and public. The department emphasizes individual advising in relation to both self-directed studies and regular courses. The university library holdings include significant collections in American, European, and non-Western history. Career outlets for majors and minors are either direct or supportive in business law, teaching, public service, news media, and other occupations.

Faculty: Halvorson, Chair; Carp, Cathcart, Ericksen, Hames, Kraig, Mergenthal, Sobania.

BACHELOR OF ARTS MAJOR
Minimum of 36 semester hours, including:

- Four semester hours - American field
- Four semester hours - European field
- Four semester hours - non-Western field

Students are expected to work closely with the department's faculty advisors to insure the most personalized programs and instruction possible.

Majors are urged to meet the foreign language requirement of the College of Arts and Sciences under either Option I or Option II.

Those majors who are preparing for public school teaching can meet the state history requirement by enrolling in History 460.

All majors are required to take four semester hours of historical methods and research and four semester hours of seminar credit. Completion of the seminar course satisfies the core requirement for a senior seminar/project.

For the major at least 20 semester hours must be completed at PLU, including HIST 301 before taking HIST 494, 496, or 497.

All courses in History taken at PLU by a History major must be completed with grades of C- or better. Students will not be allowed to enroll in HIST 301 or HIST 494, 496, or 497 until they have earned a grade of C- or better in every history class they have taken at PLU.

Continuation Policy

- To remain in the major, junior and senior-level students must:
- Maintain a minimum 2.50 overall grade point average, and
 - Maintain a minimum 2.50 grade point average in history courses.

MINOR

- 20 semester hours with a minimum of 12 from courses numbered above 300.
- The minor in history emphasizes a program focus and a program plan, which is arranged by the student in consultation with a departmental advisor.
- For the minor at least 12 semester hours must be completed at PLU, including eight of upper-division courses

BACHELOR OF ARTS IN EDUCATION

See Department of Instructional Development and Leadership on page 65.

To view History (HIST) courses, go to the PLU Directory of Approved Courses on page 186.

Humanities, Division of

253.535.7321
www.plu.edu/humanities
huma@plu.edu

The Humanities faculty at Pacific Lutheran University are excellent teachers and scholars who model the possibilities of the life of the mind. The Humanities cultivates an intellectual and imaginative connection between a living past, embodied in the diverse array of cultural traditions, and the global challenges of our contemporary world.

The Division of Humanities at PLU invites students to develop critical and flexible minds as part of their becoming persons of commitment, vision, and action in the world. Drawing on the rich traditions of religion, philosophy, languages and literatures, students and faculty work together to explore complex perspectives on a variety of human concerns. Students in the Humanities are encouraged to develop the critical and reflective ability to:

- embrace complexity and ambiguity;
- engage other peoples and perspectives;
- appreciate the living past in the present and future;
- engage traditions creatively and critically;
- link theory and practice, and the public with the private;
- seek connections among diverse cultures and academic disciplines; and
- understand themselves and consider what makes life worth living.

In short, study in the Humanities teaches ways of living, thinking, and being in the world. It helps students to situate

their beliefs within a wider frame of reference and to understand and critically analyze assumptions, traditions, truths, and histories. Study in the Humanities assists students to see their responsibility for the quality of the lives they lead. It challenges students to realize the importance of participating in a larger and broader service to the common good.

Faculty: Oakman, *Dean*; faculty members of the Departments of English, Languages and Literatures, Philosophy, and Religion.

As a division within the College of Arts and Sciences, the Division of Humanities offers programs in each constituent department leading to the B.A. degree. Course offerings and degree requirements are listed under:

English
Languages and Literatures
Philosophy
Religion

Committed to the interdisciplinary nature of knowledge, the Humanities supports and participates in the following programs: Chinese Studies, Classics, Environmental Studies, Global Studies, International Programs, Legal Studies, Publishing and Printing Arts, Scandinavian Area Studies, and Women's and Gender Studies.

Individualized Major

253.535.7619

Supervised by the Faculty Council for Individualized Majors, this program offers junior and senior students the opportunity to develop and complete a personally designed, interdisciplinary, liberal arts major. The course of study culminates in a senior thesis, to be agreed on by the council, the student, and his or her advisor.

Successful applicants to this program will normally have a cumulative grade point average of 3.30 or higher, although in exceptional cases, they may demonstrate their potential in other ways to the Faculty Council for Individualized Majors.

Admission to the Individualized Program

Admission to the program is granted by the council on the basis of a detailed plan of study, proposed and written by the student, and submitted to the council any time after the beginning of the second semester of the student's sophomore year. The proposal must outline a complete plan of study for the time remaining until the granting of a degree. Study plans may include any of the traditional elements from a standard B.A. or B.S. degree program.

Once approved by both the faculty sponsor and the Faculty Council for Individualized Majors, the study plan supplants usual degree requirements, and, when completed, leads to conferral of the B.A. degree with Special Honors.

STUDY PROPOSALS

Study proposals must include the following:

1. **Statement of Objectives**, in which the student describes what the degree is expected to represent and why the individualized course of study is more appropriate than a traditional degree program.
2. **A Program of Study**, in which the student describes how the objectives will be attained through sequences of courses, reading programs, regular course work, independent study, travel, off-campus involvement, personal consultation with faculty members, or other means.
3. **A Program of Evaluation**, in which the student describes the criteria to be used to measure achievement of the objectives and specifies the topic of the senior thesis.
4. **A Statement of Review**, in which the student describes how previous course work and life experiences have prepared him or her for the individualized study program.
5. **Letters of Recommendation**. The study proposal must be written in close consultation with the chair of the Faculty Council for Individualized Majors and with a faculty member who agrees to act as primary sponsor and advisor to the student throughout the course of study. The faculty sponsor must comment on the feasibility of the proposal and on the student's ability to carry it out. It is strongly recommended that a secondary faculty sponsor be asked to co-sponsor and endorse the proposal.

All subsequent changes in the study plan or the senior thesis must be submitted in writing to the Faculty Council for Individualized Majors for approval. Further information is available from the Academic Advising Office.

Instructional Development and Leadership

253.535.7272

www.plu.edu/~educ
educ@plu.edu

The Department of Instructional Development and Leadership (IDL) offers undergraduate and post-baccalaureate programs of study leading to certification for elementary, secondary, and K-12 teachers. Additional post-baccalaureate programs are offered for administrators and in instructional leadership. The curriculum is designed to provide graduates with a blend of the liberal arts and a variety of guided field experiences beginning early in the educational sequence. The faculty is committed to the development of caring, competent educational leaders committed to lives of service. A consistent emphasis of all programs is the promotion of student learning in K-12 institutions.

Faculty: Hillis, *Co-Interim Dean*; Byrnes, Fischer, Gerlach, Hassen, Jacks, Knuth, Leitz, Lewis, Nelson, Reisberg, Thirumurthy, Weiss, Williams, Woolworth.

PROGRAMS OFFERED

The department is accredited by the National Council for Accreditation of Teacher Education (NCATE), the Northwest Association of Schools and Colleges, and the Washington State Board of Education for the preparation of elementary, secondary, and K-12 teachers, and administrators, with the Master of Arts in Education (M.A.E.) the highest degree approved. The accreditation gives PLU graduates reciprocity with many other states.

The department offers coursework toward the conversion, renewal, or reinstatement of teaching certificates and offers various options to add endorsements to current certificates. In addition, there is coursework and support provided to individuals seeking Washington State Professional Certificates or certification under the National Board of Professional Teaching Standards.

Current graduate programs include Master of Arts in Education and Master of Arts in Education with Residency Certification

Eligibility Requirements for Admission to B.A.E. or the Post-Baccalaureate non-Degree Programs

All individuals seeking to enter an undergraduate degree/with residency certification or certification-only program must apply to the department. A completed application must be submitted to the department by the first Friday in March to receive priority consideration for fall term admission.

- **A completed application will include the following requirements:**
 - Evidence of verbal and quantitative ability as illustrated by a passing score on each of the three sections of the Washington Educators Skills Test Basic (WEST-B). Test dates are available during the year; check the Department of Instructional Development and Leadership web site for the dates.
 - Official transcripts of all college/university work (foreign transcripts must have official translations and be submitted to the university)
 - Junior standing (60 to 64 or more semester hours)
 - Cumulative grade point average (GPA) of 2.50
 - Psychology 101 or equivalent: grade of C or higher
 - Writing 101 or equivalent: grade of C or higher

Application forms and procedures for admission to professional studies in education are available from the department. Students who do not meet all the admission requirements should contact the Assistant Director of Admissions and Advising in the School of Education and Movement Studies Office.

Continuation in any program of study in the department is subject to continuous assessment of student development and performance. Students are required to demonstrate the mastery of knowledge, skills, professionalism, attitudes, and dispositions required for effective practice. Records will be reviewed at the end of each semester to ensure students are meeting standards throughout the program.

B.A.E. OR CERTIFICATION-ONLY REQUIREMENTS**Students become candidates for certification when:**

- All coursework is completed with a cumulative grade point average of 2.50 or above and the student's degree has been posted.
- All coursework used to fulfill education program requirements as part of an academic major, minor or emphasis have been completed with a C grade or better.
- All coursework designated by EDUC, SPED, or EPSY have been completed with a B- grade or better.
- All additional courses related to and required for education programs and teacher certification have been completed with a grade of C or better. For elementary education students these include: MATH 123 or equivalent (must be taken prior to EDUC 406, Term II); BIOL 111 or life science equivalent; physical science equivalent, especially geosciences; PHED 322 and ARTD 341 and MUSI 341.
- Passage of the WEST-E in at least one endorsement area.
The WEST-E must be taken and passed prior to student teaching.

RESIDENCY TEACHING CERTIFICATE

Students who successfully complete a program of professional studies in the department, who meet all related academic requirements for a degree or a certificate, and who meet all state requirements will be recommended by the department for a Washington residency teaching certificate. Additional state requirements include a minimum age of 18, good moral character and personal fitness as evidenced by completion of state Character and Fitness Supplement and Washington State Patrol/FBI background check via fingerprint clearance, assessment by means of passing scores on WEST-B and WEST-E exams, and completion of state certification application and payment of state certification fee. Information regarding all state requirements and procedures for certification is available from the Certification Officer in the department. State requirements are subject to immediate change. Students should meet with department advisors each semester and the Certification Officer for updates in program or application requirements.

NOTE: The department will make every reasonable attempt to obtain and distribute the most current information regarding Washington State certification requirements, but cannot guarantee that state requirements will remain unchanged.

ELEMENTARY CERTIFICATION AND ENDORSEMENT OPTIONS

The basic undergraduate elementary education program consists of a four-term program starting in the fall term of each year.

**ELEMENTARY PROFESSIONAL EDUCATION SEQUENCE
51 semester hours**

- **Term I**
11 semester hours
 - EDUC 390: Inquiry into Learning I: Investigation into Learning and Development (4)
 - EDUC 392: Inquiry into Learning II: Investigation into Learning and Development (4)

- EDUC 394: Technology and Teaching (2)
SPED 320: Issues of Child Abuse and Neglect (1)

- **Term II**

- 16 semester hours**

- EDUC 406: Mathematics in K-8 Education (4)
 - EDUC 408: Literacy in a K-8 Education (4)
 - EDUC 424: Inquiry into Teaching I: Diverse Learners (4)
 - SPED 424: Learners with Special Needs in the General Education Classroom (4)

- **Term III**

- 12 semester hours**

- EDUC 410: Science/Health in K-8 Education (4)
 - EDUC 412: Social Studies in K-8 Education (4)
 - EDUC 425: Inquiry into Teaching II: Diverse Learners (4)

Passing scores on at least one WEST-E endorsement test must be presented before a student can enroll in Term IV.

- **Term IV**

- Eight or 12 semester hours**

- EDUC 430: Student Teaching in K-8 Education (10) **and** EDUC 450: Inquiry into Learning and Teaching: Reflective Practice and Seminar (2)
 - **Or** EDUC 434: Student Teaching - Elementary (Dual) (6) **and** EDUC 450: Inquiry into Learning and Teaching: Reflective Practice and Seminar (2)

DUAL ELEMENTARY AND SPECIAL EDUCATION

76 semester hours

- **Includes the above Elementary Education sequence 51 semester hours, plus the following 25 semester hours in special education coursework:**

- SPED 315: Assessment (2)
- SPED 322: Moderate Disabilities and Transitions (3)
- SPED 404: Teaming and Collaboration (3)
- SPED 430: Students with Emotional and Behavioral Disorders (4)
- SPED 442: Technology in Special Education (2)
- SPED 450: Early Childhood Special Education (2)
- SPED 454: Students with Physical Challenges and the Medically Fragile (2)
- SPED 459: Student Teaching in Special Education (6)
- SPED 460: Special Education Student Teaching Seminar: Issues in Practice (1)

The Professional Education sequence forms the foundation of the program for all students seeking certification as an elementary education (K-8) multi-subject teacher. Undergraduate students have several options for building a program upon the professional education sequence, including:

- They may earn a residency teaching certificate and elementary K-8 endorsement. This requires the completion of the professional education sequence for elementary education and 24 semester hour academic support area.

- They may earn a residency teaching certificate with an elementary K-8 and P-12 special education endorsement. This requires the completion of the professional education sequence for elementary education students and the completion of coursework required for endorsement in special education.

Note: Information about all state endorsements, including those in special education, reading and English as a Second Language, can be obtained from the Assistant Director of Admission and Advising in the School of Education and Movement Studies.

SECONDARY CERTIFICATION AND ENDORSEMENT OPTIONS

All undergraduate students seeking secondary certification in a content area (except those seeking certification in music and physical education) are required to complete the following four-term program of study.

Professional Education Sequence

- **Term I**

- 11 semester hours**

- EDUC 390: Inquiry into Learning I: Investigation into Learning and Development (4)
 - EDUC 392: Inquiry into Learning II: Investigation into Learning and Development (4)
 - EDUC 394: Technology and Teaching: Laboratory (2)
 - SPED 320: Issues of Child Abuse & Neglect (1)

- **Term II**

- 12 semester hours**

- EDUC 424: Inquiry into Teaching I: Diverse Learners (4)
 - EPSY 368: Educational Psychology (4)
 - SPED 424: Learners with Special Needs in the General Education Classroom (4)

- **Term III**

- Eight semester hours**

- One course from EDUC 440-449 (4)
 - EDUC 425: Inquiry into Teaching II: Diverse Learners (4)

Passing scores on endorsement test(s) (WEST-E) must be presented before a student can enroll in Term IV.

- **Term IV**

- 12-14 semester hours**

- EDUC 450: Inquiry into Learning and Teaching: Reflective Practice and Seminar Education (2)
 - EDUC 466: Student Teaching - Secondary (Dual) (7) **and** SPED 439: Student Teaching in Secondary School (5) **or** EDUC 468: Student Teaching - Secondary (10)

Special Education Endorsement 25 semester hours

Course work leads to the P-12 endorsement: SPED 315, 322, 404, 430, 442, 450, 454, 459 and 460.

- The professional education sequence forms the foundation of the program for all students seeking certification in a content area (except music and physical education students). Undergraduate students seeking certification/ endorsement in a content area (usually to teach in grades 5-12) have several options for building a program upon the professional education sequence, including:
- They may earn a residency teaching certificate with an endorsement in secondary level content area. This requires the completion of the professional education sequence for secondary education students and a teaching major or academic major that meets state endorsement requirements
- They may earn a residency teaching certificate with an endorsement in secondary level content area and an endorsement in special education. This requires the completion of the professional education sequence for secondary education students, a teaching major or academic major and coursework required for endorsement in special education.

Note: Secondary teaching majors are designed to align with state endorsement requirements and to meet specific departmental standards for majors and minors. Course and hour requirements for teaching and/or academic majors vary according to department requirements.

- **Certification in Music or Health and Fitness**
Undergraduates have the option of completing programs that lead to a bachelor's degree in music education or health and fitness with certification. All individuals seeking a Bachelor of Music Education or a Bachelor of Arts in Physical Education with a residency teaching certificate must apply and be accepted into the Department of Instructional Development and Leadership. They must also complete the following courses:
Music education majors must complete EDUC 391 (offered every fall), EPSY 361 (offered every spring), SPED 320, and all other course requirements specified by the Department of Music.

Students seeking a Bachelor of Arts in Physical Education must complete EDUC 390 and 392, SPED 320, and all other requirements specified by the Department of Movement Studies and Wellness Education.
- **Preparation for Teaching in Christian Schools**
Students interested in teaching in private or Christian schools will begin their professional preparation by completing all requirements for the Washington State Residency Certificate. In addition, they are required to take the Religion minor (Teacher Education option) noted under the Religion department course offerings, plus add a private school practicum to their program.
- **Early Advising Options**
During a student's first or second year, prospective department majors should meet with the Assistant Director of Admissions and Advising and/or the Undergraduate Program Coordinator to discuss the various options listed above and to determine their program of study.

- **Certification/Endorsement Options for Persons who hold a Baccalaureate Degree from a Regionally Accredited Institution**

Persons who hold a baccalaureate degree (or higher) from a regionally accredited institution and who wish to pursue a teaching certificate should make an appointment with the Assistant Director of Admissions and Advising for a planning session.

Options for these individuals include:

- **Certification-only Program or Alternate Routes to Certification Program.** Typically classes in such a program would be taken at the undergraduate level
- **Master of Arts in Education with Residency Certification Program.** This 14-month cohort program leads to an M.A. degree with residency certification and selected endorsements. Participants move through this full-time program as a cohort. As a part of their program, they complete a yearlong internship with a cadre of colleagues in a local school.
- **Alternative Routes to Certification Program (additional requirements may apply).** For information on these options, see the department website or contact the Assistant Director of Admissions and Advising.
- **Professional Teaching Certificate**
Certificate requirements in Washington changed on August 31, 2000. The following guidelines govern certification after that date:
 - All teachers earning certification in Washington after August 31, 2000 will receive a Residency Teaching Certificate.
 - Within a five-year period, after completing the probationary period for teaching in one district, teachers in Washington must earn a Professional Certificate. (WAC 180-79A-145)
 - Qualifications for the Professional Certificate include:
 - To qualify for a Professional Certificate, an individual must have completed provisional status as a teacher in a public school pursuant to RCW 28A.405.220 or the equivalent in a state board of education approved private school.
 - Candidates for the Professional Certificate must complete the Professional Certification Program collaboratively developed by the college/university and the respective Professional Education Advisory Board (PEAB).
 - The candidate must successfully demonstrate competency in three standards (i.e., Effective Teaching, professional Development, and leadership) and the 12 criteria relevant to the three standards. (WAC 180-79A-206-3 and WAC 180-78A-500-540)
 - The Professional Certificate is valid for five years. It may be renewed through the completion of 150 clock hours. The clock hours must be related to:
 - The six state salary criteria used to identify appropriate clock hours.
 - One of the three standards required for the Professional Certificate.
 - Teachers who held a valid Initial Certificate as of August 31, 2000 will be allowed to have one more renewal of their Initial Certificate before they must meet requirements for the Professional Certificate.

- Teachers who hold a Continuing Certificate as of August 31, 2000 will not be affected by changes in certification requirements.

Note: Information about the Washington State Professional Certificate and Pacific Lutheran University's Professional Certification program is available in the Department of Instructional Development and Leadership Office. Individuals should contact the Assistant Director of Admissions and Advising to discuss options available to them.

GRADUATE AND PROFESSIONAL OPTIONS FOR EDUCATORS

The department offers professional development programs that allow educators to earn professional and/or National Board of Professional Teaching Standards Certificates. Please contact the Office of Partnerships and Professional Development for further information.

The department also offers certification-only programs in educational administration and programs that will enable teachers to add additional endorsements. Detailed information about these options can be found in the Graduate Studies section of this catalog. Information about current and anticipated graduate and professional options can be obtained from the Assistant Director of Admission and Advising.

• Endorsement Requirements and Undergraduate Programs of Study that Lead to Endorsements

Endorsement requirements are established by the State of Washington. Pacific Lutheran University's School of Education and Movement Studies currently is authorized to offer the following endorsements:

- English/Language Arts (5-12)
- English as a Second Language (P-12) (in conjunction with the Washington Academy of Languages).
- Elementary (multisubject, K-8)
- Health and Fitness (P-12)
- History (5-12)
- Mathematics (5-12)
- Middle-Level Math (5-9)
- Middle-Level Science (5-9)
- Middle-Level Humanities (5-9)
- Music: Choral (P-12); General (P-12); Instrumental (P-12)
- Science (5-12)
- Science, Designated
 - Biology (5-12)
 - Chemistry (5-12)
 - Social Studies (5-12)
 - Special Education (P-12)
 - Visual Arts (P-12)
 - World Languages, Designated
 - Chinese (P-12)
 - German (P-12)
 - Spanish (P-12)
 - Earth Sciences (5-12)
 - Physics (5-12)

Note: The fact that the department is authorized to issue certain endorsements does not indicate that Pacific Lutheran University

has a specified program of study leading to these endorsements. Listed below are general endorsement requirements followed by a list of teaching majors, teaching minors or programs of study that lead to an endorsement.

If there is any question about whether a course not listed below can be substituted for an endorsement requirement, the candidate must provide evidence that the course covers a particular essential area of study. Evidence might include (but is not limited to) a catalog course description, syllabus, letter from the instructor, portfolio or presentation of course products.

Note: All candidates must pass WEST-E exams in appropriate endorsement exams.

TEACHING ENDORSEMENTS

• Arts - Visual Arts

State Endorsement Requirements:

- Skills and techniques in multiple media (painting, sculpture, drawing, computer, photography)
- Composition and production using design principles
- Analysis and interpretation of art
- Social, cultural and historical contexts and connections
- Material, equipment and facilities safety

Secondary teaching major leading to an endorsement in Visual Arts (all levels)

36 semester hours

ARTD 160; 180 or 181; 196, 226, 250, 296, 341, 365, 440

• Biology

State Endorsement Requirements:

- Botany/lab
- Zoology/lab
- Genetics
- Microbiology or Cell Biology/lab
- Chemistry/lab
- Ecology
- Evolution
- Lab safety, practice and management
- Lab, inquiry-based experience
- Contemporary, historical, technological, societal issues and concepts

Secondary Teaching Major leading to an Endorsement in Biology

32 semester hours

BIOL 161, 162, 323; 328 or 348; 332 or 407; 340; 424 or 475; 441 and 361 or 205 and 206
CHEM 105 or 115
MATH 140

• Chemistry

State Endorsement Requirements

- General principles of chemistry - inorganic, physical and analytical/lab
- Organic chemistry/lab
- Quantitative analysis/lab
- Biochemistry/lab
- Physics
- Laboratory safety, practice and management
- Lab, inquiry-based experience
- Relationship of the concepts of science to contemporary, historical, technological and societal issues

Secondary Teaching Major Leading to an Endorsement in Chemistry

62 semester hours

CHEM 115, 116; 331, 332; 333, 334; 320, 341, 342, 343, 344, 403

PHYS 153, 154; 163, 164

Required Supporting: MATH 151, 152

• **Earth and Space Science**

State Endorsement Requirements

Physical geology

Historical geology

Environmental issues related to earth sciences

Oceanography

Astronomy

Meteorology

Lab safety, practice and management

Lab, inquiry-based experience

Relationship of the concepts of science to contemporary, historical, technological and societal issues

Secondary Teaching Major Leading to an Endorsement in Earth Science

48 semester hours

GEOS 102; 104; 105, 201

BIOL 111 or 116

PHYS 110, 125, 135, 126, 136

Four semester hours from MATH 140 or higher or CSCE 120

12 semester hours from upper-division Geosciences courses

CHEM 104 or 115

• **English Language Arts**

State Endorsement Requirements

Reading

Writing

Communication

Linguistics

American, British, world, multicultural and adolescent literature

Secondary Teaching Major Leading to a Primary Endorsement in English/Language Arts

40 semester hours

COMA 212 and 213 or 312

ENGL 241, 251, 301, 403

THEA 250 or 458

ENGL 328

Four semester hours from ENGL 232, 341, 343, 374

Four semester hours from ENGL 216, 218, 230, 233

Four semester hours from ENGL 221, 325, 327, 326

ENGL 333 or 334 *or* EDUC 428 and EDUC 429

• **English Language Learners (ELL)**

State Endorsement Requirements

Language acquisition theory

Cross-cultural teaching and learning strategies

Literacy development (reading, writing, listening and speaking)

History and theory of ESL

Instructional strategies for ESL

Information regarding specific course requirements can be obtained from the Assistant Director of Admissions and Advising in the School of Education and Movement Studies.

• **Health and Fitness**

State Endorsement Requirements

Foundations of health and fitness

Safe living, including first aid and CPR

Scientific foundations for health and fitness (anatomy, exercise, physiology, kinesiology/biomechanics, psychomotor maturation and development and motor learning)

Movement, activities and application with attention to special needs populations

Coordinator health education (alcohol and other drugs, diseases, injury prevention, human relationships, nutrition, HIV prevention and abuse prevention)

Please see requirements for Bachelor of Arts in Physical Education (B.A.P.E.) with Certification under Department of Movement Studies and Wellness Education, page 71.

• **History**

State Endorsement Requirements

Pacific Northwest history

United States history

World history

Civics/political science/United States government

Geography

Economics

Secondary Teaching Major Leading to an Endorsement in History

32 semester hours

HIST 301

HIST 460 or 461

HIST 107, 108 or 215

Eight semester hours of upper-division electives in U.S./European history

Four semester hours of upper-division electives in non-Western history from HIST 335, 337, 338, 339, 340, 344

Eight semester hours from either HIST 251, 252, 253 or HIST 245 and 247

• **Mathematics**

State Endorsement Requirements

Geometry (Euclidean and non-Euclidean)

Probability and statistics

Calculus (integral and differential)

Discrete mathematics

Logic and problem solving

History of math or foundations of math

Secondary Teaching Major Leading to an Endorsement in Mathematics

44 or 45 semester hours

MATH 151, 152, 203, 253, 317, 321, 331, 341, 433, 445;

PHYS 125/135 or CHEM 115 or PHYS 153/163

• **Middle-Level Humanities**

State Endorsement Requirements

American Literature

British Literature
 Reading and Writing for teachers
 English Grammar
 Speech
 American History
 History of Western Civilizations
 Political Science
 Economics
 Geography
 Pacific Northwest History Courses
 ENGL 241, 251, 328, 403
 Communication
 HIST 460
 One of HIST 251, 252, 253 or 245, 274
 One Non-Western History
 HIST 107 or 108
 POLS 150
 ECON 101 or 102

• **Middle-Level Mathematics**

State Endorsement Requirements
 Geometry (Euclidean and non-Euclidean)
 Probability and statistics
 Calculus (integral and differential)
 Discrete mathematics
 Logic and problem solving
 History of math or foundations of math
 Courses:
 MATH 123, 151, 152, 203, 317, 321, 331, 341, 446;
 PHYS 125/135 or CHEM 115 or PHYS 153/163

• **Middle-Level Science**

State Endorsement Requirements
 A major in biology, chemistry, earth science or physics (as described under designated sciences)
 Courses: CHEM 115, 116; PHYS 125, 126; GEOS 201;
 PHYS 110; BIOL 161, 162, 163; MATH 140

• **Music**

State Endorsement Requirements
 Choral music, General music, Instrumental music

See requirements for Bachelor of Music Education under Music.

• **Physics**

State Endorsement Requirements
 General principles of physics/lab
 Lab safety, practice and management
 Lab, inquiry-based experience
 Relationships of the concepts of science to contemporary, historical, technological and societal issues

Secondary Teaching Major Leading to an Endorsement in Physics

38 semester hours
 PHYS 153, 163; 154, 164; 240, 331, 336, 354
 MATH 151, 152, 253

• **Reading**

State Endorsement Requirements
 Assessment and diagnosis of reading skills and deficiencies

Strategies of how to teach reading
 Language acquisition/integration
 Social/cultural contexts for literacy
 Reading process, including decoding, encoding and student response to child and adolescent literature
 Beginning literacy (reading, writing, spelling and communication)
 Reading in the content areas
 Literacy for a second language learner
 Meta-cognitive strategies
 Risk factors for reading difficulties and intervention strategies for students experiencing reading difficulties.
 Courses: EDUC 408, 411, 413, 428, 429, 431, 438, 490

Information regarding specific course requirements can be obtained from the Assistant Director of Admissions and Advising in the School of Education and Movement Studies.

• **Science**

State Endorsement Requirements
 A major in biology, chemistry, earth science or physics (as described under designated sciences)
 A minimum of one course from each of the other designated sciences.
 Information regarding specific course requirements can be obtained from the Assistant Director of Admissions and Advising in the School of Education and Movement Studies.

• **Social Studies**

State Endorsement Requirements
 Pacific Northwest history
 United States history, including chronological, thematic, multicultural, ethnic and women's history
 World, regional or country history
 Geography
 Political science, civics or government
 Anthropology, psychology or sociology
 Economics

Secondary Teaching Major Leading to an Endorsement in Social Studies

36 semester hours
 HIST 460 or 461
 Eight semester hours from HIST 251, 252, 253 or HIST 245, 247
 Four semester hours from HIST 107, 108
 Four semester hours from HIST 335, 337, 338, 339, 340, 344
 POLS 151
 12 hours from the following four lines:

Any anthropology course other than ANTH 102 or 210
 Any psychology course other than PSYC 101
 SOCI 101 or 330
 ECON 101 and 102 or 111 and 102

• **Special Education**

State Endorsement Requirements
 Exceptionality

Curriculum modification and adaptation
 Inclusion
 Assessment, including behavior analysis, Individualized Education Plan (IEP), accommodations
 Legal issues
 Specially designed instruction in all content areas
 Pro-social skills and behavioral problems
 School, family, community partnerships
 Transition
 Organization and management systems
 Methods in early childhood education
 Collaboration with para-educators

For P-12, see Special Education section in this catalog for endorsement requirements.

Information regarding the Special Education waiver can be obtained from the Assistant Director of Admissions and Advising in the School of Education and Movement Studies.

- **Theater Arts**
 State Endorsement Requirements
 Courses: THEA 160, 220, 225, 230, 250, 255, 270, 350, 360, 365, 425, 470
- **World Languages**
 State Endorsement Requirements
 Communication - speaks, understands, reads and writes in a variety of contexts and situations
 Fluency
 Culture
 Interdisciplinary integration
 Language acquisition theory
 Methodological study

Chinese
 28 semester hours
 CHIN 101, 102, 201, 202, 301, 371; LANG 445

French - Secondary Teaching Major Leading to an Endorsement
 32 semester hours
 FREN 201, 202, 301, 302, 321, 421, 422; LANG 445

German - Second Teaching Major Leading to an Endorsement
 32 semester hours
 GERM 201, 202, 301, 302, 321, 421, 422; LANG 445

Spanish - Secondary Teaching Major Leading to an Endorsement
 32 semester hours
 HISP 201, 202, 301, 321, 325
 Eight semester hours from:
 HISP 421, 422, 431, 432; LANG 445

To view *Instructional Development and Leadership* courses, go to the *Education* section of the *PLU Directory of Approved Courses* on page 171.

Educational Psychology

To view the *Educational Psychology (EPSY)* courses, go to the *PLU Directory of Approved Courses* on page 176.

Special Education

To view the *Special Education (SPED)* courses, go to the *PLU Directory of Approved Courses* on page 218.

Graduate School

See the *Graduate School of Education and Movement Studies* for *Master Degree Programs in Education* on page 137.

International Honors Program

253.536.5062

www.plu.edu/admission/honors-program/home.php

The International Honors Program (IHON) provides a select group of students a challenging and creative alternative to the General Education Program. Reflecting PLU's unique mission and emphasis upon the liberal arts, this multi-year program consists of seven required courses that explore contemporary issues and their historical foundations through an interdisciplinary, transnational approach.

Faculty Committee: Finstuen, *Director*; Palerm, Ronning, Torvend, Luther

INTERNATIONAL HONORS REQUIREMENTS

Seven courses, 28 semester hours distributed as follows:

- **IHON 111, 112 (190): Origins of the Contemporary World**
 Eight semester hours
 Normally taken sequentially in the first year. These courses explore the historical roots and global dimensions of contemporary events, values and traditions.
- **IHON: Four 200-level courses**
 16 semester hours
 Normally taken in the second and third year. A wide range of these courses are offered every semester, and often during J-Term.
- **IHON: One 300-level course**
 Four semester hours
 Taken after or with the last 200-level course.

POLICIES AND GUIDELINES FOR INTERNATIONAL HONORS

The three levels of IHON courses are built sequentially upon one another in terms of content and learning objectives. In order to acquire a common background, IHON students take the required IHON 111, 112 (190) sequence in their first year, before taking their 200-level courses. Exceptions to this sequence can be made for transfer students, or for students who are accepted into the Honors Program during their first year at PLU.

With prior approval by the IHON chair, an appropriate semester-long course abroad may take the place of one 200-level IHON course. Such a course must focus on a contemporary issue, be



international in scope, interdisciplinary, and require honor's-level critical thinking and writing. One 301 modern language course intentionally designed to meet program objectives (Chinese, French, German, Norwegian, Spanish) may also replace one 200-level IHON course when the student completes supplementary IHON expectations.

Multiple sections of IHON 111 are offered every Fall semester; and sections of IHON 112 (190) every Spring semester; varying IHON 200-level courses will be offered every semester and often in J-Term; IHON 300-level courses will be offered every semester. Students are strongly encouraged to complete the required seven courses in the IHON Program by the end of their junior year in order to focus on completion of majors and related research during their senior year.

GPA REQUIREMENTS

Students in the International Honors Program must maintain a cumulative overall GPA of 3.00. Names of students who fall below a 3.00 will be forwarded to the student's IHON advisor. Students will have one semester to bring their GPA up to a 3.00. If the 3.00 GPA is not achieved, students will be disenrolled from the program. Procedures for assignment of general education credits will be in place for students who do not complete the Honors Program.

To view the International Honors Program (IHON) courses, go to the PLU Directory of Approved Courses on page 189.

Languages and Literatures

253.535.7235
www.plu.edu/languages
lang@plu.edu

In-depth understanding of world cultures and an ability to speak languages other than one's own are in increasing demand in today's competitive workplace. These skills are viewed as essential to successful leadership and full participation in the integrated yet culturally diverse world of the twenty-first century. The study of languages and literatures at PLU is a serious academic enterprise as well as an exciting and dynamic cross-cultural adventure. While advancing their proficiency in a language, students develop critical and aesthetic sensibilities in addition to highly sought after cross-cultural skills and experience. Additionally, students develop an enhanced appreciation of their own language and cultural history. All students of languages are strongly encouraged to participate in one of the numerous study away courses offered during the January term as well as fall and spring semester programs. For further information, see the Global Education section in this catalog or visit the Wang Center for International Program's Study Away Catalog.

The department offers a wide range of courses, not only in languages at all levels, but also in cultures, literatures, and linguistics, both in the original language and in English translation. Instruction is given in American Sign Language through the Department of Communication and Theatre.

Faculty: Nelson, *Chair*; Alderman, Berguson, Christensen, Ferrer-Lightner, J. Jenkins; M. Jensen, Kilpatrick, Manfredi, Martinez-Carbajo, Palerm, Predmore, Schumann, Shum, Snee, Storfjell, Urdangarain, Williams, Wilkin, Yaden; assisted by Allard-Nelson, Li, Smith-Murduck, Valdes, I. Zeng, and Z. Zeng.

COURSES THAT MEET GENERAL EDUCATION PROGRAM ELEMENTS

CHIN 271: China Through Film – AR, C
An exploration of the history and recent directions of Chinese cinema, the relationship between film and other Chinese media, film, and the Chinese government, and the particular appeal of Chinese film on the international market. No prior study of Chinese required. Cross-listed with THEA 271. (4)

Literature Requirement – LT
All departmental literature courses, offered both in the original language and in English translation, meet this requirement.

Perspectives on Diversity: Cross-Cultural Perspectives – C
All language courses numbered 201 and above including CHIN 371, FREN 341 and LANG 272 meet this requirement. All first-year (100 level) foreign language courses (excluding American Sign Language) not previously studied also meet this requirement.

Perspectives on Diversity: Alternative Perspectives – A
HISP 341 and 441 meet this requirement.

Bachelor of Arts Majors and Minors

The department offers majors in Classical Languages, Classical Studies, French, German, Norwegian, and Hispanic Studies and supports majors in Chinese Studies and Scandinavian Area Studies. Minors are offered in Chinese, Chinese Studies, Classical Studies, French, German, Greek, Hispanic Studies, Latin, and Norwegian.

All majors must complete a Capstone Senior Project within the department. Majors must complete at least 12 semester hours in residence at PLU, four of which must be taken either in the senior year or upon return from a study abroad program.

Minors must complete at least eight hours in residence.

Specific requirements (and variations from the above) for specific majors and minors are listed below.

Policy on Student Use of Machine Translation
Among the fundamental goals of second language and cultural study at the university level is the acquisition of the cognitive skills necessary to express one's own thoughts and ideas effectively in the second language without dependence upon others. Central to this goal is the principle of Academic Integrity, which states that "students are inherently responsible to do their own work, thereby insuring the integrity of their academic records."

The challenge, and at times the struggle, of learning to formulate coherent thoughts in a second language forms an

integral part of the process of second language acquisition. The use of machine translation by students to complete assignments in courses in which second language acquisition is a primary goal subverts the aim of gaining practice and skill in thinking for oneself in the target language. Moreover, it short-circuits the capacity of students to appreciate and gain skill in the use of idiom in the target language, an aspect of translation in which machine translations are notoriously weak.

Among the definitions of cheating included in PLU's policy on Academic Integrity is "[the use of] information or devices not allowed by the faculty, such as formulas or a computer program or data ... " Given the aims and the realities mentioned above, and in light of PLU's policy on Academic Integrity, the Department of Languages and Literatures issues the following guidelines on the use of machine translation for students of language, literature, and culture:

1. The use of machine translation in the writing of graded homework and other class assignments in which language counts is strictly prohibited.
2. The use of machine translation in the creation of other work authored by a student and submitted for a grade must be declared in writing as part of the document in question.

Failure to follow these guidelines will be treated by faculty as a breach of PLU's policy on Academic Integrity.

Language Resource Center

The language curriculum at all levels features use of PLU's state-of-the-art multimedia Language Resource Center, located in the Mortvedt Library. Advanced students have the opportunity to work as assistants in the center, gaining computer expertise while accelerating their language skills.

Placement in Language Classes

Students planning to continue the study of French, German or Hispanic Studies must take a language placement test in their language of interest prior to registering for courses at PLU. The placement test can be taken online at www.plu.edu/~lrc or in person at the Language Resource Center on the 3rd floor of Mortvedt Library. The test takes approximately 20 minutes to complete and issues prompt feedback on placement recommendation. Students should follow the placement recommendation they receive.

Advanced Placement Credit

Students with scores of 4 or 5 on the Advanced Placement Examination in areas represented in the Department of Languages and Literatures can receive four additional semester hours upon completion of the course (with a grade of C or better) into which they place through PLU's placement examination. Advance placement credit is not awarded for 100-level courses.

Hong International Hall

Students with an interest in foreign language and global issues are encouraged to apply to live in Hong International Hall, a living-learning community consisting of five language and cultural houses: Chinese, French, German, Hispanic Studies, International Honors, and Norwegian. Located in the middle of upper campus, Hong is a hub for campus activities focused on language, culture and international issues that seeks to create "a supportive home and a hopeful environment that challenges residents and the campus to become fluent in languages and

conversant with international issues." Hong International Hall thus promotes global awareness through intentional language immersion and culture engagement. Go to the Hong International Hall website at www.plu.edu/~hong/home.html for further information.

Senior Project

Students majoring in a foreign language enroll in 499 Capstone: Senior Seminar course listed in their language of study. The student presents a summary of the completed assignment at an open departmental forum. (2-4)

Prospective Teachers

Students preparing to teach in a junior or senior high school may earn either a Bachelor of Arts degree in French, German, Hispanic Studies, or Norwegian along with certification from the School of Education and Movement Studies, or a Bachelor of Arts in Education degree with a teaching major or minor in French, German, Norwegian, or Spanish. Secondary teaching minors are also available in Chinese and Latin. Elementary teaching majors are available in all of the above languages. To best prepare prospective language teachers to meet Washington State World Languages Endorsement Competencies, students are strongly encouraged to participate in one of PLU's study away programs. See the Department of Instructional Development and Leadership section of this catalog for certification requirements and the Bachelor of Arts in Education requirements.

English as a Second Language

The School of Education and Movement Studies and the Department of Languages and Literatures have partnered with the Washington Academy of Languages to offer a summer program leading to a certificate in Teaching English as a Second Language. This eight-week intensive summer institute is offered late June through early August. Prospective teachers can complete additional requirements to obtain an ESL Endorsement. For more information, please contact lang@plu.edu or 253-535-8330.

FIELDS OF STUDY:

Courses in the Department of Languages and Literatures are offered in the following general fields in addition to elementary, intermediate, and advanced language:

- **Cultural History
In English**

- CLAS 350: Classical and Comparative Mythology
- CLAS 321: Greek Civilization
- CLAS 322: Roman Civilization
- HISP 341: The Latino Experiences in the U.S.
- SCAN 150: Introduction to Scandinavia
- SCAN 321: Topics in Scandinavian Culture and Society
- SCAN 322: Scandinavia and World Issues
- SCAN 327: The Vikings

- **In Respective Language**

- FREN 321: French Civilization and Culture
- GERM 321: German Civilization to 1750
- GERM 322: German Civilization Since 1750
- HISP 321: Civilization and Culture of Spain
- HISP 322: Latin American Civilization and Culture



• **Literature**
In English

- CHIN 371: Chinese Literature in Translation
- CLAS 231: Masterpieces of European Literature
- CLAS 350: Classical and Comparative Mythology
- HISP 341: The Latino Experience in the U.S.
- HISP 441: U.S. Latino Literature
- LANG 271: Literature Around the World
- LANG 272: Literature and Social Change in Latin America
- SCAN 241: Scandinavian Folklore
- SCAN 341: Topics in Scandinavian Literature
- SCAN 422: Modernity and Its Discontents

In Respective Language

- FREN 421, 422: Masterpieces of French Literature
- FREN 431, 432: 20th Century French Literature
- GERM 421: German Literature from the Enlightenment to Realism
- GERM 422: 20th Century German Literature
- HISP 325: Introduction to Hispanic Literary Studies
- HISP 421: Masterpieces of Spanish Literature
- HISP 422: 20th Century Literature of Spain
- HISP 423: Special Topics in Spanish Literature and Culture
- HISP 431: Latin American Literature, 1492-1888
- HISP 432: 20th Century Latin American Literature
- HISP 433: Special Topics in Latin American Literature and Culture

CLASSICAL STUDIES AND CLASSICAL LANGUAGES

To view Classics, Greek, or Latin courses, go to the PLU Directory of Approved Courses.

• **CLASSICAL LANGUAGES**

Major: 40 hours in classical languages, plus CLAS 499

See the Classics (CLAS) section for info on Classical Studies Major, page 45.
To view course offerings, go to page 164.

Minor:

24 semester hours

See the Classics (CLAS) section for curriculum information, page 45. To view course offerings, go to page 167.

• **GREEK**

Minor in Greek

20 semester hours, which may include 101–102.
To view course offerings, go to page 184.

• **LATIN**

Minor in Latin

20 semester hours, which may include 101–102.
To view course offerings, go to page 191.

MODERN LANGUAGES

• **CHINESE**

Minor in Chinese

20 semester hours which may include CHIN 101-102.
To view course offerings, go to page 163.

• **FRENCH**

Major in French

A minimum of 36 semester hours beyond FREN 101-102, including FREN 201-202, 301-302, 321, 499 and three 400-level courses, one of which must be completed in the senior year.

Minor in French

20 semester hours, excluding FREN 101–102 and including FREN 201–202, 301, and two additional upper-division courses.
To view course offerings, go to page 181.

• **GERMAN**

Major in German

A minimum of 36 semester hours beyond GERM 101–102, including GERM 201–202, 301–302, 321–322, 499, and two 400-level courses.

Minor in German

20 semester hours, excluding GERM 101–102 and including GERM 201–202, 301, and two additional upper-division courses.
To view course offerings, go to page 183.

• **HISPANIC STUDIES**

Major in Hispanic Studies

A minimum of 36 semester hours beyond HISP 201, including 202, 301, 321, 322, 325

One course from: HISP 421, 422, 423

One course from: HISP 431, 432, and 433

One additional 400-level course (selected from HISP 401, 421, 422, 423, 431, 432, 433, or 444)

And HISP 499.

Majors are strongly encouraged to pursue at least one semester of study in a Spanish-speaking country on a program approved by the Hispanic Studies faculty.

Majors may not normally fulfill the requirements for the major through the election of 300-level courses during their senior year.

Continuation Policy: To remain in the Hispanic Studies major, students must maintain a 2.50 overall grade point average (GPA) and maintain a 2.50 GPA in all Hispanic Studies courses required for the major or the minor.

Minor in Hispanic Studies

20 semester hours, including: HISP 202, 301, 325, and two additional upper-division courses. Courses taught in English (HISP 341 and 441) will not count towards a minor in Hispanic Studies.

To view course offerings, go to page 185

• **NORWEGIAN**

Major in Norwegian

A minimum of 36 semester hours, including NORW 101–102, 201–202, 301–302, and SCAN 341 or 422.

Minor in Norwegian

20 semester hours, which may include NORW 101–102
To view course offerings, go to page 199.

- **SCANDINAVIAN AREA STUDIES**
Major in Scandinavian Area Studies
 40 semester hours.

A cross-disciplinary approach to the study of Scandinavia.

See the *Scandinavian Area Studies* section of this catalog, page 99. To view course offerings, go to page 213.

Latin

To view curriculum requirements, please go to Department of Languages & Literature, page 75.

To view Latin (LATN) courses, go to the PLU Directory of Approved Courses beginning on page 191.

Legal Studies

253.535.7660
www.plu.edu/~legalstd/
lgst@plu.edu

Legal Studies is an interdisciplinary minor program of study focusing on the nature of law and judicial process. Consistent with the purposes of the American Legal Studies Association, the Legal Studies Program at PLU provides alternative approaches to the study of law from the academic framework of the Divisions of Social Sciences and Humanities and the Schools of Communication and Art and of Business. The faculty teaching within the program emphasize the development of a critical understanding of the functions of law, the mutual impacts of law and society, and the sources of law. Students completing a minor in Legal Studies pursue these objectives through courses, directed research, and internships in offices and agencies involved in making, enforcing, interpreting, and communicating “the law” in contemporary American civil society.

Faculty: Jobst, *Chair*; Dwyer-Shick, Kaurin, Klein, Lisosky, MacDonald, Rowe.

MINOR

20 semester hours including PHIL 328, POLS 170, and 12 additional semester hours, selected in consultation with the program’s chair.

ANTH 376: Nation, State, and Citizen
 BUSA 303: Business Law and Ethics
 BUSA 304: Business Law and Ethics for Financial Professionals
 BUSA 408: International Business Law and Ethics
 COMA 421: Communication Law
 ECON 325: Industrial Organization and Public Policy
 PHIL 328: Philosophical Issues in the Law
 POLS 371: Judicial Process
 POLS 372: Constitutional Law
 POLS 373: Civil Rights and Civil Liberties
 POLS 374: Legal Studies Research
 POLS 381: Comparative Legal Systems
 POLS 471: Internship in Legal Studies

Mathematics

253.535.7400
www.plu.edu/~math
math@plu.edu

Mathematics is a many-faceted subject that is not only extremely useful in its application, but at the same time is fascinating and beautiful in the abstract. It is an indispensable tool for industry, science, government, and the business world, while the elegance of its logic and beauty of form have intrigued scholars, philosophers, and artists since earliest times.

The mathematics program at PLU is designed to serve five main objectives: (1) to provide backgrounds for other disciplines, (2) to provide a comprehensive pre-professional program for those directly entering the fields of teaching and applied mathematics, (3) to provide a nucleus of essential courses which will develop the breadth and maturity of mathematical thought for continued study of mathematics at the graduate level, (4) to develop the mental skills necessary for the creation, analysis, and critique of mathematical topics, and (5) to provide a view of mathematics as a part of humanistic behavior.

Faculty: M. Zhu, *Chair*; Benkhalti, Dorner, Edgar, Heath, Meyer, Munson, Simic-Muller, Sklar, Stuart.

Beginning Classes

Majors in mathematics, computer science and engineering, and other sciences usually take MATH 151 and MATH 152 (calculus). Math 151 is also appropriate for any student whose high school mathematics preparation is strong. Those who have had calculus in high school may omit MATH 151 (see Advanced Placement section) and enroll in MATH 152 after consultation with a mathematics faculty member. Those who have less mathematics background may begin with MATH 140 before taking MATH 151. MATH 115 provides preparation for MATH 140.

Business majors may satisfy the requirement for the business degree by taking MATH 128, 151, or 152. (Math 115 provides preparation for MATH 128.)

Elementary education majors may satisfy the requirement for the education degree by taking Math 123. (Math 115 provides preparation for MATH 123.)

For students who plan to take only one mathematics course, a choice from MATH 105, 107, 123, 128, 140, or 151 is advised, depending on interest and preparation.

Placement Test

A placement test and background survey are used to help insure that students begin in mathematics courses that are appropriate to their preparation and abilities. Enrollment is not permitted in any of the beginning mathematics courses (MATH 105, 107, 115, 123, 128, 140, 151, and 152) until the placement test and background survey are completed. The placement exam is available at www.plu.edu/~math/

The policy of the Mathematics Department regarding mathematics credit for students who have taken the AP Calculus exams (AB or BC) or the International Baccalaureate Higher Level Mathematics Exam (IBHL) is as follows:

<i>Exam</i>	<i>Score</i>	<i>Credit</i>
AB	3*	MATH 151*
AB	4,5	MATH 151
BC	3	MATH 151
BC	4,5	MATH 151 and 152
IBHL	4,5	MATH 151
IBHL	6,7	MATH 151 and 152

*Consult with instructor if planning to take MATH 152.

If a student has taken calculus in high school and did not take an AP exam or IBHL exam, then the student may enroll in MATH 152 after consultation with a mathematics faculty member. In this case no credit is given for MATH 151.

Minimum Entrance Requirements

The Registrar's Office determines whether a student meets the minimum entrance requirements by following the above rules. When a student has a deficiency, after taking the Math Placement Test, the student will receive a recommendation about how to remove the deficiency based on the test results.

If the test result shows that a student is qualified to take MATH 115 or a higher numbered math course at PLU, then the deficiency will be removed when the student successfully passes such a course. In addition, the student will receive Math Reasoning (MR) GUR credit. Please be aware that credit from taking MATH 105 or MATH 107 does not remove a math deficiency.

If the Math Placement Test result shows that the student is not qualified to take MATH 115 or a higher numbered math course, the student will have to take a course at a community college to remove the deficiency in his or her minimum mathematics entrance requirement. The course content should be equivalent to or more difficult than high school algebra or geometry, and it must be approved by the Mathematics Department.

MATHEMATICS AND GENERAL EDUCATION ELEMENTS

All mathematics courses will satisfy the mathematical reasoning (MR) element of the General Education Program. At least four semester hours are needed. All mathematics courses will satisfy the natural sciences, computer science, mathematics (NS) of the General Education Program. At least four semester hours are needed. A course cannot simultaneously satisfy mathematical reasoning (MR) and science and scientific method (SM) GenEd elements.

In fulfilling the Math Reasoning Requirement, students with documented disabilities will be given reasonable accommodations as determined by the Director of Disability Support Services and the appropriate faculty member in consultation with the student.

MATHEMATICS AND THE COLLEGE OF ARTS AND SCIENCES REQUIREMENT

(see *College of Arts and Sciences Requirements*)

All mathematics courses will satisfy the logic, mathematics, computer science or statistics part of Option III of the College of Arts and Sciences requirement. A course cannot simultaneously satisfy Option III of the College of Arts and Sciences requirement and a GenEd element.

MATHEMATICS MAJOR REQUIREMENTS

- The foundation of the mathematics program for majors includes:
MATH 151, 152, 253: Three-semester sequence of calculus
MATH 331 (Linear Algebra)

Students with a calculus background in high school may receive advanced placement into the appropriate course in this sequence.

Students who have taken calculus in high school but do not have credit for MATH 151 do not need to take MATH 151 for the mathematics major or minor. However, they still need to complete the number of hours in mathematics as stated in the requirements.

Upper-division work includes courses in introduction to proof, linear algebra, abstract algebra, analysis, geometry, differential equations, statistics and numerical analysis. See the description of the courses and the major (either Bachelor of Arts or Bachelor of Science) for more detail. Students majoring in mathematics should discuss scheduling of these courses with their advisors. For example, MATH 499 extends over two semesters beginning with MATH 499A in the fall semester. May graduates begin this capstone course in the fall semester of the senior year, while December graduates must begin this course in the fall semester of their junior year. MATH 499A is only offered in fall semester and must be taken before MATH 499B which is only offered in the spring.

BACHELOR OF ARTS MAJOR

- Mathematics**
34 semester hours of mathematics, four hours supporting
Required: MATH 151, 152, 253, 317, 331, 341, 433, 455, 499A, 499B
Required Supporting: CSCE 144
Also **strongly recommended** is one of the following:
CSCE 371; ECON 345; PHYS 153, 163

BACHELOR OF SCIENCE MAJOR

- Mathematics**
42 semester hours of mathematics, eight or nine hours supporting
Required:
MATH 151, 152, 253, 317, 331, 341, 433, 455, 499A, 499B
Eight semester hours from:
MATH 321, 342, 348, 351, 356, 381, 411, 480
Required supporting: CSCE 144 and one of the following:
CSCE 348, 371; ECON 345; PHYS 153, 163

- **Financial Mathematics Major**

47 to 49 semester hours

Required semester hours

Business: nine semester hours
 Economics: four to eight semester hours
 (not including ECON 101 and 102)
 Mathematics: 28 to 32 semester hours
 (not including capstone hours)
 Capstone: two to four semester hours
 (Directed Research or Internship)

Prerequisites

Business: BUSA 302 or permission of instructor for business courses
 Economics: ECON 101; ECON 102 or permission of instructor of ECON 345
 Mathematics: MATH 140 or placement into MATH 151 or higher
 Co-Requisite strongly recommended: PHIL 225: Business Ethics (satisfies Philosophy GUR)

- **Following Courses Required**

Within the groups of alternative courses listed below, highly recommended courses are marked by an **.

BUSA 335: Financial Investments (3)
 BUSA 437: Financial Analysis and Strategy (3)
 ECON 345: Math Topics in Economics (4)
 MATH 151: Calculus I (4)
 MATH 152: Calculus II (4)
 MATH 253: Multivariate Calculus (4)
 MATH 331: Linear Algebra (4)
 MATH 341: Introduction to Mathematical Statistics (4)
 (STAT 231 may be substituted with math department permission)
 MATH 411: Mathematics of Risk (4)

Two of following courses required:
(may only count either ECON 344 or MATH 348)

ECON 344: Econometrics (4)**
 MATH 342: Probability & Statistical Theory (4)**
 MATH 348: Applied Regression Analysis & ANOVA (4)
 MATH 351: Differential Equations (4)
 MATH 356: Numerical Analysis (4)

One of the following courses required:

BUSA 337: International Finance (3)
 BUSA 438: Financial Research and Analysis (3)

Capstone Experience required: (Either MATH 495A or both MATH 499A and 499B)

MATH 495A: Financial Mathematics Internship (2-4)
 MATH 499A: Capstone - Senior Seminar I (1)
 MATH 499B: Capstone - Senior Seminar II (1)

- **Mathematics Education Major**

46 to 47 semester hours

Required Courses

- MATH 151, 152, 203, 253, 317, 321, 331, 341, 433, 499A, 499B and MATH/EDUC 446
- One of: PHYS 125/135; PHYS 153/163; or CHEM 115

Strongly Recommended: MATH 455

All courses counted toward a Mathematics Education major just be completed with grades of C or higher in each course.

A minimum of 128 semester hours must be completed with a GPA of 2.50 or higher.

MATH/EDUC 446 must be completed with a B- or better.

Note: The B.S. Degree with a major in Mathematics Education together with either a B.A.E. degree in secondary education or a Master's Degree in Education provides a path to teacher certification in secondary mathematics in Washington State. Passing the West-E exam in mathematics is also required for teacher certification in secondary mathematics. Completion of the required math courses listed for the degree gives adequate preparation for the West-E exam.

MINORS

- **Actuarial Science**

A minimum of 24 semester hours chosen from the following courses:

BUSA 302, 304, 335
 ECON 101, 301, 323, 343
 MATH 331, 342, 348, 356

Also strongly recommended: MATH 253

At least 12 hours must be from mathematics and at least four from economics.

- **Mathematics**

20 semester hours of mathematics courses, including:

MATH 151, 152, and either 253 or 245 and eight hours of upper-division mathematics courses, excluding MATH 446.

- **Statistics**

A minimum of 16 semester hours to include:

CSCE 120 or 144; STAT 341
 And at least eight hours from among the other statistic courses (MATH 342 and 348 are strongly recommended).

See the Statistics section of this catalog for more detail. Statistics courses taken for the statistics minor may not be simultaneously counted as elective credit for the Bachelor of Science major.

BACHELOR OF ARTS IN EDUCATION

See Department of Instructional Development and Leadership on page 65.

To view Mathematics (MATH) courses, go to the PLU Directory of Approved Courses on page 191.



Movement Studies and Wellness Education

253.535.7350

www.plu.edu/~mswe

E-mail: mswe@plu.edu

The primary mission of the Department of Movement Studies and Wellness Education (MSWE) is to provide quality academic professional preparation for undergraduate students in areas related to the study of human movement, especially as it supports the pursuit of lifelong physical activity and well being (ie. health & fitness education, recreation, exercise science, pre-physical therapy, pre-athletic training and health & fitness management). We strive to prepare future leaders who will positively impact the health behaviors of individuals and of society through the education and promotion of life-sustaining and life-enhancing pursuits. The successful completion of our majors demands a strong integration of the liberal arts and sciences with thorough professional preparation in light of respective state and national standards, accrediting bodies and certification programs. Internship experiences are an integral element of all majors in the department and allow for students to further develop and apply their education and training in real world, professional settings. In addition, we provide a diverse array of physical activity instruction for students as part of the General University Requirements (GUR) of the university. The goals of these classes are to 1) develop in each student a fundamental respect for the role of physical activity in living, including the assessment of physical condition and the development of personally designed, safe, effective and functional fitness programs with attention to lifetime activities and 2) to expose students to a diversity of physical activities and experiences in a manner which enhances understanding of their educational, social, spiritual, ethical and moral relevance. Our programs provide opportunities for all participants to develop and apply a knowledge base regarding physical activity and psychomotor and behavioral skills, which encourages the development of lifelong health and wellness.

The department offers two degree programs: the Bachelor of Arts Degree in Physical Education (B.A.P.E. w/ teacher certification option), and the Bachelor of Science Degree in Physical Education (B.S.P.E.) which offers four different pre-professional concentrations: Health & Fitness Management, Exercise Science, Pre-Physical Therapy and Pre-Athletic Training. Students completing these degrees often go on for further graduate study in physical therapy, sport psychology, athletic training, exercise science, recreation, public health etc., or enter into professions such as teaching, personal training, promotions and management, youth programming, coaching and other areas and do so in diverse settings such as schools, private health clubs, non-profit agencies, corporations, professional sport teams, youth clubs, hospitals, parks and recreation departments and health departments, among others. In addition, five distinct minors can be used to compliment majors within the department, or can be pursued by majors outside the department in areas of personal or professional interest. These minors are Coaching, Fitness & Wellness

Education, Personal Training, Sport & Recreation Management and Sport Psychology.

Faculty: McConnell, *Co-Interim Dean*; Evans, Hacker, Madden, Moore, Tingstrom, Wood.

GENERAL EDUCATION PROGRAM ELEMENT

Four different one-semester hour courses (PHED 100–259), which must include PHED 100, are required for graduation.

No more than eight of the one-semester hour PE activity courses may be counted toward graduation. Students are encouraged to select a variety of activities at appropriate skill levels. All physical education activity courses are graded on the basis of A, Pass, or Fail and are taught on a coeducational basis.

BACHELOR OF SCIENCE IN PHYSICAL EDUCATION (B.S.P.E.)

Four Concentrations under the B.S.P.E. Degree

- **EXERCISE SCIENCE**

63 semester hours

BIOL 125, 205, 206 (12)
CHEM 105 (4)
HEED 366 (4)
MATH 128 or 140 (4)
PHED 277, 324, 326, 383, 384, 478, 480, 486 (27)
PHED 495 (4)
PHED 499 (4)
STAT 231 (4)

- **HEALTH AND FITNESS MANAGEMENT**

65 semester hours

BIOL 205, 206 (8)
CHEM 105 (4)
HEED 266, 366 (8)
PHED 277, 293, 324, 326, 383, 384, 386, 480, 486 (29)
PHED 495 (4)
PHED 499 (4)
RECR 330, 483 (8)

- **PRE-PHYSICAL THERAPY**

73 to 74 semester hours

BIOL 125, 126, 205, 206, 323 or approved alternate (20)
Two from: CHEM 105, 115/116, 331/333 (8 to 9)
HEED 281 (2)
MATH 128 or 140 (4)
PHED 277, 480, 486 (9)
PHED 495 (4)
PHED 499 (4)
PHYS 125/126, 135/136 (10)
PSYC 101, 320 or 415 (8)
STAT 231 or 232 (4)

- **PRE-ATHLETIC TRAINING**

51 semester hours

BIOL 125, 205, 206 (12)
CHEM 105 (4)
HEED 266, 281 (6)
PHED 277, 326, 480, 486 (13)
PHED 495 (4)

PHED 499 (4)
 PSYC 101 (4)
 STAT 231 (4)

In addition to the requirements listed above, candidates for the B.S.P.E. degree must meet the College of Arts and Sciences foreign language requirement.

**BACHELOR OF ARTS IN PHYSICAL EDUCATION
 (B.A.P.E.) WITH CERTIFICATION**

61 semester hours required to meet the state endorsement in Health and Fitness.

BIOL 205, 206 (8)
 HEED 266, 395, 366 (12)
 PHED 275 or 298 (2)
 PHED 277, 279, 293, 294, 297, (10)
 PHED 322 (4)
 PHED 326, 386, 478, 480, 486, 490 (23)
 RECR 296 (2)

**ADDITIONAL REQUIREMENTS FOR K-12 TEACHER
 CERTIFICATION**

31 semester hours

Initial K-12 teacher certification in Health and Fitness must meet the requirements established by the School of Education and Movement Studies for Teacher Certification in addition to the above requirements for the B.A.P.E. with certification.

EDUC 390, 392 (8)
 EDUC/PHED 468, 450 (10)
 PSYC 101 (4)
 SPED 320 (1)
 WRIT 101 (4)
 Plus a valid first aid card

Students receiving a B.A.P.E. with certification are not required to fulfill the College of Arts and Sciences foreign language requirements. All courses in the major and minor fields are used for teacher certification must have grades of C or higher.

**BACHELOR OF ARTS IN PHYSICAL EDUCATION
 (B.A.P.E.) WITHOUT CERTIFICATION**

61 semester hours

BIOL 205, 206 (8)
 HEED 266, 395, 366 (12)
 PHED 275 or 298 (2)
 PHED 277, 279, 293, 294, 297, (10)
 PHED 322 (4)
 PHED 326, 386, 478, 480, 486, 495 (23)
 RECR 296 (2)

In addition to the requirements listed above, candidates for the B.A.P.E. degree without teacher certification must meet the College of Arts and Sciences foreign language requirements and a Senior Seminar (PHED 499 - four semester hours).

MINORS

• **COACHING**

18 semester hours

PHED 411 (4)
 PHED 334 (2)
 PHED 361 (2)
 PHED 390 (4)
 HEED 266 (4)
 HEED 281 (2)
 First aid and CPR certificate required.

• **FITNESS AND WELLNESS EDUCATION**

20 to 21 semester hours

HEED 266 (4)
 HEED 366 (4)
 PHED 279 (2)
 PHED 293 (2)
 PHED 360 (2)
 PHED 384 (3)
Select one from the following:
 PHED 383 (3)
 PHED 386 (4)
 PHED 486 (3)

• **PERSONAL TRAINING**

20 semester hours

BUSA 305 (3)
 HEED 266 (4)
 PHED 293 (2)
 PHED 334 (2)
 PHED 360 (2)
 PHED 383 (3)
 PHED 390 (4)
 First aid and CPR certificate required.

• **SPORT PSYCHOLOGY**

20 semester hours

HEED 366 (4)
 PHED 386, 390 (8)
 PSYC 310 or 320 or 330 (4);
 PSYC 101 required prerequisite
Select four hours from the following:
 HEED 262, 365
 PHED 315, 324, 411
 BIOL 444

• **SPORT AND RECREATION MANAGEMENT**

18 to 20 semester hours

PHED 360 (2)
 PHED 384 (3)
 PHED 495 (4)
 RECR 483 (4)
Select one from the following:
 BUSA 305 (3)
 BUSA 308 (3)
 BUSA 340 (3)
 BUSA 358 (3)
Select two to four hours from the following:
 PHED 314 (4)
 PHED 322 (2 or 4)
 PHED 326 (4)

PHED 334 (2)
PHED 386 (3)
RECR 330 (4)

HEALTH EDUCATION

To view Health Education (HEED) courses, see the PLU Directory of Approved Courses on page 184.

PHYSICAL EDUCATION

To view Physical Education (PHED) courses, see the PLU Directory of Approved Courses on page 201.

RECREATION

To view Recreation (RECR) courses, go to the PLU Directory of Approved Courses on page 211.

Music

253.535.7602, 877.254.7001

www.plu.edu/~music
music@plu.edu

The music program at PLU strives to provide every student at the university with a meaningful and enriching arts experience, ranging from non-major private lessons or ensemble participation to core courses to four distinctive academic majors and two academic minors. Nearly one quarter of the undergraduates at PLU participate in music annually. The National Association of Schools of Music accredits the PLU Music Program and its graduates go on to distinguished and satisfying careers in teaching and performing.

Facilities for exploring the musical arts are outstanding. The Mary Baker Russell Music Center, with its exquisite Lagerquist Concert Hall, provides state-of-the-art focus to music study at PLU. Media-rich classrooms and labs augment studios and individual practice spaces. Private study in keyboard is available in piano, organ, and harpsichord. Other private study includes voice and all string, wind, and percussion instruments, taught by regularly performing musicians. Professional-quality experience is available to qualified performers in band, orchestra, choir, jazz, and chamber ensembles.

Faculty: Robbins, *Chair*; Beegle, Bell-Hanson, J. Brown, Galante, Gillie, D. Joyner, Lyman, Nance, Poppe, Powell, Rønning, Tegels, Yeh, Youtz; assisted by Agent, Anderson, Boaz, Bristow, E. Brown, Buchanan, Campos, Chung, Clubb, Daverso, English, P. Evans, Grinsteiner, Habedank, Harty, Houston, Howland, B. Johnson, M. Joyner, Kramlich, Manning, F. Peterson, Pettit, Plagemann, Reid, Rhyne, Rine, Sojka, Spencer, Spicciati, Steighner, Stephens, Swihart, Takekawa, Treat, Walker, Wetherington, Winkle, Wooster, Zylstra.

For introductory courses to the field of music, see the descriptions of MUSI 101, 102, 103, 104, 105, 106, and 120.

No courses in music (MUSI) may be taken for credit by examination.

MAJOR REQUIREMENTS

First-Year Students

Students intending to major in music should begin the major music sequences in the first year. Failure to do so may mean an extra semester or year to complete the program.

- **Required courses are:**

- MUSI 111, 113 (Music Fundamentals)
- MUSI 120 (Music and Culture)
Class size is limited in MUSI 120.
- MUSI 124 (Theory)
- MUSI 125, 126 (Ear Training)
- MUSI 115, 116, 121, 122 (Keyboarding)

MUSI 111 and 113 are prerequisites to MUSI 124. All first-year students should register for MUSI 111 and 113. A placement test will be given during the first class meeting of MUSI 111. Based on the test outcome, students will be placed in either MUSI 124, 113 or retained in 111. MUSI 111 and 113 are half-semester courses.

MUSIC MAJOR DEGREES

General Requirements

- **Entrance Audition**
To be admitted to a music major program, prospective students must audition for the music faculty.
- **Declaration of Major**
Students interested in majoring in music should complete an academic program contract declaring a music major during their first semester of enrollment in the program. They will be assigned a music faculty advisor who will assure that the student receives help in exploring the various majors and in scheduling music study in the most efficient and economical manner. Majors can always be changed later.
- **Ensemble Requirement**
Music majors are required to participate every semester in one of the music ensembles specified in their major. (Exception: semesters involving study abroad and/or student teaching.)
- **Keyboard Proficiency**
Basic keyboard skills are required in all music majors (B.M., B.M.E., B.M.A., B.A.). Attainment of adequate keyboard skills is determined by successful completion (letter grade of "C" or better) in MUSI 122: Keyboarding II.
- **Language Requirement**
Vocal performance majors are required to take at least one year of language study (two regular semesters) in French or German (see department handbook).
- **Music Electives**
MUSI 111 and/or MUSI 113 may not count for music electives in a music major degree program.
- **Grades and Grade Point Policy**
Only grades of C or higher in music courses may be counted toward the major. Courses in which the student receives

lower than a C must be repeated, unless the department authorizes substitute course work.

Majors must maintain a 2.5 cumulative grade point average in academic music courses (private lessons and ensembles excluded) to remain in the program (see department handbook).

Music Major Assessment

Students pursuing Bachelor of Music (B.M.), Bachelor of Music Education (B.M.E.), Bachelor of Musical Arts (B.M.A.) or Bachelor of Arts in music (B.A.) degrees will have their progress and potential assessed at the end of the first, sophomore, junior, and senior years. Assessments are made by the music faculty via progress reviews, juries, and public presentations. Outcomes are pass/fail; students who fail an assessment will not be allowed to continue in the music program (see department handbook).

MUSIC CORE

The following core is required in all music degree programs:

MUSI 120: Music and Culture	4
MUSI 121, 122: Keyboarding	2
MUSI 124, 223, 224: Theory	7
MUSI 234, 333, 334: Music History	9
MUSI 125, 126, 225, 226: Ear Training	4
Total Semester Hours	26

REQUIRED MUSIC CORE SEQUENCE

All entering first-year students who intend to major in music must follow the required music core sequence in the indicated years.

Year One	
Fall	MUSI 111/113: Fundamentals (prerequisite to MUSI 124)
	MUSI 115/121: Keyboarding Class (1) per placement
	MUSI 120: Music and Culture (4) (if preferred can take 120 in Spring Semester)
	MUSI 125: Ear Training I (1)
Spring	MUSI 116/122: Keyboarding Class (1) per placement
	MUSI 124: Theory I (3)
	MUSI 126: Ear Training II (1)
	MUSI 120: Music and Culture (4) (if not taken in the Fall)

Year Two	
Fall	MUSI 121: Keyboarding I (1) per placement
	MUSI 223: Theory II (3)
	MUSI 225: Ear Training III (1)

Year Two	
Spring	MUSI 122: Keyboarding II (1) per placement
	MUSI 224: Jazz Theory Lab (1)
	MUSI 226: Ear Training IV (1)
	MUSI 234: History I (3)

Year Three	
Fall	MUSI 333: History II (3)
Spring	MUSI 334: 20th-Century Music (3)

Music Core requirements must be fulfilled by enrollment in specific courses and may not be taken by means of independent study.

BACHELOR OF ARTS (B.A.) MAJOR

Maximum of 44 semester hours including:

- Music Core: (26 semester hours), and four semester hours of ensemble
- Six semester hours (two courses) from: MUSI 336, 337, 338
- Four semester hours of private instruction from: MUSI 201–219
- Two semester hours of private instruction from: MUSI 401–419
- Two semester hours of Senior Project: Research paper and public presentation (MUSI 499; taken over two semesters, one credit each semester; see department handbook for details).
- Meet College of Arts and Sciences requirements (Option I, II); and
- Take a non-music arts elective course in visual arts, theatre or dance.

BACHELOR OF MUSIC EDUCATION (B.M.E.) DEGREE 63 semester hours

- Bachelor of Music Education: K-12 Choral
- Bachelor of Music Education: K-12 Instrumental (Band)
- Bachelor of Music Education: K-12 Instrumental (Orchestra)

Music Education Core

All B.M.E. degrees include the following music education core courses:

Required Components	
MUSI 240: Foundation of Music Education	3
MUSI 340: Fundamentals of Music Education	2
MUSI 343: Materials and Methods for Secondary General Music	2
MUSI 345: Conducting I	1
MUSI 346: Conducting II	1
MUSI 347: Adaptive Music	1
MUSI 348: Practicum in Music Education	1
MUSI 445: Conducting III	1
MUSI 446: Conducting IV	1
MUSI 469: Student Teaching Seminar	2
Total Semester Hours	15

Department of Instructional Development and Leadership Sequence

In addition to the music courses listed, all music education majors are required to take the following courses in the Department of Instructional Development and Leadership.

Department of Instructional Development and Leadership Components

EDUC 391: Foundations of Learning	3
EPSY 361: Psychology for Teaching	3
SPED 320: Issues in Child Abuse and Neglect	1
EDUC 468: Student Teaching - Secondary	10
Total Semester Hours	17

Music Education Curricula

• K-12 Choral (Elementary or Secondary Emphasis)

Music Core	26
MUSI 360-363: Large Ensemble	6
MUSI 204/404/499** Private Instruction Voice (six semesters*)	6
Music Education Core	15
MUSI 421: Advanced Keyboard (private study)	2
MUSI 440: Methods and Materials for K-9 Music I	2
MUSI 443: Methods for Secondary Choral Music	1
MUSI 441: Methods and Materials for K-9 Music II or MUSI 444: Materials for Secondary Choral Music	2
MUSI 453: Vocal Pedagogy	2
MUSI 241: String Lab (1); MUSI 243: Woodwind Laboratory (1); MUSI 245: Brass Laboratory (1); MUSI 247 (Percussion Laboratory (1)	2
MUSI 457: Instrumental Music for Choral Educators	2
Total Semester Hours	66

First-year, Sophomore, Junior, and Senior assessments required. Completion of all music requirements required prior to student teaching. Department of Instructional Development and Instruction sequence required.

* Consecutive Fall/Spring semesters.

** Senior Project: Half Recital. See department handbook for details.

• K-12 Instrumental (Band)

Music Core	26
MUSI 370, 371, 380: Large Ensemble ***	5
MUSI 381: Chamber Ensemble	1
MUSI 202-219, 402-419, 499** Private Instruction - Principal Instrument (six semesters*)	6
Music Education Core	15
MUSI 248: Voice Laboratory	1
MUSI 241: String Lab	1

MUSI 243/244: Woodwind Laboratory (1, 1)	4
MUSI 245/246: Brass Laboratory (1, 1)	
MUSI 247: Percussion Laboratory (1)	
MUSI 447: Methods for School Band Music	1
MUSI 448: Methods for School Band Music	2
MUSI 360-365: Choral Ensemble	2
MUSI 458: Choral Music: Instrumental Educators:	2
Total Semester Hours	66

First-year, Sophomore, Junior, and Senior assessments required. Completion of all music requirements required prior to student teaching. Department of Instructional Development and Instruction sequence required.

* Consecutive fall/spring semesters.

** Senior Project: Half Recital. See department handbook for details.

***Minimum four semesters of MUSI 370, 371

• K-12 Instrumental (Orchestra)

Music Core	26
MUSI 370, 371, 380: Large Ensemble ***	5
MUSI 381: Chamber Ensemble	1
MUSI 202-219, 402-419, 499** Private Instruction - Principal Instrument (six semesters*)	6
Music Education Core	15
MUSI 248: Voice Laboratory	1
MUSI 241/242: String Lab (1, 1)	2
MUSI 243: Woodwind Laboratory (1); MUSI 245: Brass Laboratory (1); MUSI 247: Percussion Laboratory (1)	2
MUSI 455: String Pedagogy	2
MUSI 456: Methods and Materials for School Strings	2
MUSI 360-365: Choral Ensemble	2
MUSI 458: Choral Music for Instrumental Educators	2
Total Semester Hours	66

First-year, Sophomore, Junior, and Senior assessments required. Completion of all music requirements required prior to student teaching. Department of Instructional Development and Instruction sequence required.

* Consecutive fall/spring semesters.

** Senior Project: Half Recital. See department handbook for details.

*** Minimum four semesters of MUSI 380

BACHELOR OF MUSICAL ARTS (B.M.A.) DEGREE

Music Core	26
Music Ensemble	8
MUSI 202-219: Private Instruction (four semesters*)	4
MUSI 402-419: Private Instruction (four semesters*)	4

MUSI 336: Making Music	3
MUSI 337: Analyzing Music	3
MUSI 338: Researching Music	3
MUSI 390/391: Intensive Performance Study	4
MUSI 499: Senior Project**	4
Music Electives	3
Total Semester Hours	62

Cognate Required: An academic minor or second major outside of music. First-year, Sophomore, Junior, and Senior assessments required.

* *Consecutive fall/spring semesters.*

** *Senior Project: Research paper and public presentation (taken over two semesters, two credits each semester; see department handbook for details).*

BACHELOR OF MUSIC IN PERFORMANCE (B.M.)

Music Core	26
Music Private Instruction (eight semesters*) <i>(see concentrations below)</i>	22*
Music Ensemble <i>(see concentrations below)</i>	8
MUSI 336: Making Music	3
MUSI 337: Analyzing Music	3
MUSI 338: Researching Music	3
MUSI 390/391: Intensive Performance Study	4
Music Concentration Module (see below)	7
Music Electives	4
Total Semester Hours	80

First-year, Sophomore, Junior and Senior assessments required. For vocal performance: language study required (see above).

* *Consecutive fall/spring semesters; continuous non-jazz study throughout the program required.*

B.M. CONCENTRATIONS

• Composition

Private Instruction: MUSI 327/499 (Senior Project) (16); principal instrument MUSI 202-219/401-419 (8); module (7): MUSI 345, 346, module electives (5).

• Instrumental

Private Instruction: MUSI 205-219 (10), MUSI 401/405, 419/499 (12), including MUSI 499 (Senior Project: full recital); ensemble: MUSI 370, 371, 380; module (7): MUSI 345, 346, 358, 381 (2), 454 or 420.

• Organ

Private Instruction: MUSI 203/403/499 (Senior Project: full recital) (22); ensemble: including MUSI 381; module (7): MUSI 219, 345, 346, 352, 358, 454 or 420.

• Piano

Private Instruction: MUSI 202/402 (10), MUSI 201/401/402/499 (12); including MUSI 499 (Senior Project: full recital); ensemble: large (2), MUSI 351 (2), MUSI 383 (2), piano ensemble elective (2); module (7): MUSI 219, 345, 358, 430, 431, 451, 452.

• Voice

Private Instruction: MUSI 204/404/499 (Senior Project: full recital) MUSI 355, 356 (22); ensemble: MUSI 360-363; module (7): MUSI 345, 353, 358, 366, 453.

MINORS

• General Minor

22 semester hours including:

MUSI 120

One of the following: MUSI 115, 116, 121, 122 or 202 (1) MUSI 124, 125, 126

Four semester hours of Private Instruction: (MUSI 202-219)

Four semester hours of Ensemble (MUSI 360-384)

One of the following: MUSI 101-106, 234, 333, 334

0-1 semester hour of music elective to reach the 22 semester hour total

• Specialized Minor

32 semester hours

Including courses required in the General Minor as listed above (22 semester hours), **plus:**

Four additional semester hours of Private Instruction (MUSI 401-419)

Six additional hours from one of the Bachelor of Music concentration modules (see above) **or** in jazz study as listed below

JAZZ STUDY AT PLU

Students interested in pursuing the academic study of jazz at PLU have three options:

• Specialized Music Minor in Jazz

32 semester hours, including:

Courses in the general minor (22 semester hours), plus

Four additional semester hours of private instruction

Six additional semester hours, including:

MUSI 103, 224, and 427

Jazz students may fulfill the ensemble requirement in jazz related ensembles.

• Jazz study in combination with an outside, nonmusic field (Bachelor of Musical Arts degree)

62 semester hours.

Jazz students may major in music under the B.M.A.

degree while combining music studies with a non-music academic minor or second major.

• Jazz study in combination with nonjazz (classical) performance study (Bachelor of Music degree)

80 semester hours.

Instrumental jazz students may major in performance (see Bachelor of Music above) in which up to half the studio instruction and recital literature can be in jazz (see academic program contract for details).

PRIVATE MUSIC LESSONS

Special fee in addition to tuition

- **One semester hour**

Fall and Spring Semesters: One half-hour private lesson per week (12 weeks) in addition to daily practice. January: Two 45-minute lessons per week in addition to daily practice. Summer: Six hours of instruction to be announced in addition to daily practice. Students in piano, voice, and guitar may be assigned to class instruction at the discretion of the music faculty.

- **Two semester hours**

Fall and Spring Semesters: Two half-hour lessons per week (12 weeks) in addition to daily practice. Summer: 12 hours of instruction to be announced in addition to daily practice.

- **Three or four semester hours**

By permission of department only.

To view Music (MUSI) courses, go to the PLU Directory of Approved Courses on page 194.

As a division within the College of Arts and Sciences, the Division of Natural Sciences offers major programs in each department leading to B.A. and B.S. degrees, minor programs, and core courses that fulfill general education elements. The departments provide supporting courses for interdisciplinary programs within the sciences and for other schools of the university. Courses for B.A. in Education degrees with majors and minors in the natural sciences are available; see the Education section of this catalog for specific degree requirements. See also the sections on Environmental Studies and on the Health Sciences (under Pre-Professional Programs) for related programs.

Descriptions of specific course offerings and degree requirements offered within the Natural Sciences are listed under:

- Biology
- Chemistry
- Computer Science and Computer Engineering
- Geosciences
- Mathematics
- Physics

To view Natural Sciences (NSCI) courses, go to the PLU Directory of Approved Courses on page 199.

Natural Sciences, Division of

253.535.7560
www.nsci.plu.edu
nsci@plu.edu

The Division of Natural Sciences fulfills a two-fold purpose, preparing its majors for careers as science professionals and providing all students the grounding in the scientific awareness vital for being a citizen in the modern world and participating in a democracy.

To meet the first purpose, the six departments in the division offer rigorous programs in biology, chemistry, geosciences, physics, mathematics, and computer science and computer engineering. Inquiry-based learning is emphasized in laboratories, research courses, and capstone projects. The division-wide undergraduate research program supports one-on-one investigations with faculty in which students are immersed in all aspects of actually “doing” science.

To meet the second purpose, both major and non-major courses address the basic philosophy and methodologies of science. This encourages an awareness of the limitations of science as well as an appreciation for its benefits. Courses also attempt to place science and technology in its larger socio-cultural context, connecting developments in one discipline with those in another and with influences outside the sciences.

Regardless of their major, students will find in the Natural Sciences Division a faculty devoted to teaching. Opportunities for close interactions abound, and the development of the whole person is a central concern.

Faculty: Alexander, *Dean*; faculty members of the Departments of Biology, Chemistry, Computer Science and Computer Engineering, Geosciences, Mathematics, and Physics.

Norwegian

To view curriculum and course requirements, please go to Department of Languages & Literature, Page 75.

To view Norwegian (NORW) courses, go to the PLU Directory of Approved Courses on page 199.

Nursing, School of

253.535.7672
www.plu.edu/~nurs
nurs@plu.edu

The School of Nursing is a professional school that combines nursing science with a strong foundation in natural sciences and the liberal arts. It prepares undergraduate students for generalist nursing practice; builds upon undergraduate educational experiences to prepare nurses for advanced practice in designated specialties; and responds to the education needs of practicing nurses to remain current, competent practitioners or to revise the focus of their practice.

The School exemplifies the university’s mission of educating for lives of service and care in an environment that encourages inquiry, diversity, lifelong learning and spirituality as vital elements in the human quest for wholeness. Nursing’s educational programs offer dynamic learning opportunities that challenge students to develop skills, attitudes, values, and roles which facilitate individuals, families, and communities to meet their health and wellness needs.

Degree programs within the School of Nursing include:

1. Bachelor of Science in Nursing for basic nursing students, licensed practical nurses and ADN-RNs;
2. Master of Science in Nursing program for B.S.N. prepared registered nurses;

3. RN-non-nursing baccalaureate degree or higher to M.S.N.
4. Entry-level M.S.N. for non-nursing baccalaureate graduates.

A program leading to Educational Staff Associate certificate is available for school nurses through Continuing Nursing Education (CNE). Course work is offered in collaboration with the Office of the Washington State Superintendent of Public Instruction. Workshops and short courses for nurses and others involved in health care are frequently offered through the year by CNE.

Faculty: T. Miller, *Dean*; Barta, Carr, Davis, Dolan, Dubois, Frank, Heise, Hom, Jenkins, Latta, Lizzi, Maloney, McCann, Olson, Pendrak, Roberts, Schaffler, Schaffner, Schultz, Shull, Su, Swett, Wolfer, Wood, Zaichkin.

Accreditations and Affiliations

The School of Nursing at Pacific Lutheran University is a member of the American Association of Colleges of Nursing and The National League for Nursing. The B.S.N. and M.S.N. programs are approved by the Washington State Nursing Care Quality Assurance Commission and fully accredited by the Commission on Collegiate Nursing Education. The school is part of the Psi Chapter-at-Large of Sigma Theta Tau International, the Honor Society of Nursing.

Undergraduate Programs

The Basic undergraduate program is designed for students who do not hold licensure in practical or registered nursing. The LPN to B.S.N. program is designed for persons holding LPN licensure.

The school collaborates with over 100 health agencies to provide optimal clinical learning experiences for its students, under the supervision of its faculty members.

Graduates who successfully complete the program will earn the Bachelor of Science in Nursing degree and are eligible to sit for the NCLEX-RN examination for licensure as registered nurses in all 50 states and two US Territories. They are prepared to begin professional nursing positions throughout the health care system. The undergraduate programs provide a strong foundation for graduate study in nursing.

High School Preparation

Applicants are expected to have completed a program in high school that includes: four years of English; two years of mathematics (preferably algebra and geometry); two years of social sciences; two years of one foreign language; and two years of laboratory sciences (including chemistry).

Liberal Arts Foundation

An understanding and appreciation for the integration of liberal arts and the art and science of nursing are necessary for success in the B.S.N. program. Applicants are expected to have completed at least 12 semester credits of liberal arts courses prior to beginning the nursing program, in such study areas as anthropology, fine arts, history, languages, literature, philosophy, political science, religion or writing.

Admission to the University

Applicants must be accepted by the university before consideration for acceptance by the School of Nursing. Pacific Lutheran University welcomes applications from all students who have demonstrated capacities for success at the baccalaureate level. Students who present appropriate academic records and personal qualities are admitted to either summer, fall, or spring terms. Application procedures and other details are found elsewhere in this catalog.

Admission to the School of Nursing

Students seeking admission to the undergraduate nursing program's Basic, LPN-B.S.N. sequence, or the ADN-B.S.N. sequence must make formal application to both the university and the School of Nursing. Applications for admission to the nursing major are available from the School of Nursing. All application materials, including official transcripts, are reviewed by the School's Recruitment, Admission and Progression (RAP) Committee and evaluated according to the admission criteria.

Undergraduate students desiring admission should submit their applications by the priority deadline for any term in the following year. The selection of students for admission is competitive because available spaces each semester are limited. If there are more applicants for any term than can be accommodated, qualified candidates may be placed on a waitlist or admitted to a later term. Students are admitted to the term of their choice if it is possible. Persons on the waitlist for the year who are not admitted, but who continue to desire admission to the nursing major, must submit a new application to be considered for the following year.

Individuals whose applications have been received after the priority deadline for all terms will be considered on a space available basis.

All prospective or pre-nursing students are urged to seek early academic advisement in order to enroll for appropriate prerequisite courses and avoid unnecessary loss of time. The School of Nursing reserves the right of curriculum and program modification and revision.

Admission Criteria

BASIC-B.S.N., LPN TO B.S.N. AND ADN TO B.S.N.

Applicants must be admitted to Pacific Lutheran University before being considered for admission to the School of Nursing. Admission is a selective process and meeting minimum requirements does not imply or guarantee admission. Admission to the university does not imply or guarantee admission to the School of Nursing. Minimum criteria that applicants must meet to be considered for admission to the Basic to B.S.N., LPN to B.S.N. or ADN to B.S.N. programs of study include the following:

- Successful completion, or pending satisfactory completion, of specific prerequisite courses at PLU, an accredited community college or another accredited university
- Successful completion, or pending completion, of at least 30 semester credits or 45 quarter credits (sophomore class standing).
- Competitive grade point average. Admitted students usually have significantly higher grade point averages than the

minimum because of the competitiveness of the program:

- A minimum grade of 2.00 on a 4.00 scale in each nursing prerequisite and co-requisite course.
- A minimum cumulative grade point average of 2.75 on a 4.00 scale in the prerequisite courses.
- A minimum PLU cumulative grade point average of 3.00 on a 4.00 scale. Transfer students who matriculate to PLU and the School of Nursing simultaneously must meet the cumulative transfer grade point average as determined by the Registrar's Office.
- No more than one repeat of any single prerequisite or co-requisite course. Applicants who have either repeated courses, both general and nursing specific, due to failure, or have withdrawn from courses, are considered less competitive.
- Completion of the university math entrance requirement, which is intermediate algebra at the college level with a minimum grade of 2.00 on a 4.00 scale, or completion of two years of college preparatory (high school) algebra with average grades of 2.00 on a 4.00 scale.
- Physical and mental health with emotional stability sufficient to meet the demands of all generalist nursing roles and to provide timely, safe patient care.
- Fluency in speaking, reading, writing and comprehending university-level English.
- Civil, administrative and criminal history clearance in all states as well as any other applicable territory or country.
- Submission of all required application documents to the School of Nursing by the School's designated deadlines.

Continuation Policies

- All nursing courses have prerequisites and must be taken in sequence and/or concurrently as identified in the student's school-approved curriculum plan as well as in the catalog.
- A minimum grade of 2.00 on a 4.00 scale ("C") must be achieved in all required nursing courses. A student receiving a grade less than a 2.00 in any course that is prerequisite to another nursing course may not continue in the nursing sequence until the prerequisite course is repeated with a grade of 2.00 on a 4.00 scale or above.
- Withdrawal from a course in failing status is considered equivalent to a course failure.
- Students who fail a nursing co-requisite course (earning a grade of less than a 2.00 on a 4.00 scale) while enrolled in the nursing program will be placed on academic probation, and may be dismissed from the nursing program.
- No course may be repeated more than one time. Failure or withdrawal in failing status from any two nursing courses will result in dismissal from the School of Nursing.
- Incomplete grades in nursing courses must be converted to a passing grade (2.00 on a 4.00 scale or above) before the first day of class of the subsequent term.
- Students taking approved withdrawals from nursing courses may return to the School of Nursing in accordance with policies listed in the Undergraduate Nursing Student Handbook on a space-available basis, noting that they may be subject to new program requirements.
- The School of Nursing reserves the right to withdraw nursing students who fail to achieve and maintain academic or clinical competence, or who do not demonstrate professional

accountability or conduct. Unsafe and/or unethical practice constitutes grounds for immediate dismissal from the clinical component and/or the program.

- All students must comply with confidentiality according to HIPAA, School of Nursing, and university regulations.
- Other policies regarding progression/continuation are found in the Undergraduate Nursing Student Handbook.
- Nursing majors who, for any reason, withdraw from or drop a nursing course without prior permission of the School of Nursing may be subject to dismissal from the major.

Health

Nursing students are being developed as professional role models and are responsible for optimal health practices. Specific health-related documentation and certification are required before beginning the program, and must be current throughout the course of study. It is the responsibility of each student to provide appropriate and timely documentation as required. Students failing to comply with any of these requirements may be dismissed from the nursing program and/or be subject to monetary fine. It is the student's responsibility to report in writing to the School of Nursing any changes in his or her physical or psychological health.

English Proficiency

A university-level of English proficiency is necessary for academic success in nursing and for patient safety. Students for whom English is not their first language must first comply with university requirements as described elsewhere in this catalog.

In addition, before their applications to the School of Nursing will be considered, all students for whom English is not their first language must take and achieve specific scores on the TOEF-iBT, unless the applicant has successfully completed all K-12 education in English. Test fees are the responsibility of the student. Guidelines and policies can be obtained from the School of Nursing.

Non-Majors Enrolled in Nursing Courses

Students who have not been admitted to the nursing major but wish to enroll in nursing courses must first obtain permission of the course instructor(s) and the School's Dean.

Additional Costs

A user support fee is charged to each student's account each semester. This fee supports the purchase of equipment, materials and supplies in the practice labs and Learning Resource Center, as well as computer materials and software. The fee is paid with tuition following registration for specific courses.

In addition to regular university costs, students must provide their own transportation between the university campus and the clinical areas beginning with the first nurse course. Public transportation is limited, so provision for private transportation is essential. Clinical placements range up to 50 miles from campus.

Students are required to carry professional liability insurance in specified amounts during all periods of clinical experience. For Basic program students, this insurance is available under a group plan at a nominal cost to the student. LPN to B.S.N. and ADN to B.S.N. program students must carry their own professional liability insurance. Health requirement fees, laboratory fees, student uniforms and any necessary equipment are the responsibility of the student.

Programs of Study

PREREQUISITE AND CO-REQUISITE COURSES FOR THE NURSING MAJOR

Each prerequisite and co-requisite course listed below must be completed with a minimum grade of 2.00 on a 4.00 scale in order to be considered successfully completed.

- **Basic B.S.N. Sequence:** Students must successfully complete Biology 205 and 206, Chemistry 105 and Psychology 101 with a minimum cumulative GPA of 2.75 on a 4.00 scale before beginning the nursing program. Successful completion of Biology 201 and Psychology 320 is required before progression to the second semester sophomore-level nursing courses; successful completion of Statistics 231 is required before enrollment in Nursing 360.
- **LPN to B.S.N. Sequence:** Students must successfully complete Biology 201, 205 and 206; Chemistry 105; and Psychology 101 and 320 with a minimum cumulative GPA of 2.75 on a 4.00 scale before beginning the nursing program. Successful completion of Statistics 231 is also required prior to enrollment in Nursing 360.
- **ADN to B.S.N. Sequence:** Students must successfully complete Biology 201, 205 and 206; Chemistry 105; Psychology 101 and 320; and Statistics 231 with a minimum cumulative GPA of 2.75 on a 4.00 scale before beginning the nursing program.
- **RN-with non-nursing baccalaureate degree or higher to M.S.N. Program.** See options for registered nurses on page 90, and page 147.

Prerequisite and co-requisite courses

BIOL 201: Introductory Microbiology
 BIOL 205: Human Anatomy and Physiology I
 BIOL 206: Human Anatomy and Physiology II
 CHEM 105: Chemistry of Life (Organic and Biochemistry)
 PSYC 101: Introduction to Psychology
 PSYC 320: Development Across the Lifespan
 STAT 231: Introductory Statistics

All the above named courses are offered by academic departments other than the School of Nursing, and are administered by those respective departments in regard to scheduling, evaluation, grading and other matters. To be awarded a B.S.N. degree, all students must meet both nursing and university requirements.

B.S.N. SEQUENCE FOR BASIC STUDENTS

The curriculum plan for the Basic student, those who do not hold practical or registered nursing licensure, is designed to foster growth and professional accountability.

Nursing (NURS) courses must be taken concurrently or in sequence as indicated in the following sample curriculum, and, if the student is enrolled full time, normally extend over six semesters. Part-time enrollment is discouraged and must be approved by faculty and the School's dean. Students who have completed transferable nursing credit from another accredited institution should seek advisement from School of Nursing Admissions Coordinator(s) regarding their prospective curriculum plan.

All transfer credit must be approved before beginning the program.

FIRST YEAR (PRE-NURSING)

First Semester	
BIOL 205: Human Anatomy and Physiology I	4
PSYC 101: Introduction to Psychology	4
WRIT 101: Inquiry Seminar: Writing	4
PHED 100: Personalized Fitness	1
PHED Physical Activity	1

January Term	
GUR (First-Year Residency Requirement)	4

Second Semester	
BIOL 206: Human Anatomy and Physiology II	4
CHEM 105: Chemistry of Life	4
GUR	4
Inquiry Seminar 190: GUR	4

SECOND YEAR

First Semester	
BIOL 201: Introduction to Microbiology	4
PSYC 320: Development Across the Lifespan	4
STAT 231: Introductory Statistics	4
NURS 220: Nursing Competencies I	4
PHED Physical Activity	1

January Term	
STAT 231: Introductory Statistics	4
<i>Note: If not taken in the previous semester</i>	

Second Semester	
NURS 260: Professional Foundations	4
NURS 270: Health Assessment and Promotion	4
NURS 280: Pathological Human Processes	4
GUR	4
PHED Physical Activity	1

THIRD YEAR

First Semester	
NURS 320: Nursing Competencies II	2
NURS 330: Pharmacology & Therapeutic Modalities	4
NURS 340: Situations with Individuals: Adult Health I	4
NURS 350: Situations with Individuals: Mental Health	4

January Term	
GUR or Core Course <i>or</i> Required Nursing Course with Clinical Rotation	4

Second Semester	
NURS 360: Nursing Research and Informatics	4
NURS 365: Culturally Congruent Healthcare	4
NURS 370: Situations with Families: Childbearing	4
NURS 380: Situations with Families: Childrearing	4

FOURTH YEAR

First Semester	
NURS 420: Leadership and Resource Management	4
NURS 430: Situations with Communities	5
NURS 440: Situations with Individuals: Adult Health II	4
NURS 441: Situations Seminar	1

January Term	
GUR <i>or</i> Required Nursing Course - Clinical Rotation	4

Second Semester	
NURS 460: Health Care Systems and Policy	2
NURS 480: Professional Foundations II	2
NURS 499: Capstone: Nursing Synthesis	6
GUR or Elective	4

Note: A minimum of 128 semester credit hours is required for the baccalaureate degree. The sequence of required nursing courses comprises 70 semester credit hours. Please note that, due to clinical site availability, any student may be required to take a nursing course, such as but not limited to NURS 340, 350, 370 or 380, in January Term instead of Fall or Spring semesters.

B.S.N. SEQUENCE FOR LICENSED PRACTICAL NURSES

The L.P.N. to B.S.N. sequence of study is designed to provide career mobility for the experienced licensed practical nurse seeking a Bachelor of Science in Nursing degree. The sequence validates the prior knowledge and clinical competence of the L.P.N. and enables progression through the B.S.N. curriculum within five semesters following completion of the prerequisite courses.

L.P.N. students are strongly encouraged to make maximum progress toward completing general university requirements before beginning the nursing sequence.

PREREQUISITE COURSES

BIOL 201: Introductory Microbiology	4
BIOL 205: Human Anatomy and Physiology I	4
BIOL 206: Human Anatomy and Physiology II	4
CHEM 105: Chemistry of Life	4
PSYC 101: Introduction to Psychology	4
PSYC 320: Development Across the Lifespan	4

First Semester	
NURS 260: Professional Foundations	4
NURS 270: Health Assessment and Promotion	4
NURS 280: Pathological Human Processes	4
STAT 231: Introductory Statistics	4

Second Semester	
NURS 320: Nursing Competencies II*	2
NURS 330: Pharmacology and Therapeutic Modalities*	4
NURS 340: Situations with Individuals: Adult Health I*	4
NURS 350: Situations with Individuals: Mental Health*	4
*NOTE: Courses that may be waived based on demonstration of competency, a strong academic record, and more than one year of post-licensure experience. All course waivers must be established before beginning the program.	

SECOND YEAR

First Semester	
NURS 360: Nursing Research and Informatics	4
NURS 365: Culturally Congruent Healthcare	4
NURS 370: Situations with Families: Childbearing	4
NURS 380: Situations with Families: Childrearing	4

Second Semester	
NURS 420: Leadership and Resource Management	4
NURS 430: Situations with Communities	5
NURS 440: Situations with Individuals: Adult Health II	4
NURS 441: Situations Seminar	1

THIRD YEAR

Final Semester	
NURS 460: Health Care Systems and Policy	2
NURS 480: Professional Foundations II	2
NURS 499: Capstone: Nursing Synthesis	6
GUR or Elective	4

Note: A minimum of 128 semester credit hours is required for the baccalaureate degree. The LPN to B.S.N. sequence of required nursing courses comprises a maximum of 66 semester credit hours. Please note that, due to clinical site availability,

any student may be required to take a nursing course, such as but not limited to NURS 340, 350, 370 or 380, in January Term or Summer instead of Fall or Spring semesters.

General university and other specific requirements needed for completion of the baccalaureate degree are not listed above. Applicants to the LPN to BSN sequence are strongly encouraged to seek advising from the School of Nursing Admission Coordinator(s) for assistance with the completion of their program of study.

B.S.N. SEQUENCE FOR LICENSED REGISTERED NURSES

The A.D.N. to B.S.N. program begins with the foundation of the knowledge, skills and experience of the registered nurse and builds an expanded framework for advanced nursing practice in today's health care delivery systems. Designed for the registered nurse with at least one year of direct care nursing experience, this sequence enables students to earn both a bachelor's and a master's degree in nursing.

Upon successful completion of the B.S.N. degree with a cumulative 3.00 PLU grade point average, and successful completion of the Graduate Record Exam (GRE), the student may begin an expedited application process for the M.S.N. program. (See Graduate Studies.)

Nursing Prerequisite Courses

BIOL 201: Introductory Microbiology	4
BIOL 205: Human Anatomy and Physiology I	4
BIOL 206: Human Anatomy and Physiology II	4
CHEM 105: Chemistry of Life	4
PSYC 101: Introduction to Psychology	4
PSYC 320: Development Across the Lifespan	4
STAT 231: Introductory Statistics	4

Prerequisite General University Requirement Courses

Math Entrance Requirement	
Foreign Language Entrance Requirement	
Fine Arts: Art, Music, or Theatre	4
Literature	4
Philosophy (<i>excludes logic or critical thinking courses</i>)	4
Physical education: Four different activity courses, including PHED 100 (<i>See School of Nursing for specific exemptions to the PHED requirement</i>)	4
Social Sciences (SO)	4
Writing	4

For consideration for admission, applicants must have:

- Achieved a minimum (undergraduate) cumulative GPA of 3.00 on a 4.00 scale for admission to the undergraduate study and continuation to graduate study.
- Completed each nursing prerequisite course with a minimum

GPA of 2.00 on a 4.00 scale; cumulative GPA average in all prerequisites and co-requisite courses must be a minimum of 2.75 on a 4.00 scale.

- Achieved senior class status, (accumulation of 96 semester hours or 144 quarter hours) with a minimum of eight in transferable upper-division hours.
- Obtained unrestricted licensure as a registered nurse in the state of Washington.
- For continuation to graduate study, completion of the M.S.N. application process with a 3.00 GPA or better in all PLU coursework.

B.S.N. COURSE OF STUDY FOR A.D.N. PREPARED REGISTERED NURSES

(See Graduate Studies for M.S.N. course sequences.)

Prior to first semester in program	
Religious Studies 3xx (<i>upper-division, Line 1 or 2 only</i>)	4

First Semester	
NURS 365: Culturally Congruent Healthcare	4
NURS 399: Professional Portfolio Workshop	4
NURS 420: Introduction to Leadership & Management	4
NURS 430: Nursing Situations with Communities	5

January Term	
Religious Studies 3xx (<i>upper-division, Line 1 or 2 only</i>) <i>If not taken prior to program start</i>	4

Second Semester	
NURS 360: Nursing Research and Informatics	4
NURS 399: Professional Portfolio Workshop <i>(If not taken in the first semester)</i>	4
NURS 460: Health Care Systems and Policy	2
NURS 499: Capstone: Nursing Synthesis	6
NURS 478: Clinical Elective	3
Or Elective course or discipline related to advanced practice	4

REGISTERED NURSE-BACHELOR'S (RN-B) TO M.S.N.

A program designed for those who have previously earned a baccalaureate or higher degree in an academic discipline, an Associate Degree in Nursing, and are licensed as a Registered Nurse. Those interested are strongly advised to seek early advisement from the School of Nursing at 253.535.7672. See Graduate Studies section of this catalog for further details.

MINOR IN HEALTH SERVICES:

Health care is a complex system, which now represents more than 16% of the U.S. Gross National Product. Many disciplines outside of nursing require familiarity with systems and issues within health care. The Health Services minor is designed to support non-nursing majors, including biology,

business, chemistry, social work and other fields. Prior to declaration for a minor in Health Services, student must receive advising and approval from the School of Nursing. The Health Services minor requires the completion of 18 semester hours.

Required Core Courses	
NURS 100: Medical Terminology	1 or 2
NURS 460: Health Care Systems and Policy	2
PHIL 223: Biomedical Ethics	4

At least three courses from the following areas:

Diversity	
ANTH 102: Introduction to Human Cultural Diversity	4
ANTH 380: Sickness, Madness and Health	4
HEED 365: The Aging Experience: Worlds of Difference	4
NURS 365: Culturally Congruent Healthcare	4
PHED 362: Healing Arts of the Mind and Body	4

Administration	
ECON 323: Health Economics	4
NURS 420: Introduction to Leadership and Resource Management in Nursing	4
NURS 530: Resource Management	3

Physiologic Functioning	
NURS 280: Human Pathological Processes	4
NURS 330: Pharmacology & Therapeutic Modalities for Nursing	4
PHED 480: Exercise Physiology	4

Applied Health Care	
HEED 266: Nutrition, Health and Performance	4
HEED 281: Injury Prevention and Therapeutic Care	2
NURS 270: Health Assessment and Promotion	4
PHED 384: Foundations of Health & Fitness Mgmt	3

No more than eight semester hours from any one department will be counted toward the minor.

MASTER OF SCIENCE IN NURSING (M.S.N.)

Consult the Graduate Section of this catalog for details of the program leading to the Master of Science in Nursing degree and/or contact the School of Nursing Graduate Program on page 145 (253.535.7672)

ENTRY-LEVEL MASTER OF SCIENCE IN NURSING (EL-M.S.N.)

A cohort program designed for those who have previously earned a baccalaureate or higher degree in an academic discipline other than nursing. Those interested are strongly advised to seek early advisement from the School of Nursing at

253.535.8872. See Graduate Studies section of this catalog for further details.

SCHOOL NURSE CERTIFICATION

Contact the School of Nursing Continuing Nursing Education Office (253.535.7683).

Workshops and Short Courses

Contact the School of Nursing Continuing Nursing Education Office (253.535.7683).

The information contained herein reflects an accurate picture of the programs of study leading to degrees in Nursing from Pacific Lutheran University at the time of publication. However, the university reserves the right to make necessary changes in procedures, policies, calendar, curriculum and costs.

Curriculum Sequence

All nursing courses are sequential for students admitted to the nursing major, regular status or provisional. Successful completion of all courses in one semester is prerequisite to enrollment in the next semester's courses. All students admitted to the nursing major must adhere to the curriculum sequence as outlined by their approved academic program contracts. Failure to progress according to program plan for any reason may result in dismissal or a significant delay in graduation.

To view Nursing (NURS) courses, go to the PLU Directory of Approved Courses on page 199.

Philosophy

253.535.8306

www.plu.edu/philosophy

phil@plu.edu

Philosophy is the parent academic discipline that gave birth to today's variety of arts and sciences. It examines basic issues in all fields and explores connections among diverse areas of life. In philosophy the most fundamental and enduring of questions are addressed: How can humans gain knowledge about their world? What limits are there to that knowledge? What is the ultimate nature of the universe? In particular, what is the nature of the human person, and what role or purpose is ours? How should we live? Are there moral, aesthetic, and religious values that can be adopted rationally and used to guide our decisions? Study in philosophy acquaints students with major rival views of the world, encourages them to think precisely and systematically, and helps them to see life critically, appreciatively, and whole.

Faculty: G. Johnson, *Chair*; Cooper, Kaurin, McKenna, Phelps, van Hollebecke.

Uses of Philosophy

Courses in philosophy help students who (1) recognize philosophy as a central element in a quality liberal arts education; (2) wish to support their undergraduate work in other fields, such as literature, history, political science, religion, the sciences, education, or business; (3) plan to use their study of philosophy in preparation for graduate study in

law, theology, or medicine; or (4) are considering graduate work in philosophy itself, usually with the intention of teaching in the field.

Undergraduate study in philosophy is not meant to train specifically for a first job. Instead, it serves to sharpen basic skills in critical thinking, problem solving, research, analysis, interpretation, and writing. It also provides critical perspective on and a deep appreciation of ideas and issues that have intrigued humanity throughout the ages, including those central to the Western intellectual heritage. This prepares students for a great variety of positions of responsibility, especially when coupled with specialized training in other disciplines. Those with the highest potential for advancement generally have more than just specialized training; rather, they bring to their work breadth of perspective, intellectual flexibility and depth, and well-honed skills in critical thought and communication.

Why a Philosophy Requirement

Students who take philosophy engage in a systematic and sustained examination of the basic concepts of life, such as justice, knowledge, goodness, and the self. By scrutinizing methods, assumptions, and implications, they are able to explore lifelong questions of meaning, thought, and action. They acquire historical perspective on the diversity of human thought and tolerance for the considered opinions of others. Through the collective exploration of, and reasoned argument over, difficult ideas, students develop autonomy in their decision-making. Philosophy is vital to the formation of meaning and purpose in students' lives and provides an indispensable framework for developing a sense of vocation - Who am I? What values should we hold? What really is the common good to which I might contribute? What kind of life should I live? In short, the active study of philosophy is essential "to empower students for lives of thoughtful inquiry, service, leadership and care — for other persons, for the community and for the earth."

General Education Program (GenEd) Element

The GenEd element of four semester hours in philosophy may be satisfied with any course offered except for PHIL 233: Formal Logic.

The initial course in philosophy is customarily PHIL 121, PHIL 125, or a 200-level course that provides a more focused topic but is still at the introductory level (PHIL 220, 223, 228, 230, 238, 253). The 300-level courses are suited for students with particular interests who are capable of working at the upper-division level. Courses offered through correspondence, on-line, and independent studies are not accepted to meet the general university requirement in philosophy.

BACHELOR OF ARTS MAJOR

Minimum of 32 semester hours, including:

- PHIL 233, 499
- One course from PHIL 331, 333, 334
- One course from PHIL 335, 336, 338
- On approval of the department, one course (four hours) in another field of study may be used for a double major in

philosophy if it has a direct relationship to the student's philosophy program. Transfer students will normally take 16 or more of their 32 hours at PLU. Students intending to major in philosophy should formally declare this with the department chair and choose a departmental advisor

- Students must be a declared philosophy major in order to be eligible for departmental scholarships.

Honors Major

In addition to the above requirements for the major:

PHIL 493: Honors Research Project, including an honors thesis written under the supervision of one or more faculty members and presented to the department.

Completion of the departmental reading program of primary sources. Honors majors in philosophy are expected to complement their regular courses by reading and discussing three or four important works under the personal supervision of department faculty. The reading list should be obtained at an early date from the department chair. It is best that the reading program not be concentrated into a single semester, but pursued at a leisurely pace over an extended period.

At least a 3.30 grade point average in philosophy courses, including at least a "B" in PHIL 493.

MINOR

16 semester hours, including at least four upper-division hours.

For transfer students, at least eight hours must be taken at PLU. Non-PLU courses must be approved by the department chair.

To view Philosophy (PHIL) courses, go to the PLU Directory of Approved Courses on page 203.

Physics

253.535.7534

www.nsci.plu.edu/physics
physics@plu.edu

Physics is the scientific study of the material universe at its most fundamental level: the mathematical description of space and time, and the behavior of matter from the elementary particles to the universe as a whole. A physicist might study the inner workings of atoms and nuclei, the size and age of the universe, the behavior of high-temperature superconductors, or the life cycles of stars.

Physicists use high-energy accelerators to search for quarks; they design new laser systems for applications in medicine and communications; they heat hydrogen gases to temperatures higher than the sun's core in the attempt to develop nuclear fusion as an energy resource. From astrophysics to nuclear physics to optics and crystal structure, physics encompasses some of the most fundamental and exciting ideas ever considered.

Faculty: Louie, *Chair*; Gerganov, Greenwood, Hay, Rush, Starkovich.

PHYSICS MAJOR

The physics major offers a challenging program emphasizing a low student-teacher ratio and the opportunity to engage in independent research projects. There are two introductory course sequences, College Physics and General Physics; the General Physics sequence incorporates calculus and is required for the Bachelor of Science major.

BACHELOR OF ARTS MAJOR

PHYS 153, 154; 163, 164, 223, 499A, 499B.

Plus: Eight additional, upper-division semester hours in physics.

Required supporting courses: MATH 151, 152, 253.

BACHELOR OF SCIENCE MAJOR

PHYS 153, 154, 163, 164, 223, 331, 332, 333, 336, 354, 356, 499A, 499B.

Strongly recommended: PHYS 401 and 406

Chemistry 341 or PHYS 321 may be substituted for PHYS 333

Required supporting courses:

CHEM 115; MATH 151, 152, 253

A typical B.S. physics major program is as follows:

First Year	PHYS 153, 163; MATH 151, 152
Sophomore Year	PHYS 154, 164, 223, 354; MATH 253
Junior Year	PHYS 331, 332, 336, 356; CHEM 115
Senior Year	PHYS 333, 401 or 406, 499A, 499B

MINOR

PHYS 153; 154; 163; 164; 223.

Plus eight additional semester hours in physics (excluding PHYS 110), of which at least four must be upper division.

BACHELOR OF SCIENCE MAJOR IN APPLIED PHYSICS

Also available is a major in Applied Physics, which includes a substantial selection of courses from engineering to provide a challenging and highly versatile degree. Applied Physics can lead to research or advanced study in such areas as robotics—with application in space exploration or joint and limb prosthetics; growth of single-crystal metals, which would be thousands of times stronger than the best steels now available; mechanics of material failure, such as metal fatigue and fracture; turbulence in fluid flow; photovoltaic cell research for solar energy development; or applications of fluid flow and thermodynamics to the study of planetary atmospheres and ocean currents.

While many Applied Physics graduates pursue professional careers in industry immediately after graduation from PLU, the program also provides excellent preparation for graduate study in nearly all fields of engineering.

PHYS 153, 154, 163, 164, 223, 331, 334, 354, 356, 499A, 499B
CSCE 131

Plus: Four courses, one of which must be upper division, selected from:

CSCE 245, 345, 346

PHYS 210, 240, 333;

PHYS 336 may be substituted for PHYS 240

CHEM 341

or PHYS 321 may be substituted for PHYS 333

Required supporting courses:

CHEM 115 CSCE 144 MATH 151, 152, 253

A typical applied physics program is as follows:

First Year	PHYS 153, 163; CSCE 131; MATH 151, 152
Sophomore	PHYS 154, 164, 240, 354; MATH 253
Junior	PHYS 223, 333, 356; CHEM 115; CSCE 144
Senior	PHYS 331, 333A, 499A, 499B; CSCE 245

To view Physics (PHYS) courses, go to the PLU Directory of Approved Courses on page 205.

Political Science

253.535.7595

www.plu.edu/political-science

pols@plu.edu

The student of politics seeks to understand how governments are organized and structured, how political processes are employed, and the relationship of structures and processes to societal purposes. Political activity embodies and reflects the full range of human values. The study of politics includes real world events while at the same time asking how well political systems work, what purposes they ought to serve, and what effects result from political activity. Political science encourages a critical understanding of government and politics in the belief that a knowledgeable, interested, and aware citizenry remains vital to a democratic society.

Faculty: Grosvenor, *Chair*; Chavez, Dwyer-Shick, Kelleher, Olufs.

Courses in political science explore various topics in American government and politics, international relations and foreign policy, comparative government and area studies, political philosophy and theory, and public policy and law. The department provides pre-professional training leading to careers in teaching, law, government, and related fields.

Students of political science are strongly encouraged to combine the academic study of government and politics with practical experience by participating in one of the internship programs sponsored by the department.

The department sponsors or otherwise encourages active student participation in political life through class activities and through such campus organizations as the Young Democrats and the Young Republicans.

There are no prerequisites for political science courses, except as noted. Prior consultation with the instructor of any advanced course is invited. Students wishing to pursue a major or minor

in political science are requested to declare the major or minor with the department chair as soon as possible.

BACHELOR OF ARTS MAJOR

36 semester hours

- **Required courses**
12 semester hours
POLS 151, 325, 499
- **Distributional requirement:**
Eight semester hours
 - One course from each of Group A and Group B
 - Group A: American Government and Public Policy**
POLS 338, 345, 346, 353, 354, 361, 363, 364, 368, 371, 372, 373
 - Group B: International Relations and Comparative Government**
POLS 331, 332, 347, 380, 381, 383, 384, 385, 386
- **Research and Writing Requirement:**
One 300-level course designated as an “intensive writing course” indicating that it has a substantial research/writing component. Courses that qualify in Group A are: POLS 345, 353, 354, 361, 372 and 373. Courses in Group B are: POLS 331, 332, 380, 384 and 385.
- **Electives:**
Minimum of 16 semester hours selected from the Political Science curriculum

Majors should plan their course of study in consultation with their departmental advisor. An internship (POLS 450, 458, 464 or 471) may be substituted for POLS 499 when its graded requirements include research and writing a substantive capstone report/project. Students must pre-plan this option with the appropriate faculty intern supervisor in consultation with the department chair.

MINOR

Minimum of 20 semester hours including POLS 151. Minor programs should be planned in consultation with the departmental chair or a designated adviser.

Concurrent Attainment

No more than eight semester hours taken to satisfy other major or minor requirements may also be applied to the political science major. No more than four such semester hours may also be applied to the political science minor.

Residency

A minimum of 12 semester hours for the major and eight semester hours for the minor must be taken in residence at PLU.

MINOR IN PUBLIC AFFAIRS

24 semester hours, including POLS 345 (required) and 20 hours from economics, political science, sociology, or statistics.

This minor offers an interdisciplinary study designed to support many major programs whose content has implications

for public affairs and is particularly useful to students contemplating careers in public service or graduate study in public administration, public affairs, and related programs.

The Public Affairs minor

Includes the following requirements:

- POLS 345: Government and Public Policy
- At least five additional courses from three of the following groups (courses which are taken as part of a major program may not also count toward the Public Affairs minor):
 - **Political Science**
Minimum of eight semester hours if this minor is selected
 - POLS 151: American Government
 - POLS 354: State and Local Government
 - POLS 363: Politics and the Media
 - POLS 364: The Legislative Process
 - **Economics**
Minimum of eight semester hours if this minor is selected
 - ECON 101, 102: Principles of Macroeconomics and Microeconomics (or ECON 111: Principles of Microeconomics: Global and Environmental)
 - ECON 321: Labor Economics
 - ECON 327: Public Finance
 - ECON 325: Industrial Organization and Public Policy
 - **Sociology**
Minimum of four semester hours if this minor is selected
 - SOCI 240: Social Problems
 - SOCI 413: Crime and Society
 - **Statistics**
Minimum of four semester hours if this minor is selected
 - STAT 231: Introductory Statistics

On approval by the Public Affairs advisor, up to eight semester hours may be earned through participation in an internship program as a substitute for courses listed above (except POLS 345). Internship opportunities are offered through several departments, and through the Cooperative Education Program, and provide students with actual work experience in diverse public and private agencies. Students interested in internships are urged to consult with their academic advisors and with intern faculty advisors at an early date.

Students interested in the Public Affairs minor should declare the minor in the Department of Political Science and consult with the department’s Public Affairs advisor.

MINOR IN CONFLICT RESOLUTION

Requires 20 semester hours as follows:

- **Four Required Courses:**
 - POLS 331: International Relations (4)
 - POLS 332: International Conflict Resolution (4)
 - COMA 340: Conflict and Communication (4)
 - COMA 441: Conflict Management (4)
- **One Elective**
Chosen from the following, or another course selected in consultation with the minor’s faculty coordinator:
 - POLS 210: Global Perspectives: The World in Change (4)
 - COMA 304: Intercultural Communication (4)

MINOR IN LEGAL STUDIES

20 semester hours

For additional information, see Legal Studies, page 76.

PRE-LAW

For information, see *Pre-professional Programs* on page 96.

BACHELOR OF ARTS IN EDUCATION

For information, see *Department of Instructional Development and Leadership* on page 65.

To view *Political Science (POLS)* courses, go to the *PLU Directory of Approved Courses* on page 207.

Pre-Professional Studies

The following pre-professional studies do not constitute academic majors, but are programs of study designed to facilitate further graduate or professional work after completion of a disciplinary major at PLU.

HEALTH SCIENCES

www.nsci.plu.edu/hsc

The Division of Natural Sciences health sciences committee advises students aspiring to careers in the health sciences. Students having such interests are encouraged to obtain a health sciences advisor early in their program. Summarized below are pre-professional requirements for many health science areas; additional information is available through the health science committee.

Dentistry, Medicine, and Veterinary Medicine

The overwhelming majority of students entering the professional schools for these careers have earned baccalaureate degrees, securing a broad educational background in the process. This background includes a thorough preparation in the sciences as well as study in the social sciences and the humanities. There are no pre-professional majors for medicine, dentistry or veterinary medicine at PLU; rather students should select the major which best matches their interests and which best prepares them for alternative careers. In addition to the general university requirements and the courses needed to complete the student's major, the following are generally required for admission to the professional program:

BIOL 125, 136, 332
 CHEM 115, 116, 331, and 332 (all with laboratories)
 MATH 140
 PHYS 125 and 126
 or PHYS 153 and 154 (with appropriate laboratories)
 Check with a health science advisor for exceptions or for additions suggested by specific professional schools.

Medical Technology

The university no longer offers a medical technology degree, but continues to provide academic preparation suitable for admission to medical technology, hematology, and clinical chemistry programs. Minimal requirements include:

BIOL 125, 126, 332, 328, 407, 448
 CHEM 115, 116, 331 (with 333 lab), 332 (with 334 lab)
 MATH 140
 Recommended courses include: BIOL 348, 441; CHEM 403; PHYS 125, 126, 135, 136.

Optometry

Although two years of pre-optometry study is the minimum required, most students accepted by a school of optometry have completed at least three years of undergraduate work. A large percentage of students accepted by schools of optometry have earned a baccalaureate degree. For those students who have not completed a baccalaureate degree, completion of such a degree must be done in conjunction with optometry professional studies. The requirements for admission to the schools of optometry vary. However, the basic science and mathematics requirements are generally uniform and include:

BIOL 125, 126, 332
 CHEM 115, 116, 331 (with 333 lab), 332 (with 334 lab)
 One year of college mathematics, including calculus (at least through MATH 151)
 PHYS 125 and 126
 or PHYS 153 and 154 (with appropriate laboratories)

In addition, each school of optometry has its own specific requirements. Check with a health science advisor.

Pharmacy

Although the pre-pharmacy requirements for individual schools vary (check with a health science advisor), the following courses are usually required: one year of general chemistry with laboratory; one year of organic chemistry, with laboratory; college-level mathematics (often including calculus); one year of English composition. Other courses often required include microbiology, analytical chemistry, statistics and introductory courses in communication, economics, and political science. For example, the University of Washington School of Pharmacy has approved the following courses as being equivalent to the first two years of its program leading to the Doctor of Pharmacy degree:

BIOL 125, 126, 201 or 328
 CHEM 115, 116, 331 (with 333 lab), 332 (with 334 or 336 lab)
 MATH 128 or 151; STAT 231
 WRIT 101
 A second course in writing; electives from humanities and social sciences.
 Total credits should not be fewer than 60 semester hours.

Physical Therapy

Acceptance to schools of physical therapy has become increasingly competitive in recent years, and students interested in physical therapy are strongly encouraged to meet with a health science advisor as early as possible to determine prerequisites for specific schools. All physical therapy programs are doctoral programs. Therefore, potential applicants should plan on completing a baccalaureate degree in conjunction with satisfying admission requirements. The School of Physical Education offers a Bachelor of Science degree in Physical Education with a pre-physical therapy track.

The requirements for admission to schools of physical therapy vary. However the basic science and mathematics requirements are generally uniform and include:

BIOL 125, 126, 332
CHEM 115, 116, 331; MATH 140; PHYS 125 and 126 (with laboratories)

In addition to the principles of biology sequence, applicants must complete courses in anatomy and physiology.

This admission requirement is met by either the combination of BIOL 205 and 206 or the combination BIOL 361 and 441.

Biology majors should take BIOL 361 and 441, the clear preference of several schools of physical therapy.

In addition to the science and mathematics requirements, the various schools have specific social science and humanities requirements.

Check with a health science advisor regarding these requirements.

LAW

253.535.7660

www.plu.edu/~legalstd

Preparation for law school at PLU is an advising system rather than a curriculum of prescribed major/minor or otherwise organized courses. The primary reason for such an approach is that the admissions committees of U.S. law schools generally recommend that applicants be well and broadly educated. They tend to seek applicants who are literate and numerate, who are critical thinkers and articulate communicators. In essence, they value exactly what a sound liberal arts education provides—indeed, requires.

Therefore, regardless of their declared majors and minors, students considering law school are encouraged to demonstrate proficiency in courses selected from across the disciplines and schools while undergraduates at PLU. An appropriate curricular program should be structured from a mix of the students' personal academic interests, their professional inclinations, and coursework aimed at developing intellectual skills and resources apt to generate success in legal study and practice.

Recent successful PLU applicants to law schools have taken such diverse courses as those in the anthropology of contemporary America, social science research methods, American popular culture, English Renaissance literature, newswriting and argumentation, recent political thought, international relations, free-lance writing, intermediate German, animal behavior, neuropsychology, public finance, logic, and moral philosophy. Diversity and challenge are crucial to preparation for the study of law.

However, pre-law students are also advised to take courses, chosen in consultation with the pre-law advisor, that will help them to identify, develop, and explore perspectives on the character of U.S. law. Courses in U.S. government and history, judicial and legislative processes, research materials and methods, and internships may be particularly useful in this regard. Finally, students with an interest in the law are encouraged to participate in the activities of PLU's chapter of Phi Alpha

Delta Fraternity International, a professional service organization composed of law and pre-law students, legal educators, attorneys, judges, and government officials.

Regardless of their major or minors, students interested in pre-law advising and activities are invited to register with the Pre-Law Center in the Department of Political Science.

MILITARY SCIENCE (ARMY ROTC)

253.535.8200

www.plu.edu/~rotc

rotc@plu.edu

The objective of the military science instruction within Army ROTC (Reserve Officer Training Corps) is to prepare academically and physically qualified college women and men for the rigor and challenge of serving as an officer in the United States Army-Active, National Guard, or Reserve. To that end, the program stresses service to country and community through the development and enhancement of leadership competencies which support and build on the concept of service leadership.

Army ROTC is offered to PLU students on campus. The lower-division courses are open to all students and are an excellent source of leadership and ethics training for any career. They do not require a military commitment for non-scholarship students. The upper-division courses are open to qualified students. ROTC is traditionally a four-year program; however, an individual may complete the program in two or three years. Contact the PLU Military Science Department for details.

Participation in the introductory Military Science courses at PLU is open to all students. Students may choose to continue in the advanced courses with the goal of receiving a commission after successful completion of the program and receiving a university degree. Students seeking a commission are often recipients of an ROTC scholarship. Being commissioned in the military and/or receiving a scholarship involves meeting requirements established by the United States military. For specific requirements in contracting or scholarship eligibility, students may contact the Military Science Department.

Financial assistance in the form of two-, three-, and four-year scholarships is available to qualified applicants. Scholarships awarded pay full tuition and fees, plus a book allowance of \$1,200 per year and a monthly stipend of \$300-\$500. Students in upper-division courses not on scholarship also receive a \$450-\$500 stipend. To be commissioned an officer in the United States Army, a graduate must complete the military science curriculum, including successful completion of a four-week advanced camp during the summer before the senior year. Additional information on the Army ROTC program may be obtained by writing Army ROTC, Pacific Lutheran University, Tacoma, WA 98447.

Faculty: Lt. Colonel Shrader, *Chair*

The basic course consists of two hours of academic instruction and military training per week each semester of the first and second years. Students beginning the course as sophomores can compress the basic course by attending additional academic in-

struction. There is no military commitment for non-scholarship students in the basic course.

The advanced course consists of additional academic instruction and physical conditioning plus a four-week advanced summer training at the Leader Development and Assessment Course (LDAC) at Fort Lewis, Washington. Students are furnished with uniforms and selected textbooks for military science courses.

Note: A maximum of 24 semester hours earned in ROTC programs may be applied toward a baccalaureate degree at PLU.

Students receiving more than 12 semester hours of ROTC credit toward a PLU degree are required to take one of the following:

- HIST 231: World War Two in China and Japan, 1931-1945 (4)
- HIST 329: Europe and the World Wars, 1914-1945 (4)
- HIST 352: The American Revolution (4)
- HIST 356: American Diplomatic History (4)
- HIST 381: The Vietnam War and American Society (4)
- PHIL 125: Ethics and the Good Life (4)
- PHIL 353: ST: Focus on Military Ethics or War (4)
- RELI 365: Christian Moral Issues (4)

To view Military Science (MILS) courses, go to the PLU Directory of Approved Courses on page 194.

THEOLOGICAL STUDIES

Students intending to attend seminary should complete the requirements for the Bachelor of Arts degree. Besides the general degree requirements, the Association of Theological Schools recommends the following:

English: literature, composition, speech, and related studies. At least six semester-long courses.

History: ancient, modern European, and American. At least three semester-long courses.

Philosophy: orientation in history, content, and methods. At least three semester-long courses.

Natural Sciences: preferably physics, chemistry, and biology. At least two semester-long courses.

Social Sciences: psychology, sociology, economics, political science, and education. At least six semesters, including at least one semester of psychology.

Foreign Languages - one or more of the following: Latin, Greek, Hebrew, German, French. Students who anticipate postgraduate studies are urged to undertake these disciplines as early as possible (at least four semesters).

Religion: a thorough knowledge of Biblical content together with an introduction to major religious traditions and theological problems in the context of the principal aspects of human culture as outlined above. At least three semester-long courses. Students may well seek counsel from the seminary of their choice.

Of the possible majors, English, philosophy, religion and the social sciences are regarded as the most desirable. Other areas are, however, accepted.

A faculty advisor will assist students in the selection of courses necessary to meet the requirements of the theological school of their choice. Consult the Religion Department chair for further information.

Psychology

253.535.7294

www.plu.edu/psychology

psyc@plu.edu

Psychology is a scientific discipline that seeks to understand human and nonhuman behavior. Psychology is also a profession that seeks to change behavior for the betterment of humankind. Through its curriculum, research activities, and use of community resources, the Department of Psychology provides students with a balanced exposure to psychology as a scientific discipline and profession.

The major in psychology (a) introduces students to scientific methods of psychology, to theories and research findings from the core areas of psychology, and to the history of psychology; (b) provides students with opportunities to explore advanced topics in scientific and professional psychology, conduct psychological research, and gain exposure to the practice of psychology in community settings; and (c) helps prepare students for postgraduate work in psychology or in related professions, such as social work, education, medicine, law, and business. The major is an excellent general preparation for employment in a variety of settings.

The psychology program is designed to meet the needs of a variety of students. To this end, two degrees are offered: the Bachelor of Arts and the Bachelor of Science. Either degree provides a solid foundation in psychology, and either can serve as preparation for postgraduate study or employment. However, for those students who intend to pursue the doctorate in psychology following graduation from PLU, the Bachelor of Science degree is likely to provide an especially strong preparation. The Bachelor of Science degree is also an excellent pre-professional degree for those students who plan to enter the fields of dentistry, medicine (all branches, including psychiatry), public health, or veterinary medicine. Many in business, education, nursing, and social work find a double major with psychology to be a valuable addition to their training.

Faculty: Shore, *Chair*; Anderson, Ceynar, Graham, Grahe, Hansvick, Moon, Moritsugu, Taylor, Toyokawa.

BACHELOR OF ARTS MAJOR

38 credit hours in psychology including:

PSYC 101, 242, 499

One of PSYC 310, 320, or 330

One of PSYC 440, 442, 446 or 448

At least two semester hours from PSYC 495, 496, or 497

16 semester hours of elective psychology courses

STAT 232 (psychology class) and accompanying lab are required.

BACHELOR OF SCIENCE MAJOR**40 semester hours in psychology including:**

PSYC 101, 242, 499
 One of PSYC 310, 320, 330
 Two of PSYC 440, 442, 446, 448
 One lab section selected from PSYC 441, 443, 447, 449
 At least two semester hours from PSYC 495, 496, or 497
 12 semester hours of elective psychology courses
 STAT 232 (psychology class) and accompanying lab
 20 semester hours in mathematics and natural science are required. Of the 20 hours, at least four semester hours must be in mathematics and at least eight semester hours in biology.

Those students who, after graduating from PLU, plan to enter schools of dentistry, medicine, public health, or veterinary medicine should note the specific pre-professional mathematics and science requirements in the appropriate sections of this catalog.

MINOR**20 semester hours, of which:**

At least 12 semester hours must be taken in residence. If a statistics course is used as part of the 20-hour requirement, then it must be STAT 232 (psychology class) taught by a member of the psychology department.

The minor in psychology is designed to supplement another major in the liberal arts or a degree program in a professional school, such as business, education, or nursing.

PSYC 110, 111, 113, and 213 do not count toward the majors or minors.

Course Prerequisites

A grade of C- or higher must have been earned in a course in order for it to qualify as a prerequisite and to apply towards the major.

Experiential Learning

All Psychology majors are required to take a minimum of two semester hours of PSYC 495, 496 or 497.

Capstone

Psychology majors are required to complete a capstone project and present this project as part of PSYC 499 at the Psychology Research Conference held every term.

To view Psychology (PSYC) courses, go to the PLU Directory of Approved Courses on page 209.

Publishing and Printing Arts

253.535.7241
www.plu.edu/~ppa

For more than 30 years Pacific Lutheran University's Department of English has offered a way to help students

translate a love of books into an exciting professional career in publishing. The distinctive interdisciplinary curriculum in Publishing and Printing Arts (PPA) is highly respected by employers because it combines pre-professional skills and experience with the solid foundation of a liberal arts education. This six-course minor is designed to give students with talents and interests in writing, graphic design, communications, or business a head start into the world of publishing and a broad variety of related professions.

The PPA program readily complements majors concerned with language and the written word, such as English, languages, education, public relations, journalism, marketing, and graphic design. But students majoring in a wide spectrum of disciplines—from biology to music to anthropology—have discovered the value of a PPA minor, too. It both helps to connect them to publishing career opportunities in those fields and provides a richer understanding of the complex roles that written communications of all sorts play in our lives and in our modern world.

Faculty: S. Robinson, *Director*.

PUBLISHING AND PRINTING ARTS MINOR

- **Three core courses are required**
12 semester hours

ENGL 311/COMA 321: The Book in Society
 ENGL 312/COMA 322: Publishing Procedures
 ENGL 313/ARTD 331: The Art of the Book I

In addition to the above 12 semester hour core, students take three elective courses (12 semester hours) selected from at least two of the following categories:

- **Writing/Editing**

All English writing courses beyond WRIT101, including ENGL 403

Approved courses in Communication: COMA 213, 230, 270, 311, 320, 323, 329, 360, 420

- **Marketing/Management**

Approved courses in Business: BUSA 203, 308, 309, 310, 363, 365, 378, 467, 468 **or** in Communication: COMA 361, 421, 422, 461

- **Design/Production**

Approved courses in Art:
 ARTD 226, 326, 370, 396, 398, 426, 470, 496
 ENGL 314 or COMA 325, 327, 424, 462

Up to two courses (eight semester hours) can be counted toward both a PPA minor and other requirements, such as general university requirements, another minor, or a major.

To earn a minor in Publishing and Printing Arts, students must acquire practical experience in publishing-related work outside the classroom.

Religion

253.535.8106
www.plu.edu/religion
reli@plu.edu

Religion is an attempt to understand the meaning of human existence. Different religious and cultural communities express that meaning in many ways. Located within an ELCA-related university, the Department of Religion stands within a Lutheran Christian and global context.

In a university setting this means the serious academic study of the Bible, of the history of the Christian tradition, of Christian theology, and of world religious traditions. Critical study calls for open and authentic dialogue with other religious traditions and seeks to understand a common humanity as each tradition adds its unique contribution. It calls for a critical yet constructive interchange with contemporary society. Finally, it calls for a sharing of insights with other disciplines in the university as each sheds light on the human condition.

To these ends the Department of Religion offers a wide range of courses and opportunities. Furthermore it calls students, majors and non-majors alike, to consider questions of meaning, purpose, and value in a society that all too often neglects these questions.

Faculty: Breazeale, *Chair*; Crawford-O'Brien, Finitis, Finstuen, Frenz, Hickey-Tiernan, Ihssen, Killen, Oakman, O'Brien, Torvend, Trelstad, Zbaraschuk

General Education Program Elements

Eight semester hours are required for students entering as first-year students or sophomores. Four lower-division hours should be taken before the end of the sophomore year.

Transfer students entering as juniors or seniors are required to take four semester hours from Religion Line One only, unless presenting eight transfer hours of religion from other regionally-accredited colleges or universities. Courses offered through correspondence, on-line, and independent studies are not accepted to meet the GenEd Program Element in Religion.

The General Education Program Element in Religion Eight semester hours

Students are required to take one course from Line One and from Line Two.

- **Line One: Christian Traditions (RC)**
 RELI 121, 212, 220, 221, 222, 223, 224, 225, 226, 227, 331, 332, 361 (341, 351), 362, 364 (344, 354), 365, 367 (347, 357), 368
- **Line Two: Global Religious Traditions (RG)**
 RELI 131, 132, 211, 230, 231, 232, 233, 234, 235, 236, 237, 239, 246, 330, 367 (347, 357), 390, 391, 392, 393

Perspectives on Diversity Requirement

The following Religion courses fulfill the GenEd Program requirement for Perspectives on Diversity.

- **Cross-Cultural:** RELI 131, 132, 232, 233, 234, 235, 237, 247, 341, 344, 347, and 392

- **Alternative Perspectives:** RELI 236, 257, 351, 354, 357, 368 and 393

BACHELOR OF ARTS MAJOR

32 semester hours, including 12 hours in upper-division courses (not including RELI 301 and 499)

- **Majors Requirements:**
 - Two courses from Line One (RC)
 - Two courses from Line Two (RG)
 - Majors may select two additional courses from either line or from one line only to complete their required hours.
 - Four semester hours in RELI 301: Research in Religion
 - Four semester hours in RELI 499: Capstone: Research Seminar
- Transfer majors will normally take 20 semester hours in residence.
- Majors should plan their program early in consultation with departmental faculty. Closely related courses taught in other departments may be considered to apply toward the religion major in consultation with the chair of the department.
- The B.A. in Religion requires completion of the College of Arts and Sciences requirements.
- A minimum grade of C- in all courses in the major or minor department and a cumulative 2.00 GPA in those courses is required.

MINOR

(Teacher Education Option)

24 semester hours, at least four hours in each of the two lines. Transfer minors under this option normally take 16 semester hours in residence.

Intended primarily for parochial school teachers enrolled in the Department of Instructional Development and Leadership.

MINOR

16 semester hours with no more than eight in one of the lines listed above.

Transfer minors under this option must take at least eight semester hours in residence.

To view Religion (RELI) courses, go to the PLU Directory of Approved Courses on page 211.

Scandinavian Area Studies

253.535.8514
www.plu.edu/~scan
scan@plu.edu

PLU's Scandinavian Area Studies Program offers students a detailed examination of Scandinavia's innovative and internationally engaged societies, drawing on a broad range of academic disciplines to explore the peoples, languages and cultures of the region. The major provides a rigorous liberal arts education, developing a detailed understanding of Scandinavia while equipping students with critical intellectual tools and practices that prepare them for constructive engagement with the world.

Building on required courses in language, cultural studies and literature, students can choose from among a broad range of courses in history, political science, music, film, and other fields, resulting in the sort of cross-cultural and interdisciplinary flexibility required for work, study, and life beyond college.

Study in Scandinavia for a semester, year or J-Term is encouraged, and PLU maintains a gateway program in Norway with study stides at the University Colleges of Telemark and Hedmark that offer ideal opportunities for this.

Committee: Storfjell, *Chair and Program Director*; Berguson, Grosvenor, Jenkins, Reiman, Rønning, Rowe, Young.

Students majoring in Scandinavian Area Studies program are expected to complete or demonstrate the equivalent of:

- Two years of instruction in a Scandinavian language (16 semester hours).
- Eight semester hours in Scandinavian cultural studies.
- Four semester hours in Scandinavian literature.
- Eight semester hours in approved electives.
- Senior Project (four semester hours).

MAJORS

40 semester hours

Students will choose from an approved list of Scandinavian and multi-disciplinary courses based on personal interests and goals and in consultation with the program director.

With the approval of the Scandinavian Area Studies director, selected J-Term, summer, experimental courses, as well as an internship may be included in the major program.

No more than eight semester hours may be used to meet both the Scandinavian Area Studies major and general education elements or requirements for a second major. Such cross-application of courses must be approved by the Scandinavian Area Studies director.

Many of the non-SCAN courses listed below offer an opportunity to view the Scandinavian region in comparison with other areas of the world. They are regular departmental offerings in which students pursuing a Scandinavian Area Studies major focus their reading and work assignments to a significant extent on the Nordic region. Where noted, students must consult with the program director concerning registration for these courses.

Students are strongly encouraged to study in Scandinavia as part of their program.

Financial aid applies to PLU's partnership program, "Contemporary Global Issues: The Norwegian Approach," that takes place each fall semester at Hedmark University College in Norway. The same applies to both fall and spring semester study at Telemark University College, which is also part of PLU's gateway program in Norway. Other study opportunities are available at a variety of institutions in Denmark, Finland, Iceland, Norway, and Sweden. Appropriate coursework completed abroad should be submitted to the Scandinavian Studies director for approval toward the major.

Students interested specifically in Norwegian language and literature study are referred to the Norwegian major in the Department of Languages and Literatures, with which the Scandinavian Area Studies program maintains an especially close relationship.

SCANDINAVIAN COURSES

• **Languages:**

- NORW 101, 102: Elementary Norwegian(4, 4)
- NORW 201, 202: Intermediate Norwegian(4, 4)
- NORW 301: Conversation and Composition (4)
- NORW 302: Advanced Conversation & Composition (4)

• **Cultural Studies:** (All courses taught in English)

- SCAN 150 Introduction to Scandinavia (4)
- SCAN 321: Topics in Scandinavian Culture & Society (4)
- SCAN/POLS 322: Scandinavia and World Issues (4)
- SCAN/HIST 327: The Vikings (4)
- MUSI 106: Music of Scandinavia (4)
- POLS 384: Scandinavian Government & Politics (4)

Sometimes applicable to this category—consult with program director to determine applicability:

- Consult with the program director to determine applicability.
- ECON 335: European Economics Integration (4)
- ENGL 334: Special Topics in Children's Literature (4)
- HIST 325: European Reformation (4)
- POLS 331: International Relations (4)
- POLS 380: Politics of Global Development (4)
- RELI 361: Church History Studies (4)

• **Literature:** (All courses taught in English)

- SCAN 241: Scandinavian Folklore (4)
- SCAN 341: Topics in Scandinavian Literature (4)
- SCAN 422: Modernity and Its Discontents (4)

MAJOR IN NORWEGIAN

A minimum of 36 semester hours, including NORW 101–102, 201–202, 301–302, and SCAN 341 or 422.

MINOR IN NORWEGIAN

20 semester hours, which may include NORW 101–102

To view Norwegian (NORW) courses, go to the PLU Directory of Approved Courses on page 199 and SCAN on page 213.

Sign Language

To view curriculum requirements, please go to Communication and Theatre, page 46.

To view Sign Language (SIGN) courses, go to the PLU Directory of Approved Courses on page 213.

Social Sciences, Division of

253.535.7669

www.plu.edu/social-sciences

The faculty within the Division of Social Sciences seek to provide a challenging education in the social sciences that critically analyzes the past and the present social history and structures of human interaction. Instruction is vibrant and relevant to the time and world in which we live and encourages responsible citizenship for today and tomorrow. Through classroom learning and applied settings such as supervised internships, students in the social sciences acquire an understanding of society while developing the analytical tools with which to provide solutions to a diverse range of social problems.

The Division of Social Sciences fully supports interdisciplinary programs. The programs in Legal Studies and Women's and Gender Studies are housed within the division. In addition, Social Sciences faculty also participate actively in other interdisciplinary programs including Chinese Studies, Environmental Studies, Global Studies and the International Honors Program.

The Forest Foundation Severtson Undergraduate Fellowship supports students conducting research in the social sciences.

Faculty: Peterson, *Dean*; faculty members of the Departments of Anthropology, Economics, History, Marriage and Family Therapy, Political Science, Psychology, Sociology and Social Work.

As a division within the College of Arts and Sciences, the Division of Social Sciences offers programs in each constituent department leading to the B.A. degree. Additionally, a B.S. degree is offered in psychology and an M.A. degree is offered in Marriage and Family Therapy. Course offerings and degree requirements are listed under:

Anthropology	Political Science
Economics	Psychology
History	Sociology and Social Work
Marriage and Family Therapy	

See also sections specific to affiliated degrees and programs for Chinese Studies, Environmental Studies, Global Studies, Legal Studies, and Women's and Gender Studies.

Sociology and Social Work

253.535.7595

www.plu.edu/sociology-social-work

Sociology and social work, as distinct disciplines, are concerned with understanding contemporary social issues, policies, and solutions. While sociology emphasizes research, interpretation, and analysis, social work emphasizes intervention and practice. The disciplines share an interest in human relationships and experience, contemporary family life and family policies, ethnic diversity and race relations, poverty and social stratification, social justice and community organization. Both disciplines encourage hands-on learning through field placements, internships, and service learning projects.

Students may major or minor in either sociology or social work, or complete a double major in sociology and social work. Social work majors are encouraged to minor in sociology.

Faculty: Gregson, *Chair*; Ciabattari, Fieland, Keller, Leon-Guerrero, Keller, Luther, Russell (*Social Work Director*).

SOCIOLOGY

Sociology examines the processes and structures which shape social groups of all sizes, including friends, families, workplaces, and nations. The study of sociology provides students with unique interpretive tools for understanding themselves and others in a changing world. Sociology has broad appeal to those who are interested in developing practical skills and analytical talents. Some of the practical pursuits enabled by sociological training are in the areas of program development, counseling, research, criminal justice, management, and marketing. The academic preparation is valuable to those interested in pursuing degrees in law, administration, social work, theology, or the social sciences.

The department's curriculum offers a variety of courses in sociological analysis while permitting an optional concentration in the specialized areas of family/gender or crime/deviance. The curriculum is deliberately flexible to permit students to study individual subject areas, or to pursue majors or minors in the field. Students majoring in business, nursing, education, and computer science find the sociological minor particularly useful for broadening their understanding of social rules and relationships, programs and solutions, and continuity and change.

The faculty is attentive to the individual needs of students in their efforts to provide academic excellence to a diverse student body.

BACHELOR OF ARTS

• General Major

40 semester hours, including:

- SOCI 101, 232, 240, 330, 496, 499
- 12 semester hours in sociology chosen in consultation with the department
- STAT 233 for Sociology and Social Work majors

• Major with Concentration in Family/Gender

40 semester hours including:

- SOCI 101, 232, 330, 440, 496, 499
- 12 semester hours in sociology chosen in consultation with the department
- STAT 233 for Sociology and Social Work majors

• Major with Concentration in Crime/Deviance

40 semester hours including:

- SOCI 101, 232, 336, 413, 496, 499
- 12 semester hours of sociology chosen in consultation with the department
- STAT 233 for Sociology and Social Work majors

• Requirements for those majoring in both sociology and social work

80 semester hours including:

- SOCW 245, 250, 350, 360, 460, 465, 475, 476, 485, 486, and 499
- SOCI 101, 232, 496, 499

- 16 elective credits (recommended courses include: SOCI 240, 296 and 330)
- STAT 233 for Sociology and Social Work majors
- BIOL 111 and PSYC 101

Minor

20 semester hours, including:

- SOCI 101
- 16 semester hours of sociology chosen in consultation with the department
- STAT 233 may be included in the minor
- Sociology minors are required to attain a minimum grade of C- in sociology classes

• Continuation Policies

To remain in the major, junior and senior level students must: maintain a minimum 2.50 overall grade point average, and maintain a minimum 2.50 grade point average in sociology courses.

Transfer Student Policy

The department accepts, for transfer credit from another college or university, only those courses equivalent to SOCI 101 (Introduction to Sociology) and SOCI 240 (Social Problems). If students wish to have additional courses considered for transfer to either their major or minor requirements, they must first meet with the department chair. The student should bring to this initial meeting the following:

- College/university transcripts
- College catalogs
- Course syllabi and other supporting materials (from the term when the course was completed)
- Completed coursework (exams, papers)

Declared majors/minors will be required to fill out one petition per transfer course.

HONORS IN SOCIOLOGY

Departmental honors are awarded by vote of the sociology faculty to outstanding majors. Criteria for selection include a high grade point average, election to Alpha Kappa Delta International Sociology Honor Society, and exceptional performance in senior seminar.

Prerequisite Note: SOCI 101 or consent of instructor is prerequisite to all 300- and 400-level courses.

To view Sociology (SOCI) courses, go to the PLU Directory of Approved Courses on page 214.

Social Work

Within a program that is firmly based in the liberal arts, the social work major is designed to prepare students for beginning professional social work practice. Social work has both a heavily multidisciplinary-based body of knowledge and its own continuously developing knowledge base. The complexity of social issues and social problems that confront the modern-day social worker require this broad theoretical perspective. Social

workers are involved in areas that are influenced by political, economic, social, psychological, and cultural factors. To that end, the program stresses an understanding of social science theories and methods. The curriculum provides a foundation for understanding the interaction of individual, family, and community systems, as the basis for generalist practice. Students learn a multi-method approach to social work practice that enables them to address a wide range of individual, family, group, and community needs. Students enhance their commitment to informed action to remove inequities based on race, ethnicity, culture, gender, social class, sexual orientation, disability, and age.

The social work faculty place a high value on the integration of academic and experiential learning. The program provides fieldwork experience in community settings. Social work majors have access to a rich variety of social service agencies in Tacoma and Pierce County that provide field-learning sites. Students work with experienced, caring supervisors who help make these placements valuable learning experiences. Students are prepared to work in a variety of settings, including child welfare, health, mental health, corrections, aging, and community-based agencies.

Social work majors should consult with a departmental advisor to plan their course of study. The faculty encourage students to take advantage of learning opportunities that emphasize multicultural awareness and diversity, including study abroad.

The social work program is accredited by the Council on Social Work Education.

Admission to the Social Work Program: Students seeking the Bachelor of Arts degree in Social Work must first apply and be accepted into the program. The social work program welcomes diversity and invites interest and applications from persons who seek to participate in a profession committed to helping people, now and in the future. Students may begin taking social work courses before being admitted to the program, but only admitted students are allowed to take 400-level courses. Students will be admitted to the Social Work Program for fall semester only. The priority date for applications is April 10, though applications will be accepted until available positions are filled. Enrollment is competitive based on intended graduation date.

Admission is determined by faculty evaluation of student applications on the basis of the following criteria:

- Transcript that documents the completion of at least 40 semester hours of prescribed course work with a minimum grade point average of 2.75. In addition, the student must show successful completion of the following prerequisites: ANTH 102 or 334, BIOL 111, PSYC 101, SOCI 101, WRIT 101, and the PLU math entrance requirement. (Note: grades below C- do not transfer);
- A personal essay which addresses (a) interest in social work as a career, (b) life experiences shaping an interest in social work, (c) professional social work goals, and (d) an evaluation of personal strengths and limitations (details may be obtained from Social Work Program);
- A summary of work and volunteer experience;

- Two letters of recommendation that evaluate and document the applicant's potential for success in social work education and practice;
- Washington State Patrol Criminal History clearance (Applicants with a criminal record will be urged to explore their prospects for registering as a counselor or later being licensed as a social worker with the State of Washington);
- Written agreement to comply with the National Association of Social Workers' Code of Ethics (a copy of which is available from the Social Work Program);
- Personal interview (may be requested).

Any falsification in the application for admission is grounds for dismissal from the program. Applicants who are not admitted to candidacy for the degree may reapply without prejudice.

Application materials are available directly from the Social Work Program in Xavier Hall, may be requested by calling 253.535.7294 or are available on the Social Work home page at the PLU website.

Continuation Policies

To remain in the program, a student must: 1) maintain a 2.75 grade point average in social work courses and a 2.50 overall grade point average; and 2) demonstrate behavior which is consistent with the NASW Code of Ethics and University Code of Conduct.

BACHELOR OF ARTS MAJOR

36 semester hours in social work, including:

- SOCW 245, 250, 350, 360, 460, 465, 475, 476, 485, 486 and 499
- 12 semester hours in sociology, including SOCI 101, 232
- Four semester hours in elective SOCI or SOCW
- Additional requirements include : ANTH 102 or 334, BIOL 111, PSYC 101, STAT 233 (must be completed at PLU).

Social Work Minor

18 semester hours including:

- SOCW 101, (190) or 201
- Eight hours from the following: SOCW 245, 250, 350 or 360
- Four hours from the following: SOCI 232, 330, 362 or STAT 233 (Sociology)
- Two hours of SOCW 375.

To view Social Work (SOCW) courses, go to the PLU Directory of Approved Courses on page 215.

Special Education

To view curriculum requirements, go to Department of Instructional Development and Leadership, page 65.

To view Special Education (SPED) courses, go to the PLU Directory of Approved Courses on page 217.

Statistics

253.535.7595 (Economics, Psychology, and Sociology)
253.535.7400 (Mathematics)

Statistics (STAT), a branch of applied mathematics, studies the methodology for the collection and analysis of data and the use of data to make inferences under conditions of uncertainty. Statistics plays a fundamental role in the social and natural sciences, as well as in business, industry, and government.

The statistics program is offered cooperatively by the Departments of Economics, Mathematics, Psychology, and Sociology. The program is administered by an Interdisciplinary Statistics Committee headed by the Statistics Program director, who is appointed by the dean of the Division of Social Sciences. The statistics minor is administered by the Department of Mathematics. Students interested in a statistics minor are encouraged to discuss course selection with a statistics faculty member from any discipline.

Faculty: Selected faculty from the Departments of Economics, Mathematics, Psychology, and Sociology.

MINOR

16 semester hours minimum

STAT 231 or 341

At least eight semester hours from the other statistic courses
CSCE 120 or 144

Typical Programs for a Minor

The statistics courses chosen for a statistics minor will vary with the interests of the student. Some typical programs leading to a statistics minor are listed below:

- **For students interested in mathematics, graduate or professional work in statistics, or an actuarial career:**
STAT 341, 342, 348
CSCE 120 or 144
- **For students interested in economics or business:**
STAT 231, 341
ECON 344
CSCE 120 or 144
- **For students interested in other social sciences:**
STAT 233, 341
ECON 344 or STAT 232
(Psychology students should choose STAT 232)
CSCE 120 or 144
- **For students interested in natural sciences:**
STAT 341, 342, 348
CSCE 120 or 144

To view Statistics (STAT) courses, go to the PLU Directory of Approved Courses on page 218.

Theatre

For curriculum information, see Department of Communication and Theatre, page 46.

To view Theatre (THEA) courses, go to the PLU Directory of Approved Courses on page 219.

Women's and Gender Studies

253.535.7397

www.plu.edu/~womenstu

womenstu@plu.edu

At the core of the Women's and Gender Studies (WMGS) program at PLU is a vibrant, diverse, and supportive community of feminist women and men, working to enhance and reinforce the individual goals and strengths of each student. This multiplicity of resources and talents allow our courses to draw upon many different academic areas, explore themes such as gender and sexual identity, emphasize critical examination of racism, classism, and other forms of inequity and discrimination, and focus on the pursuit of social justice.

Women's and Gender Studies courses offer critical analysis of traditional social institutions, such as religion, arts, science, law, education, medicine, and the family, and their relationship to each person's gender, sexual identity, class, and race. Reflecting the importance of dialogue and collaboration in feminism, classroom activities include a rich mix of group-based projects, discussion, and other forms of inquiry. The multidisciplinary nature of our program invites Women's and Gender Studies students to sample many topics and learn through a variety of intellectual and life experiences, from reading the literatures of under-represented communities to creating visual artwork, visiting a prison for women, and learning how to initiate, mediate and engage in an ongoing discourse about challenging issues.

The Women's and Gender Studies senior capstone exemplifies our program's emphasis on combining inquiry with experience. For the capstone, each Women's and Gender Studies major works with faculty mentors to design an internship or service learning project that fits creatively her or his unique vocational and academic interests. One student with a background in nursing or biology, for example, might work in a program that offers pre-natal care for low-income women, while another student with expertise in social work and public policy might assist an organization working to reduce domestic violence, or a student interested in feminist theater could work with the Women's Center to shape PLU's annual production of "The Vagina Monologues"!

The Women's and Gender Studies program gives students the important tools, resources, and language needed for personal empowerment, especially useful since it is easy to feel overwhelmed and resigned in the face of injustices. Upon completion of this program, each PLU Women's and Gender Studies graduate is prepared to creatively and effectively pursue social justice in her or his own way. As teachers, scientists, volunteers, artists, writers, entrepreneurs, or family members, our graduates are making positive changes in the way gender and sexual identity are understood globally in the 21st century. We invite you to join our community of scholars and agents of social change.

Faculty: Women's Studies Executive Committee: Gregson, *Chair*; Barot, Ciabattari, Hughes, Kraig, Lisosky, Marcus, Mathews, Simic-Muller, Sklar, Taylor, Urdangarain.

MAJOR

The Women's and Gender Studies major is a multidisciplinary and interdisciplinary complementary major. Conferral of a

baccalaureate degree with a major in Women's and Gender Studies requires completion of a second major from any discipline in the university. Students are encouraged to declare both majors simultaneously and to plan a program aware of the possibilities for applying individual courses to both majors. The Women's and Gender Studies major allows application of courses from the second major and for general university requirements to the Women's and Gender Studies major.

32 semester hours, including:

- WMGS 201 (four semester hours)
- Two courses each from the Women/Feminism approved program core course list (eight semester hours)
- Two courses each from the Gender/Sexuality approved program core course list (eight semester hours)
- Two elective courses approved by the WMGS program chair or from the list of approved WMGS courses
- Completion of the Women's and Gender Studies and Vocation Capstone Experience (WMGS 495 or WMGS 491, four semester hours)
- Students are required to complete a minimum of four upper-division courses in the program core and electives.

A. WMGS 201: Introduction to Women's and Gender Studies
Four semester hours

B. Program Core Courses **16 semester hours**

Students must take one class each from the following four areas (one each from Group A and Group B under both Women & Feminism and Gender & Sexuality):

• **Women and Feminism**

Group A:

- ENGL 232: Women's Literature (4)
- ENGL 341: Feminist Approaches to Literature (4)
- RELI 368: Feminist & Womanist Theologies (4)

Group B:

- HIST 359: History of Women in the U.S. (4)
- PHIL 220: Women and Philosophy (4)
- PSYC 375: Psychology of Women (4)

• **Gender & Sexuality**

Group C:

- ANTH 350: Women & Men in World Cultures (4)
- PSYC 370: Gender and Sexuality (4)
- SOCI 440: Sex, Gender & Society

Group D:

- COMA 303: Gender & Communication (4)
- PHED 315: Body Image (4)

C. Electives

Eight semester hours

Students must complete two additional courses beyond the core courses required. These may be selected from:

Additional WMGS core courses not taken to satisfy the Program Core Courses requirement

Courses from an approved list published in the Women's & Gender Studies section in class schedules

Courses from any discipline for which at least 60% of the assignments center on women, feminism, gender, and/

or sexuality. This allows the integration of Women's and Gender Studies perspectives into courses that are not explicitly or entirely structured around those perspectives. Consent of the instructor is required. Students should consult the Women's and Gender Studies chair about this option before the course begins (when possible) and will be assignments to the Women's and Gender Studies Executive Committee for approval upon completion of the course.

D. Capstone Experience: Women's and Gender Studies and Vocation

Four semester hours

This requirement can be satisfied in three ways:

1. WMGS Service Learning

Four semester hours of WMGS 491:

Independent Study: Service Learning (SR)

Service learning refers to those broad or introductory experiences with groups, in agencies or organization that enable the student to gain awareness, to develop ideas, and to pursue social justice. Student identify a faculty sponsor approved by WMGS, arrange for a service learning experience through the Center for Public Service or directly with the site of the service, then develop, with the approval of the WMGS sponsor, a learning contact that includes learning objectives specific to women, feminism or gender. Service learning contracts also require the approval of the agency or organization supervisor.

2. WMGS 495 Internship (SR)

Total of four semester hours

Internships are pragmatic, employer based experiences in which students apply knowledge they've already acquired, build competence, and test values in setting like those in which they may seek employment. Students identify a faculty member approved by WMGS, arrange for an internship through the Center for Public Service or directly with the site of the service, then, with the approval of the WMST sponsor, develop a learning contract that includes learning objectives specific to women, feminism or gender. Internship learning contacts also require the approval of the agency or organization supervisor.

3. WMGS Internship concurrent with another, non-WMGS internship

Two semester hours of WMGS 495, plus at least two internship semester hours from another discipline

Some fields of study allow or require students to complete an internship in which they integrate knowledge, demonstrate skills and act upon values learned in the classroom with current practice in an agency or organizational setting. For such an internship to count toward the WMGS major, students must select a faculty member approved by WMGS and develop a learning contract that pertains to the internship in the other major but reflects WMGS skills, knowledge, and applications. The student must then arrange for two additional internship credits in WMGS 495 with the sponsoring WMGS faculty member. Internship learning contracts also require the

approval of the agency or organization supervisor and the PLU faculty member supervising internship within the discipline. Earning credits from both WMGS and another department may not always require additional hours at the site, but the learning contact will require additional research, reading and writing to incorporate content specific to women, feminism or gender.

Requests for credit toward the Women's and Gender Studies major and minor from transfer courses must be approved by the Women's and Gender Studies Executive Committee. Submit syllabus and course assignments to the Women's and Gender Studies chair. At least 17 hours of the major and 10 hours of the minor must be completed at PLU.

MINOR

20 semester hours, including:

- WMGS 201 (Four semester hours)
- Two program core courses (Eight semester hours):
 - Four semester hours from Group A or B: Women and Feminism
 - Four semester hours from Group C or D: Gender and Sexuality
 - Select from the Program Core courses as listed above under the WMGS Major.
- Two elective courses (eight semester hours) approved by the WMGS program chair or from the list of approved WMGS courses.

Students must complete two additional courses beyond the core courses required. These may be selected from:

- Additional WMGS core courses not taken to satisfy the Program Core Courses requirement.
- Courses from any discipline for which at least 60% of the assignments center on women, feminism, gender, and/or sexuality. This allows the integration of Women's and Gender Studies perspectives into courses that are not explicitly or entirely structured around those perspectives. Consent of the instructor is required. Students should consult the Women's and Gender Studies chair about this option before the course begins (when possible) and will be required to submit the syllabus and relevant assignments to the Women's and Gender Studies Executive Committee for approval upon completion of the course.

To view Women's and Gender Studies (WMGS) courses, go to the PLU Directory of Approved Courses on page 220.

Writing

253.535-8709

Faculty: Levy, Director

To view Writing (WRIT) courses, go to the PLU Directory of Approved Courses on page 220.



Student Life and Campus Resources

The university offers many support services for students and provides a rich array of resources to encourage academic success. Students are encouraged to become familiar with the offices and services described in this section of the catalog. Additional information about these resources is available from each of the offices or from the Office of Student Life and the Office of the Provost.

Academic Assistance Center

253.535.7518
www.plu.edu/~aast

The Academic Assistance Center provides students with trained, certified peer tutors and a comfortable environment where learning, risk taking, and discovery can occur. Registered PLU students use the free services of the center to develop effective study strategies and to supplement or reinforce their classroom experience.

Tutoring takes place on campus, usually in the Academic Assistance Center (AAC), located in the Library. However, study and test-review sessions may occur in separate locations such as the science or music buildings, and drop-in math tutoring is available in the Math Lab, located in Morken 233. Students taking foreign languages can attend weekly informal conversation groups led by our language tutors. All ability levels are welcome at these conversations.

Tutoring sessions are set up by advance appointment (drop-ins are welcome, but may not find tutors available). During fall and spring semesters, the AAC, located in Library 124, is open Monday through Thursday from 9:00 a.m. until 9:00 p.m., Friday from 9:00 a.m. until 5:00 p.m., and Sunday from 5:00 p.m. until 7:00 p.m. Hours and services are limited during J-term and summer sessions. Students should stop by the office, call, or e-mail to learn more about our services or request an appointment. The Academic Assistance website provides information on tutoring and weekly updates on study sessions.

Athletics

253.535.7352
www.plu.edu/athletics

The Athletics Department provides leadership for more than 450 student-athletes involved in 20 varsity sports.

PLU varsity teams are affiliated with the Northwest Conference that is comprised of nine private colleges and universities located in Oregon and Washington. The Division III "Lutes" are highly competitive and have won ten national championships over the years and 216 Northwest Conference championships

to date. Division III athletics is unique from Division I and II schools by its practice of not offering athletic scholarships.

Intramural opportunities exist throughout the academic year, including J-Term, and involve some 1,600 students who participate in multiple sports. Among the intramural programs offered are: basketball, dodgeball, flag football, soccer, coed volleyball, and volleyball. Five club sports attract another 150 participants and include men's and women's lacrosse, men's and women's ultimate frisbee, and cheer.

In addition to sport activities, athletics is responsible for operation of the Names Fitness Center and the Swimming Pool. Both facilities are involved with campus health and wellness activities and are available to students.

Located on lower campus, the athletic facilities include baseball, softball and soccer fields, tennis courts, a running track and area for field events and football practice. Volleyball and basketball games are held in Olson Auditorium, which also contains racquetball courts. The fieldhouse and Memorial Gym are also scheduled for campus events and academic classes.

Lute Club, an organized booster club, attracts alumni, parents and community members with various activities, including the Annual Hall of Fame luncheon. This organization provides varsity and club teams with resources for out-of-region travel and capital equipment purchases.

PLU Bookstore:

Garfield Book Company

253.535.7665
luteworld.plu.edu (online open 24/7/365)

Garfield Book Company serves as the PLU bookstore. It is owned and operated by Pacific Lutheran University for the benefit of students, faculty and staff. The bookstore sells textbooks and supplies required for classes. School supplies, PLU clothing and gifts, cards, and convenience store items are also available. Computer software at discounted prices is available or can be special ordered. Personal computer systems at educational prices can be purchased through the bookstore. Special book orders are welcome. To order your textbooks online, visit using luteworld.plu.edu, your student ID and birth date.

Campus Concierge

253.535.7411
www.plu.edu/~concierng
concierng@plu.edu

The Campus Concierge Center is the welcoming hub and main source for campus information for phone callers and walk-up

patrons. The Concierge can help, whether you need a bandage, to sew on a button, or forgot a pen on your way to class. Students, staff and visitors can purchase tickets, add LuteBuck\$ to their account, receive and send facsimiles or make copies. The Concierge also has “emergency” homework supplies such as computer disks, writing manuals, dictionaries, blue books and Scantron cards.

Campus Ministry

253.535.7464

www.plu.edu/campusministry

Pacific Lutheran University by its very nature is a place for the interaction between faith and reason. Opportunities for the mutual celebration of that faith on campus are rich and diverse.

Chapel worship is held Monday, Wednesday, and Friday mornings during each semester. The University Congregation worships and celebrates the Lord’s Supper each Sunday morning. The University Pastors are available to provide care, support and spiritual direction to the university community.

Several denominations and religious groups have organizations on campus. Numerous student-initiated Bible study and fellowship groups are offered.

The Campus Ministry Office is available to provide resources or to connect individuals with organizations that can meet a variety of ministry needs. The Campus Ministry Council, an elected student and faculty committee, coordinates these activities in a spirit of openness and mutual respect.

Campus Safety and Information

253.535.7441

www.plu.edu/campussafety

The Campus Safety and Information department is dedicated to serving the PLU community as a resource to provide a safe and secure environment, and a conduit to reach outside assistance from the fire department and local law enforcement. Please visit our website and view the links which summarize and guide you through the many services that we provide.

Pacific Lutheran University is private property and the university reserves the right to restrict access to the campus and buildings.

Career Development

253.535.7459

www.plu.edu/career

The Career Development department provides students with a holistic approach to understanding that career development is a process that continues over their lifetime. Students are assisted in integrating their personal values, interests, personality style, strengths and skills in choosing their career direction. Services include career counseling, workshops, career assessments and a comprehensive website with career resources. Campus-wide events, such as the fall and spring Career, Internship and Graduate Program Fair are also offered. In addition to providing a place to identify and explore one’s vocation and career, the department provides opportunities to acquire practical skills including resume writing, interview preparation, job search

strategies and career management skills. Students can post their resume on College Central Network and search for current job postings.

Computing and Telecommunications

(see Information and Technology Services)

Conferences and Events

253.535.7450

www.plu.edu/~events

Conferences and Events schedules university facilities for workshops, seminars, lectures, banquets, meetings and more. Students interested in scheduling an event must first work with Student Involvement and Leadership (253.535.7195) for approval and to develop an event plan prior to contacting Conferences and Events to reserve facilities.

Counseling Center

253.535.7206

www.plu.edu/counseling

The Counseling Center provides a wide range of counseling and supportive services. Trained and experienced mental health professionals offer both individual and group counseling/support services. Additionally, a consulting psychiatrist is available for assessment and medication evaluation. All services are confidential and offered at no cost for registered students.

Dining & Culinary Services

253.535.7472

www.plu.edu/~dining

Dining Services is owned and operated by Pacific Lutheran University and provides a wide variety of services for students, faculty, staff and the community. The Commons in the University center is a state-of-the-art facility serving a wide variety of foods. There are several campus restaurants throughout the PLU Campus.

- *The Commons*

This is the main campus restaurant and is located in the University Center. You will find a wide variety of options during breakfast, lunch and dinner. For breakfast seven days a week, you can use your Dining Dollars to get anything from hot eggs or pancakes to cereal and yogurt. Saturday Dinner and lunches Monday through Saturday also allow you to use your Dining Dollars to choose from any of the four stations or the fresh soup, salad or fruit bars. Sunday brunch and dinners Sunday through Friday offer unlimited all-you-care-to-eat dining. Accepts Dining Dollars, LuteBuck\$, cash, Visa/MasterCard and AYCTE function.

- *The Tahoma Bakery & Cafe*

You can find TBC in the Columbia Center building on lower campus. Enjoy a custom sandwich or a delicious By Erica dessert. This is also the home of the famous soft-serve ice cream, have a cone or a cup! Accepts Dining Dollars, LuteBuck\$, Cash, and Visa/MasterCard.

- **Old Main Market**

Conveniently located on the main floor of the University Center. Here you will find everything from snacks, soda and personal care products to espresso and sandwiches. Accepts Dining Dollars, LuteBuck\$, Cash, and Visa/MasterCard.

- **The Kelley Café**

Located on lower campus in the Morken Center, offers many local and organic options along with signature cookies and espresso. Accepts Dining Dollars, LuteBuck\$, Cash, and Visa/MasterCard.

- **Espresso Carts**

- For your convenience, we operate an espresso cart in Hauge Administration where you can find many coffee choices and snacks. Accepts Dining Dollars, LuteBuck\$, Cash and Visa/MasterCard.

With the exception of South Hall residents, students living on campus must enroll in one of several meal plan packages. Off-campus and South Hall residents are encouraged to purchase a Dining & Culinary Services meal plan tailored to their specific needs. Meal plan options can be found on the Dining & Culinary Services website at www.plu.edu/~dining/mealplans.htm.

Is there an upcoming celebration in your student's life? The Send a Smile Gift Program is designed to help make someone's day. Convenient on-campus delivery of gifts can be ordered at www.plu.edu/~dining/smile.htm.

Disability Support Services

253.535.7206
www.plu.edu/dss

The university complies with the Americans With Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 in providing reasonable accommodations to PLU students with documented disabilities on file at PLU. Students with disabilities have access to and receive the benefit of any program or activity operated by PLU. The university has zero tolerance for discrimination on basis of a disability. Reasonable accommodation will be provided by Disability Support Services at no cost to the student on a case-by-case basis following review of recommendations made in the student's documentation of a student's disability.

Information on required documentation of a physical, psychological/psychiatric, learning disability or Attention Deficit / Hyperactivity Disorder is available from Disability Support Services, Ramstad 106, or on the Web at www.plu.edu/~dss.

Dispute Resolution

Policies and procedures at the university are intended to maintain an orderly educational environment conducive to student learning and development. In order to fulfill institutional responsibility and at the same time follow procedures that are fair, consistent, and protective of each person's rights, appropriate dispute resolution procedures have been established. If a student has reason to believe that

an academic or administrative action is unjust, capricious, or discriminatory, these procedures are available for the student to seek redress.

The University Dispute Resolution Committee is comprised of six individuals trained in dispute resolution and selected from across the campus. A list of current members may be found at www.plu.edu/~udrc. Any of the committee members may be contacted to receive assistance.

Copies of dispute resolution procedures are available for review at the office of each committee member. Students with disabilities who want to appeal a decision regarding an accommodation should contact the Director of the Counseling Center (253.535.7206), the ADA Compliance Officer.

Diversity Center

253.535.8750
www.plu.edu/dcenter and www.plu.edu/~diverse

Pacific Lutheran University is committed to the mission of providing a diverse and inclusive education for all students. Graduates of PLU are people capable of living effective lives in an expanding, diverse world. Multiculturalism, outside of the classroom, is experienced through social and educational programming from a variety of sources. The Diversity Center is staffed by an Associate Director and Diversity Advocates. Diversity Advocates are diverse PLU students working together to bring social justice awareness to our campus and surrounding communities. They provide support to students and clubs that work with diversity-related issues and raising and sustaining general awareness on campus about current educational, political, and social issues related to race, ethnicity, gender, age, and sexuality. They are available to help all students, staff, and faculty who have interest in areas of diversity and social justice. The Diversity Center is located on the ground floor of the University Center.

Other campus resources in the area of diversity and social justice are:

- The Office of Student Involvement and Leadership helps different clubs and organizations that support the efforts of underrepresented populations programs and work within the PLU community;
- Associated Students of Pacific Lutheran University (ASPLU) and Residence Hall Association (RHA) both have formal leadership positions that program events both social and educational for the entire student body on a variety of social justice issues;
- The Women's Center strives to increase understanding of gender issues, empower women to explore options in their lives, and motivate both women and men toward greater involvement in these social justice issues, as leaders, as allies, and agents of change, on campus and in the world;
- The Wang Center for Global Education provides extensive support and education for students, faculty and staff interested in opportunities for studying away for a year, semester or January Term. The Wang Center also coordinates the biannual Wang Center Symposium, Wang

Center Research Grants and various on-campus activities to promote international perspectives, cultures, and interculturalism; and

- The University Diversity Committee furthers the university's mission of social justice through policy review and event planning on both a social and educational level in the area of diversity and social justice that integrates both the academic and student life.

The Elliott Press

253.535.7387

www.plu.edu/~ppa/elliott.html

The Elliott Press is PLU's studio laboratory for the printing arts. With the press's large collection of letterpress type and equipment, students design and produce printed texts using traditional techniques that flourish today in the lively art form known as fine printing. The press also houses a growing collection of innovative artist books and is a working museum where visitors may try their hands at the technology pioneered by Gutenberg.

Health Center

253.535.7337

www.plu.edu/health-center

The Health Center, "caring, convenient, confidential," is staffed full time by two physician assistants. Also available weekly are a consulting physician, a psychiatric physician assistant, and a nurse practitioner.

Services provided include acute care for illness and injury, physical exams for sports, travel, employment and reproductive health, birth control, STD information and testing, chronic disease monitoring, consultations for travel, smoking cessation, substance abuse and eating disorders. Also offered are immunizations, laboratory tests and health education on a wide variety of topics. **Completion of the university health history form is required for registration.**

PLU Student Health Insurance Program: Medical health insurance is required for all full-time domestic undergraduate students and all full-time and part-time undergraduate and graduate international students. Students are automatically enrolled and billed in the PLU Student Health Insurance Plan.

Domestic students may waive-out of the insurance plan if they can provide evidence of a comparable health insurance plan through an on-line waiver out at <http://eia.org/plu> no later than midnight on September 21, 2009. **There are no exceptions to this date.** Students who waive-out will receive a confirmation email that he/she has successfully waived-out. Should further questions arise, the printout of this confirmation is the only documentation PLU will accept as proof that the process was completed. The only way you can waive-out of the insurance is on-line.

International students are required to have his/her insurance company complete the International Student Insurance Plan Waiver 2009-2010 which can be downloaded at www.plu.edu/~ssvc/downloadable-documents/home.html. The waiver form must be mailed back to the PLU Health Center or faxed to 253.536.5042 by midnight on September 21, 2009. **There are**

no exceptions to this date. A confirmation email will be sent to the student if the waiver was approved or denied.

The **immunization policy** states that all students born after December 31, 1956, are required to provide documentation of two measles, mumps, rubella (MMR) vaccinations received after their first birthday. This information must be on file before a student is permitted to register. Recommended vaccines are Hepatitis B, meningitis, and an up-to-date tetanus/diphtheria immunization.

International students, faculty and scholars from countries at risk for TB will be required to have a tuberculosis skin test. This test is done at the Health Center after arrival at the university. The cost is \$20.

Questions about the immunization policy will be answered gladly at the Health Center.

Information and Technology Services

(Library and Computing Services)

253.535.7500 and 253.535.7525

www.plu.edu/~libr and www.plu.edu/~comptelc

Information & Technology Services (I&TS) provides library and computing services for the campus. Located in Mortvedt Library, I&TS personnel are committed to making technology work for everyone while striving to make research in both print and electronic collections a rewarding experience. More information regarding I&TS services is available on the PLU website.

Computer accounts are essential for all PLU students. The PLU ePass provides students with a PLU email account, an expanding set of online student services, a rich collection of electronic research sources and tools, and other services and resources for the exclusive use of the PLU community. Students starting each fall will receive mail early in the summer from the university with instructions on requesting the ePass account online.

Anti-virus software is required on all student computers that connect to the PLU network. PLU provides this software free. Visit our web page to get additional information and download the program: www.plu.edu/antivirus.

Check out books and multimedia equipment and materials (e.g., videos, DVDs, digital cameras) with your student ID card. This card with the barcode on the back serves as your PLU library card.

General access computers are located throughout campus. The largest concentration is in Mortvedt Library, where the Haley Center provides over 50 workstations for access to electronic information resources and other research activities in an atmosphere that promotes individual and group study, immediate access to reference and technology help, and the relaxing ambiance of a nearby espresso kiosk. Also in the library is the Language Resource Center for foreign language learning.

Personalized assistance in computing and library services can be obtained in a variety of ways. These I&TS departments are good starting points:

- For assistance in obtaining the best information on a topic or learning effective research strategies, visit the reference desk on the main level of the library, call 253-535-7507, or visit them online at www.plu.edu/~libr or send email to ref@plu.edu. From this web page you can also access “24/7 Librarian Live” to work with a librarian over the network using chat and co-browsing software.
- For assistance with computer accounts, email, supported software, and related resources, visit the Computing and Telecommunication Services (CATS) help desk on the main level of Mortvedt Library, call the help desk at 253-535-7525, email them at comptelc@plu.edu or visit them online.
- For assistance with multimedia equipment or services (including audio, television, and classroom technologies), visit Multimedia Services on the main floor of the library, call them at 253.535.7509, send email to media@plu.edu, or visit www.plu.edu/~media.
- For support developing web resources or instruction in using digital media and web development tools, visit the Digital Media Center on the second floor of the library. You can also contact the DMC at 253.535.8728, dmc@plu.edu, or www.plu.edu/~dmc.

Residence hall rooms all have Ethernet network connections. To connect to the network, students need an Ethernet card in addition to ePass access and anti-virus software (above). For information or assistance on setting up a computer for access to the network (ResNet), students should visit the CATS homepage or contact the CATS help desk. Ethernet cards for most computers are available at the PLU bookstore.

Off-campus students need an Internet service provider in addition to the PLU ePass. These services usually entail a monthly charge. Additional information on connecting to the PLU network from off campus can be found at www.plu.edu/~comptelc.

Wireless network zones are located throughout campus, including University Center, Mortvedt Library, Xavier Hall and Rieke Center. The Morken Center for Learning and Technology has both fixed and wireless network, a digital multimedia lab, an open lab for students, and department computing labs.

International Student Services

253.535.7195
www.plu.edu/iss

International Student Services (ISS), housed in the Office of Student Involvement and Leadership (SIL), is dedicated to serving all international students at PLU. ISS is located in the University center on the lower level. ISS works closely with other university offices to provide comprehensive services to maximize educational and personal experiences of each international student. Its primary services include the following:

- Provide special programs that support transition and adjustment of students.
- Monitor and advise students in regards to F-1 student visa regulations and requests benefits on their behalf.
- Assist students facing academic, financial and personal

difficulties in coordination with faculty and other university resources and communities agencies.

- Promote international education through campus and community outreach.

KPLU-FM, National Public Radio

253.535.7758
www.kplu.org

KPLU is a public radio station licensed by the Federal Communications Commission to the Board of Regents of Pacific Lutheran University in the Tacoma/Seattle area at 88.5 FM, in Port Angeles/Victoria at 89.3 FM, and in Olympia at 90.1 FM. Combined with the station’s seven booster signals, KPLU serves communities throughout Western Washington and lower British Columbia, comprising the largest radio footprint in the Northwest. Public radio stations are authorized by the federal government as noncommercial to offer alternative programming not found on commercial radio.

Recognized for its programming excellence, KPLU 88.5, National Public Radio (NPR), is one of the nation’s leading public radio stations. KPLU broadcasts NPR news, local and regional news, and jazz to more than 350,000 listeners per week. At www.kplu.org, the station provides a live stream of NPR News and All That Jazz, which is also available on HD Radio. Jazz24, KPLU’s 24-hour jazz stream and one of the most listened to webstreams in the world, is available on KPLU’s HD2 channel and at www.Jazz24.org.

PLU is the only independent university in the Northwest operating a full-power NPR member station.

Library Services

(see *Information and Technology Services*)

New Student Orientation

253.535.7195
www.plu.edu/new

New Student Orientation assists students and their families with the transition to PLU. The five day fall program introduces students to many dimensions of PLU life and includes meeting with an academic advisor, talking in small groups with other new students, becoming acquainted with campus services and participating in many PLU traditions before classes begin. Special activities are also planned for parents and families. While January and spring orientations are more condensed, they also provide new students with an introduction to academic life and co-curricular activities.

Off-Campus Student Services

253.535.7195
www.plu.edu/sil/student-involvement

Student Involvement and Leadership (SIL) provides off-campus students with a relaxing office and supportive staff. Off-campus students are invited to seek involvement, resources, and support through this office. SIL partners with ASPLU to coordinate communication and programming and to advocate for nonresidential students. In addition, the following resources are available:

- **Lounges:** Especially designed for off-campus students on the upper level of the Hauge Administration Building, the first floor of Rieke Science Center, and in the University Gallery in Ingram Hall.
- **Meal plans:** PLU's Kreidler Plan and Dining Dollars or LuteBuck\$ are convenient and economical meal options for off-campus students.
- **Off-campus housing:** If you are looking for off-campus housing, refer to the Off-Campus link found on the Residential Life homepage at <http://www.plu.edu/residential-life/Off-Campus-Housing/home.php>.

Public Service, Center for

253.535.7459

www.plu.edu/public-service

The Center for Public Service connects the PLU campus to the surrounding communities by providing opportunities for students, staff and faculty to serve community needs as part of their university experience.

There are many ways PLU people can become involved in community service at PLU. They can work with all ages—preschoolers through senior citizens—at the Family and Children's Center, a coalition of social service agencies housed together in PLU's East Campus that closely cooperates with the Center for Public Service. Students can also become involved in community work through academic service-learning classes that explore the relationship between an academic subject and community service experience. The Center for Public Service is a resource to faculty teaching these courses, which are available in many departments, and can help students find out about them. For a variety of volunteer work, individuals and student groups can also use the Volunteer Center, part of the Center for Public Service, to browse through listings of more than 100 volunteer opportunities on and near the PLU campus and to learn about residence hall or student club service projects.

To find out more about how to become engaged in the community, call the Center for Public Service, or stop by Ramstad Room 116.

Residential Life

253.535.7200

www.plu.edu/residential-life

There is a reason why living on-campus at PLU is so important...community. Residential Life strives to create respectful, diverse, and safe communities that enhance student learning. The residential community is an environment that challenges you to live and grow, create meaningful relationships with your roommate and hall-mates, try out leadership experiences, and carve out a legacy for yourself. The residence halls are a place where you can draw connections between what's happening in the classroom and what's happening in your life.

Toward these ends, Residential life provides a variety of living options including: intentional living/learning communities

dedicated to enhancing language and cultural understanding and acquisition, and social action and leadership; an all-women's residence hall; several "traditional" residence halls; two "alternative" options for older students. Those students who have attained a minimum of 20 years of age and/or junior standing may choose to live in either an all-single residence hall or an apartment-style living community.

Each residence hall is managed by a full-time professional Resident Director (RD). The RD oversees all aspects of community life including the implementation of the co-curricular program, community building, housing and facility needs, and supervision of the student hall staff members who are the primary contact and initial resource for residents. Each traditional residence hall also has a Residence Hall Council (RHC). This residential government is comprised of volunteers from within the hall community and provides programs for and advocates on behalf of hall residents.

Residential living is an important component of a PLU education. As such the university requires all full-time (12 or more semester hours) students to live on campus unless they meet one of the following conditions:

- is living at home with parent(s), legal guardian(s), spouse or child(ren);
- is 20 years of age or older on or before September 1 for the academic year, or February 1 for the spring semester; and
- has attained junior status (60 semester hours) on or before September 1 for the academic year, or February 1 for the spring semester.

Student Code of Conduct

253.535.7195

www.plu.edu/conduct

The Student Code of Conduct was created to uphold our educational values and to protect the safety of our community. Once accepted for membership into the PLU community, every student is expected to know and abide by the standards outlined in the Student Code of Conduct. To view the Code in its entirety, please visit www.plu.edu/conduct. PLU only adopts policies that are necessary for the welfare of the educational community. Failure to abide by these policies may result in disciplinary action(s) outlined in the PLU Student Conduct Procedures. The Student Conduct Coordinator may be reached at 253.535.7195 or conduct@plu.edu.

Student Involvement and Leadership

253.535.7195

www.plu.edu/student-involvement

When students choose PLU, they enter a special community deeply committed to learning in and out of the classroom. The team of staff and students in our office invite students to become part of this experience. Students enhance and empower their academic life with co-curricular experiences designed to enrich their time at PLU and define a place in our community—both locally and globally. Students explore new questions and wrestle with exciting opportunities—and SIL is here to challenge and give support throughout the journey.

SIL invites students to explore their own niche in the PLU community and in the world by taking part in co-curricular programs, such as: Wild Hope (EXPLORE! First Year Retreat, Meant to Live), student government (Associate Students of PLU), student media (campus newspaper—The Mast; radio - KCCR; television - KCNS; artistic and literary journal - Saxifrage; social justice journal - The Matrix), clubs and organizations (over 80 to choose from ranging from social, academic, and service-related), leadership development (Emerging Leaders), and more!

Student Employment

253.535.7459

www.plu.edu/stuemp

Within the university, approximately 1,500 students will have on campus employment. Campus employment provides excellent opportunities for students to consider and connect their work experience to their career possibilities with an emphasis on vocation. Employment on campus is also excellent training for students with limited experience as well as those students who have significant work experience. Experience, convenience and flexibility are major attractions to campus employment. Federal work-study is available for on-campus jobs. Jobs are posted on the Student Employment website. The online application is also available.

The Student Employment Office, located in Ramstad Hall room 112, also manages the Washington State Work Study program. This program is designed to provide, para-professional off campus work experience for students in fields related to their career goals. Contact our office at 253 535.7459.

Student Life

253.535.7191

www.plu.edu/student-life

Student Life at PLU seeks to promote the holistic development of students and steward a dynamic campus community. We engage students in purposeful experiential learning that challenges them to make a difference in the world as they care for themselves and others, and positively impact the diverse communities in which they live.

The quality of life cultivated and fostered within the university is an essential component of the academic community. The environment produced is conducive to a life of vigorous and creative learning. Pacific Lutheran University also recognizes that liberal education is for the total person and that a complementary relationship exists between students' intellectual development and the satisfaction of their other individual needs. Interaction with persons of differing life experiences, application of classroom knowledge to personal goals and aspirations, and co-curricular experiences are all available and total components of education at PLU. In a time when there is a need for meaningful community, the campus facilitates genuine relationships among members of the university from diverse religious, racial, and cultural backgrounds.

All of the services and facilities provided are intended to complement the academic program. The services reflect changing student needs, and the opportunities for student participation include virtually all aspects of the university. Individual attention is given to students' concerns, including a variety of specific services outlined here and on the web at www.plu.edu/~slif.

Student Services Center

253.535.7161

800.678.3243

www.plu.edu/~ssvc

The Student Services Center, located in Hauge Administration Building, Room 102, offers a variety of services for students, families and the PLU community. Questions or requests for registration assistance, copies of unofficial/official transcripts, verification of enrollment, deferments, financial aid, account financing, billing statements, and veteran's assistance are some of the services offered. We pride ourselves in a high quality of service and are dedicated to assisting students through the academic process with financial assistance and other resources.

If you need to access information regarding a student's financial aid and/or billing inquiries, you are required to have the student's PLU Identification Number and Personal Identification Number (PIN). It is the student's right to give these numbers to a parent or significant other for access to education records. Pacific Lutheran University has adopted a policy to protect the privacy of education records. The Family Educational Rights and Privacy Act of 1974, popularly known as "FERPA", governs the university's collection, retention and dissemination of information about students.

Study Away

(See Global Educational Opportunities on page 59 and Wang Center for Global Education on page 113.)

Summer Sessions

253.535.8628

www.plu.edu/~summer

The university offers an extensive summer school curriculum that includes continuing education courses and special institutes. These course offerings are open to all qualified persons. PLU faculty typically offer innovative, experimental courses during summer sessions. These experimental courses cover a broad range of contemporary issues and perspectives in different academic fields. Designed for undergraduates and graduate students alike, the summer program serves teachers and administrators who seek to satisfy credentials and special courses.

The summer session runs two terms, plus a one-week workshop session. There are courses taught in the evening, two nights per week for nine weeks. Master of Business Administration courses are taught in three sessions, two nights per week. Continuing education courses are available through the Office of Partnerships and Professional Development in the School of Education and Movement Studies and offered at varying times and locations throughout the summer.

The summer scheduled is available and descriptions online at www.plu.edu/summer. Information about special institutes, workshops and seminars may be viewed under the Special Topics area at www.plu.edu/~regi and select Special Topic course descriptions.

Non-matriculated students who enroll for the summer session submit a signed Summer Sessions Non-Degree Registration form with the attached statement of good academic standing.

Volunteer Center

253.535.8318

www.plu.edu/~voluntr

PLU's Volunteer Center, run by students and housed in the Center for Public Service, seeks to give students opportunities to put to work their dreams for a better world. The Volunteer Center has listings for over 100 organizations that need volunteers. Students can stop by and browse through the placement lists, or make an appointment with one of the Volunteer Center coordinators who help match students with organizations. Class projects, residence hall group activities, one day or several, the Volunteer Center can help students help.

Wang Center for Global Education

253.535.7577

www.plu.edu/wangcenter

As a globally-focused university, PLU provides students with many challenging and rewarding opportunities to experience the world, weaving global education through almost every aspect of study and many co-curricular programs. The Wang Center for Global Education is the university's focal point for global education, with the vision of educating to achieve a just, healthy, sustainable and peaceful world, both locally and globally.

Services provided by the Wang Center include: advising students for study away, awarding student and faculty research grants, collaborating with faculty in offering J-Term and summer off-campus courses and directing semester abroad programs, organizing biennial global symposia, assisting visiting scholars, and supporting student-driven co-curricular activities.

With appropriate planning, it is possible for qualified students in any major to successfully incorporate study away into their degree plans. Majors in all fields are encouraged to participate in off-campus study; there is a wide range of opportunities for January term, semester, academic year and summer programs as well as international internships. Each year over 500 PLU students incorporate study away in their academic experience.

To learn more about study away and other global education opportunities, visit the Wang Center for Global Education on-line or in person. The office is open Monday through Friday from 8 a.m. to 5 p.m.

(Also see Global Educational Opportunities, page 59)

Women's Center

253.535.8759

www.plu.edu/~womencen

The Women's Center is an on-campus resource center that serves students, staff and faculty. Located on upper campus in the house across the street from Ordal Hall (801 121st Street South), the center provides advocacy, resources, and educational programming for and about women and gender equity. Both women and men are welcome to use the resources of the Women's Center and encouraged to take advantage of the safe, supportive, and private atmosphere for support or network groups.

The staff at the Women's Center offers private support and assistance in dealing with sexual harassment, rape or sexual assault, and dating/relationship issues. Throughout the year, the center also provides a variety of opportunities for gathering and celebration.

Writing Center

253.535.8709

www.plu.edu/~writing

The Writing Center provides a place for students to meet with trained student consultants to discuss their academic, creative, and professional writing. Student staff members help writers generate topics, develop focus, organize material, and clarify ideas. In an atmosphere that is comfortable and removed from the classroom setting, student readers and writers talk seriously about ideas and writing strategies. Most sessions are one-hour meetings, but drop-in students with brief essays or questions are welcome.

The Writing Center is located in Library 220 and is open Monday through Thursday from 8:00 a.m. to 9:00 p.m., Friday from 8:00 a.m. to 5:00 p.m., and Sunday from 4:00 to 9:00 p.m. These hours may vary slightly from semester to semester.





Admission

253.535.7151, 800.274.6758
www.choose.plu.edu

Pacific Lutheran University welcomes applications from students who exhibit capacities for success at the baccalaureate level. Applicants must present evidence of scholastic ability and demonstrate qualities of good character in order to be accepted for admission. The Vice President of Admission and Enrollment Services reserves the right to admit, deny, or withdraw admission for any applicant/student based on these criteria. Applications for admission are evaluated without regard to race, color, creed, religion, gender, national origin, age, mental or physical disability, marital status, sexual orientation, or any other status protected by law.

ENTRANCE REQUIREMENTS *(First-year/Transfer Students)*

In evaluating applications, the Office of Admission interprets grade point average and class rank in relation to the quality of the curriculum that the applicant has pursued in high school and at the baccalaureate level. For example, a standard high school program in preparation for college should include the following:

- **English:** 4 years
- **Mathematics:** 3 years:
(algebra, 2 years; and geometry, 1 year)
- **Foreign Language:** 2 years
- **Social Studies:** 2 years
- **Laboratory Sciences:** 2 years
- **Fine, Visual, or Performing Arts:** 1 year
- **Electives:** 3 years (selected from the areas listed above, as well as courses in computer science, speech, and debate.)

Minimum Entrance Requirements:

Two years of college preparatory mathematics (exclusive of computer science) with an average grade of C or higher, or an approved course at the college level, or demonstrated equivalent proficiency.

- Two years of college preparatory mathematics means two years of high school algebra or one year of high school algebra and one year of high school geometry. Taking the algebra and/or geometry courses in middle or junior high school is acceptable provided they are high-school-level courses.

If a student is admitted to PLU with a deficiency in mathematics, that deficiency is removed by completion of

approved courses as determined by the PLU math placement exam.

- Two years of one foreign language in high school, with and average grade of C or higher, or one year at the college level or demonstrated equivalent proficiency. Courses in American Sign Language may fulfill this requirement.

Students who have not satisfied one or both of these requirements may still be admitted but must make up the deficiency as an additional degree requirement.

Additional study of both mathematics and foreign language is advisable for certain areas in the arts and sciences and in some professional programs. Those who follow the above preparatory program will find most curricular offerings of the university open to them and may also qualify for advanced placement in some areas.

Students are admitted to either the fall or spring semester. Acceptance to the fall term carries permission to attend the previous summer sessions. Acceptance to the spring term carries permission to attend the previous J-Term session. The following application priority dates are recommended: Fall Semester-February 15; Spring Semester-December 15.

Mathematics Department Minimum Entrance Requirements:

The Registrar's Office determines whether a student meets the minimum entrance requirements by following the above rules. When a student has a deficiency, after taking the Math Placement Test, the student will receive a recommendation about how to remove the deficiency based on the test results.

If the test result shows that a student is qualified to take MATH 115 or a higher numbered math course at PLU, then the deficiency will be removed when the student successfully passes such a course. In addition, the student will receive Math Reasoning (MR) GUR credit. Please be aware that credit from taking MATH 105 or MATH 107 does not remove a math deficiency.

If the Math Placement Test result shows that the student is not qualified to take MATH 115 or a higher numbered math course, the student will have to take a course at a community college to remove the deficiency in his or her minimum mathematics entrance requirement. The course content should be equivalent to or more difficult than high school algebra or geometry, and it must be approved by the Mathematics Department.

APPLICATION PROCEDURES (First-year and Transfer Students)

Students planning to enter as first-year students may submit application materials anytime after completion of the junior year of high school. Admission decisions are made beginning October 1. Candidates are notified of their status as soon as their completed applications have been received and evaluated.

Transfer students who began their higher education at other regionally accredited colleges or universities are encouraged to apply for admission with advanced standing. Over 300 students transfer to the university each year with an average grade point in excess of 3.00 (B). Candidates must have good academic and personal standing at the institution last attended full-time. The recommended minimum grade point average to be considered for admission as a transfer student is a 2.50 cumulative grade point average in college-level work from regionally accredited institutions. In reviewing an applicant's file, the Office of Admission examines grade point average, academic progress, essay, and recommendations. For applicants with less than sophomore standing (30 semester hours or 45 quarter hours), secondary school records and standardized test scores will also be considered.

Credentials required are:

- **Formal Application:** Submit the PLU Application for Admission available from high school counselors, any Washington state community college transfer center or the PLU Office of Admission. Students may also apply online at www.plu.edu/apply.
- **\$40.00 Application Fee:** The application fee will be waived for a student who applies online. A \$40 fee must accompany the paper application or be mailed separately. This nonrefundable service fee does not apply to the student's account. Make check or money order payable to PLU Office of Admission.
- **Transcripts:** Official transcripts must be submitted for all high school and college course work. Transcripts must be sent directly from the school to PLU. All accepted students must submit a final high school transcript that indicates satisfactory completion of high school and attainment of a diploma. The university accepts the General Equivalency Diploma (GED) for those students who may not have completed a traditional high school program. Transcripts become the property of PLU and may not be returned or forwarded.
- **Recommendation:** One academic recommendation must be completed. The form is included in the application packet
- **Test Requirement:** All entering first-year students and transfer students entering with less than sophomore standing (30 semester hours or 45 quarter hours) must submit scores from either the College Board, Scholastic Assessment Test (SAT), or the American College Test (ACT) Assessment. Registration procedures and forms are available at high school counseling offices.
- **Personal Essay:** Applicants will also include one essay with their application. Choice of topics is included in the application packet
- **Statement of Good Standing (transfer students only):** Must be submitted by the Dean of Students or by a school official from the most recent institution attended.
- **PLU Scholarship Opportunities:** Included in the application packet is information on Merit Based and Artistic Achievement Scholarships. Students are also encouraged to indicate their intent to apply for financial aid via the FAFSA. Qualified first-year students are encouraged to apply for the Regents' and President's Merit Based Scholarships.

Early Admission

Qualified first-year students interested in accelerating their formal education may begin work toward a degree after completion of the junior year or first semester of the senior year of high school. Exceptional students who wish to enroll before completing all required units in high school must have a letter submitted by a recognized school official who approves early college admission and gives assurance that a high school diploma will be issued after completion of specified college work. Only students highly recommended for Early Admission will be considered. Generally these students rank near the top of their class and present high aptitude test scores.

APPLICATION PROCEDURES (International Students)

International students who are qualified academically, financially, and in English proficiency are encouraged to join the university community. Application priority dates are May 1 for Fall Semester and December 1 for Spring Semester.

Credentials required are:

- A completed International Student Application with a nonrefundable U.S. \$40.00 application fee for the paper application. The application fee will be waived for a student who applies online.
- School Records:
 - Documentation of completion of secondary school. For incoming freshmen international students, official secondary school records are required.
 - An official school record (transcript) with English translation from all colleges or universities attended in the United States, home country, or other country.
 - Documentation of any English as a second language program attended.
- English Proficiency measured by one of the following:
 - Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (paper test format) 213 (computer-based), 79 (internet-based), **or**
 - International English Language Testing System (IELTS) with a minimum score of 6.5, **or**
 - Completion of Embassy CES/Study Group English Language Institute located on the PLU campus, **or**
 - Two quarters or one semester of college-level English writing with grades of B or higher.

- One academic reference from school officials or others in a position to evaluate the student's ability to succeed in a baccalaureate program. In addition, transfer students from a U.S. college or university must have a reference from the international student advisor.
- A completed International Student Declaration of Finances
- Personal Essay on one of three topics listed on the application form.

EVALUATION OF CREDITS

The Registrar's Office evaluates all transfer records and provides advising materials designed to assist students to complete university requirements. These materials include a summary of core requirements completed and the total hours accepted. Individual schools and departments determine which courses satisfy major requirements.

Transfer of Credits earned while in high school

The university awards credit to high school students for certain courses completed before high school graduation. The university may award college credit to high school students who have completed courses in approved programs, as described below.

- ***Advanced Placement Program (AP)***: Students who complete advanced placement or credit toward graduation through the examination program of the College Board may receive credit for such courses. Inquiries should be addressed to the Registrar's Office.
- ***International Baccalaureate (IB)***: A maximum of 30 semester hours may be granted for completion of the IB Diploma. A maximum of four semester hours per course may be granted for courses identified on an IB Certificate if a grade of 4 or higher is awarded. Students are advised to contact the Registrar's Office for specific details.
- ***Running Start Program***: Accepted students who have completed courses under the Washington State Running Start Program are considered first-year students with advanced standing. Students who participate in this program will be awarded college credit in a manner consistent with PLU's policy on transfer of credit from other institutions.
- ***Other Programs***: Students who have completed college courses while in high school may receive credit in a manner consistent with PLU's policy on transfer of credit from other institutions. The university reserves the right to make decisions on an individual basis.

Transfer of Credits from Other Universities

- Courses must be listed in the official college catalog, be a part of the regular college curriculum of a regionally accredited college or university, and be posted on an official college or university transcript.
- Courses completed with a grade of C- or higher at other regionally accredited colleges or universities normally will be accepted for graduation credit with passing grades and will not be calculated into the PLU grade point average. Courses from all institutions are subject to course-by-course evaluation.

- A student may transfer a maximum of 96 semester or 144 quarter hours. Of these, the maximum transferable from a two-year school is 64 semester or 96 quarter hours.
- Students who complete the direct transfer associate degree (DTA) from an accredited Washington state community college before matriculation at PLU will be admitted with junior standing and will have satisfied all general education program elements except for four hours in religion (from line one or two), four hours in Perspectives on Diversity, the two to four hour senior seminar requirement, and the College of Arts and Sciences requirement. The DTA does not automatically satisfy the mathematics or foreign language entrance requirements.

Other Educational Experiences

- Credits earned in non-accredited schools are not transferable. Students who have matriculated at Pacific Lutheran University may petition a department or school to waive a particular requirement on the basis of previous non-accredited course work or may petition a department or school to receive credit by examination.
- The university allows up to 20 semester hours of United States Armed Forces Institute (USAFI)/Defense Activity for Non-Traditional Education Support (DANTES) credit, up to 20 semester hours for military credit, and up to 30 semester hours of College-Level Examination Program (CLEP) credit, providing the total of the three does not exceed 30 semester hours. Official transcripts bearing American Council on Education (ACE) recommendations should be submitted for evaluation.
- For information on the College Level Examination program (CLEP), refer to the Credit by Examination section under Academic Procedures.
- The university does not grant credit for college-level General Equivalency Diploma (GED) tests.

Finalizing an Offer of Admission

- ***Advance Payment***: A \$200.00 advance payment is necessary in order to confirm an offer of admission. This payment guarantees a place in the student body, reserves housing on campus if requested, holds financial assistance that may have been awarded, and is required before class registration. It is credited to the student's account and is applied toward expenses of the first semester. Fall applicants offered admission before May 1 must postmark the payment by May 1. If circumstances necessitate cancellation of enrollment and the Office of Admission is notified in writing before May 1, the \$200 will be refunded. The refund date for the January term is December 1, and for spring semester January 1.
- ***New Student Information Form***: This form must be completed by all students and returned with the advance payment.
- ***Residential Life Information Form***: This form must be completed by all students and returned with the advance payment.
- ***Official Final Transcripts***: All first-year applicants must submit an official final transcript to confirm satisfactory completion of their final high school term and attainment of a diploma.

- **Medical Requirement:** Before actual enrollment each new student must submit a Health History Form complete with an accurate immunization record. This information must be acceptable to the PLU Health Services Office.

Returning Students

- A student’s admission to the university is valid for six years. Students who do not attend the university for a period of time that includes either a fall or spring semester must apply to return to the university as described below.
- Students who wish to return within the six-year admission period reenter through the Student Services Center. Reentering students must provide their current address, degree information, and official transcripts from any college attended during their absence. Before registering, reentering students must resolve previous financial obligations to the university and have a current health clearance from the PLU Health Center.
- Students who wish to return to the university after the six-year admission period expires must reapply for admission. Applicants for readmission are required to submit a completed application and official transcripts from any college attended during their absence. Application forms may be obtained from and submitted to the Office of Admission. Students who are readmitted to the university must meet the requirements of the current PLU catalog to earn a degree.
- An academically dismissed student may apply for reinstatement by submitting a letter of petition to the director of advising. The petition is acted on by the Committee on Admission and Retention of Students. A student whose

petition is approved will be reinstated on probation and must participate in the probationary semester plan. Refer to the Academic Status section for a description of probation. A student whose petition is denied may apply again for reinstatement after one semester has elapsed unless informed otherwise. A dismissed student may petition for reinstatement only once per semester.

- An academically dismissed student may be reinstated after one semester if the student presents new evidence of potential academic success.
- Students who have been dropped for academic or disciplinary reasons and then reinstated must identify a faculty member willing to act as a sponsor and advisor.

TIME LIMITS

Students are expected to meet all requirements for the undergraduate degree within a six-year period. Students who remain at PLU for longer than six years must meet the requirements of the most current PLU catalog in order to earn a degree. Students who are readmitted to the university must meet the requirements of the current PLU catalog to earn a degree.

NON-MATRICULATED STUDENTS

(Non-Degree Seeking) Students

Students who are not officially admitted to the university may accrue a maximum of nine (9) semester hours. Exceptions may be granted by individual departments in conjunction with the registrar.





Financial Aid

253.535.7134

www.plu.edu/financial-aid

fnaid@plu.edu

Recognizing that many students who want to attend Pacific Lutheran University would be unable to meet all expenses of enrollment from personal or family sources, the university attempts to provide financial assistance to all eligible students. Any student approved for enrollment or currently enrolled may request financial aid. Approximately 90 percent of the university's students receive help in the form of gift assistance (that is, scholarships, artistic achievement awards, or grants), low-interest deferred loans, or employment. In many cases a financial aid award will be a combination of these forms of assistance.

The offer of financial aid is based on the cost of attendance, which is the university's estimate of how much it costs students in various circumstances to attend PLU. A student's resources are subtracted from the projected costs to determine financial need.

Several different budgets are used, taking into account a student's tuition, the cost of books, supplies, housing, food, transportation, and personal expenses.

Parents' contributions are computed for all dependent students by the federal processor. It is based on a federally established formula for determining parental ability to contribute toward a student's education. The university also expects students (and their spouses, if married) to contribute toward expenses.

All applicants are offered the maximum amount of aid for which they qualify, as funds permit.

If financial circumstances change, students may contact the Financial Aid Office to discuss their situation with a financial aid administrator at any time.

If students or their families have unusual circumstances (such as loss of employment or major medical expenses) that might affect the need for student financial aid, the Financial Aid Office should be contacted. Unusual circumstances must be described in writing, with the student's name, student ID number, and all pertinent dollar amounts indicated.

Students who receive scholarships from sources outside the university must inform the Financial Aid Office in writing with the name of the scholarship and the yearly amount. In most

cases, PLU may be required by federal regulations to adjust a financial aid package. Loans and work study will be adjusted first. Scholarships and grants will be adjusted only as a last resort.

Financial assistance is available to all qualified students regardless of race, color, creed, religion, gender, national origin, age, mental or physical disability, marital status, sexual orientation, or any other status protected by law.

APPLICATION PROCEDURE

To ensure timely processing of your FAFSA, file online at www.fafsa.ed.gov. Applications must be submitted by the following priority-funding dates for PLU to be considered for maximum funding.

Entering First-year Students:

Priority Date - March 1

PLU strongly recommends FAFSA completion by March 1 to meet priority-funding date.

Entering Transfer Students:

Priority Date - March 1

PLU strongly recommends FAFSA completion by March 1 to meet priority-funding date.

PLU Continuing Students:

Priority Date - April 1

PLU strongly recommends FAFSA completion by April 1 to meet priority-funding date.

An application for financial aid may be completed at any time, but failure to meet the priority date may result in a reduction of aid even though need is demonstrated. The Financial Aid Office will consider all applicants for any award for which they might be eligible. Aid awards are for one year and most are renewable provided reapplication is completed on time, financial need continues, and satisfactory academic progress is maintained. Aid is not automatically renewed each year.

Notification of Award Decisions

- Award decisions for first-year and transfer students who meet the priority date will be sent actual notification beginning in March.

- Financial aid decisions for continuing PLU students are sent to students who meet the priority funding date of April 1. FAFSAs received after April 1 will be sent on a rolling basis thereafter.

Validating the Aid Offer

Aid offers must be validated by returning the signed Offer of Financial Aid. First-year and transfer students must also submit the \$200 advance payment required by the Office of Admission. This should be done as soon as possible, but must be received by May 1. No advance payment is required from continuing students. All students must complete a satisfactory payment arrangement with the Student Services Center. Applicants who do not return their acceptance of an award by the reply date specified will have their awards cancelled. If an applicant later decides to reapply, the application will be reviewed with the group currently being processed.

Aid, with the exception of College Work Study is credited to the student's account when all paperwork has been completed. Half of the award is disbursed each semester. Parents and students are responsible for the charges in excess of the award.

In some cases aid is awarded in excess of direct university charges to help with living expenses. To expedite a refund students can request remaining funds from their account by contacting the Student Services Center.

Under federal regulations, adjustments to an award package must be made if a student receives additional awards of aid from sources external to the university. In every case, however, the Financial Aid Office will attempt to allow the student to keep as much of the award package as possible. By treating aid received from external sources in this way, additional awards from the university's resources can be made to other qualified students.

Rights and Responsibilities

The basic responsibility for financing an education at PLU rests with students and their families. In addition to expected contributions from parents or guardians, students are expected to assist by contributing from their savings and summer earnings. Financial assistance from the university is therefore supplementary to the efforts of a student's family. It is provided for students who demonstrate need.

Additional rights and responsibilities of financial aid recipients include:

- Accept and sign (either electronically on Banner Web or via original hardcopy) your initial Financial Aid Award Letter each year.
- Notifying the Student Services Center in case of a change in credit hours attempted; a change in marital status, a change in residence (off-campus or home); or receipt of additional outside scholarships.
- Providing a copy of their parents' income return (Form 1040) and/or a copy of their own individual income tax return if requested.

- Complete entrance interview if first-time borrower of the Federal Perkins, Nursing or Stafford Loans.
- Have the right to decline at any time any portion of an aid award.

Satisfactory Progress Policy

The policy of the university is to allow students to continue receiving financial assistance as long as they are in good standing. To do otherwise could cause a severe hardship on students who must devote their efforts to achieving satisfactory grades. However, no institutional grants will be awarded to students with cumulative grade point averages below 2.00. Moreover, federal regulations require that after four terms or more of attempted enrollment, students below 2.00 cumulative grade point average will have their federal financial aid revoked. Pacific Lutheran University's Schools of Business and Education require a minimum grade point average of 2.50.

To be given priority for most types of financial aid, an applicant must be enrolled as a full-time student. For Federal Financial Aid programs, a full-time student is defined as any person enrolled for a minimum of 12 non-repeatable semester hours or more per semester. Adjustments in an award may be made during the year if an aid recipient has not enrolled for a sufficient number of credit hours. However, each financial aid recipient must maintain satisfactory academic progress in the course of study he or she is pursuing in order to continue to receive financial assistance awarded by the Pacific Lutheran University Financial Aid Office.

The following requirements are expected of each financial aid recipient:

To make satisfactory progress toward a degree, an undergraduate student must complete 24 semester hours of credit each academic year. For this purpose, an academic year is defined as the fall semester and the spring semester. Financial aid is awarded for 34 hours to complete a bachelor's degree in four years.

For full-time undergraduate students receiving financial aid, the maximum number of credit hours that may be attempted is 192 and the maximum time frame for completing a baccalaureate degree is six years. Even if a student changes his or her major or academic program, only 192 credit hours may be taken qualifying for financial aid, and the maximum time frame of six years for receiving a degree is enforced. Some financial aid programs (e.g., most university gift aid programs) allow aid to be awarded a maximum of four academic years for entering first-year students, and two years for entering transfer students or a maximum of 153 hours.

For part-time undergraduate students, a minimum of 12 credit hours must be completed each academic year and a degree must be achieved within a maximum time frame of 10 years. (The maximum number of credits allowable is 192.)

Undergraduate Need-Based Credit Completion Requirements

Enrollment Status	Minimum per Term	Minimum per year
Full-time	12	24
3/4 Time	9	18
1/2 time	6	12
less than 1/2 time*	All credits attempted	All credits attempted

* Less than 1/2 time enrollment applies to the Pell Grant Program only. Less than 1/2 time enrollment will cause a student's loan to be canceled and may jeopardize deferment status.

Satisfactory progress is reviewed for financial aid purposes after the end of spring semester. For Washington State Need Grants, the Washington State Work Study Program, Educational Opportunity Grant (EOG), Washington Scholars, Wave, TRIO, and any other State of Washington funded program, satisfactory progress is reviewed at the end of each semester.

The following grades do not indicate successful completion of academic credit applicable toward a degree: incompletes (I), withdrawals (W), and grades of E and F.

Any courses in which grades are received are, however, included in the maximum number of credits that may be attempted (192) and are considered to be within the maximum time frame allowable for achieving a degree (six years).

All credits earned by examination, which are applicable toward a degree, will be included in the limitation on credits that can be attempted while eligible for financial aid.

Once a course has been completed successfully, the credit hours earned are counted toward the maximum number of hours that can be taken under financial aid eligibility. If a course is successfully completed more than once, it is counted only once toward a student's degree requirements and toward the maximum number of hours that can be taken under financial aid eligibility.

The university's curriculum includes very few noncredit courses or courses whose credit hours are not applicable to a degree. If any such courses are taken by financial aid recipients, the hours will be included in the limitation on credits that may be attempted and will be considered within the time frame allowable for achieving a degree.

In the event that a student fails to meet the criteria for satisfactory progress during a particular semester, he or she will be placed on financial aid probation. Failure to regain satisfactory financial aid academic status will result in the cancellation of financial aid.

Once unsatisfactory financial aid progress has been determined, students receive official notification. Students who have had their aid denied due to unsatisfactory progress may apply for reinstatement by submitting a letter of petition to the Financial Aid Office.

Students whose financial aid has been denied may petition for reinstatement of their aid in one of two ways:

- They may complete one semester of full-time enrollment using their own financial resources, or
- They may submit an appeal to the Financial Aid Office documenting the unusual circumstances which have made it impossible to make satisfactory progress during the semester in question.

Summer sessions may also be used as terms during which a student on financial aid probation may regain satisfactory academic status. However, students enrolling in summer sessions for this purpose must use their own financial resources and are ineligible for financial aid through the university.

SCHOLARSHIPS, GRANTS, LOANS, & WORK STUDY

Your Aid Package

Students are usually eligible for several different types of aid from various sources; therefore we offer a financial aid "package" of funds. Funds offered will depend on a number of factors, including your status as an undergraduate or graduate student, the funds available at the time you applied, and the amount of your financial need. As you review your offer, refer to the following explanation of the most commonly awarded funds.

Scholarships and Grants

Scholarships and grants are "gift assistance," funds that do not have to be repaid. A student's package includes gift assistance whenever guidelines and funding levels permit. Where applicable, the combination of Tuition Remission and/or other institutionally funded resources (Clergy Dependent, Alumni Dependent, Regents, etc.) cannot be awarded in excess of the PLU tuition cost.

PLU grants or scholarships are awarded for Fall and Spring Semesters only. To receive this assistance you must fulfill all of the following criteria:

- Be admitted to PLU as a matriculating student.
- Enrolled in a minimum of twelve non-repeated credit hours each term.
- Have financial need, unless otherwise noted.
- Be an undergraduate student, unless otherwise noted
- Maintain satisfactory academic progress as defined in the catalog.

*Institutionally-controlled scholarships and grants are provided by the university and/or donors to the university. If it is determined that all or a portion of your award is provided by a designated fund or donor, an updated offer of financial aid will be sent to you, renaming your scholarship/grant award with this funding source. for a complete list of institutionally-controlled scholarships, please visit the PLU Financial Aid website at www.plu.edu/financial-aid.

PLU SCHOLARSHIPS AND GRANTS

(Academic, Artistic, Entitlements and Donor Funded)

The maximum PLU gift amount established for each student

at the time of admission may be met by one or more of the following PLU funding sources:

- Regents' Scholarship
- Provost Scholarship
- President's Scholarship
- Dean's Scholarship
- PLU Academic Scholarship
- Faculty Excellence Scholarship
- Confirmand Award
- Academic Achievement Scholarship
- PLU Access Grant
- Academic Merit
- Artistic Achievement Award
- Phi Theta Kappa Scholarship
- PLU Achievers Matching Grant
- Faculty Merit Award
- Alumni Dependent Grant
- PLU Grant
- Clergy Dependent Grant
- National Merit Scholarship

This gift amount is guaranteed for up to three additional years of undergraduate enrollment, provided the student maintains Satisfactory Academic Standing. If a student transfers credit hours from another school, then the number of terms that gift can be received will be for less than three years.

Examples:

1. Suzie Smith - \$17,000 PLU Gift Award

Aid Package	
\$ 3,000	Artistic Achievement Award
\$12,000	PLU Academic Scholarship
\$ 2,000	National Merit Scholarship
<hr/>	
\$17,000	Total PLU Gift Amount

2. Sam Jones - \$12,000 PLU Gift Amount

Aid Package	
\$ 2,000	Achievers Matching Grant
\$10,000	Academic Scholarship
<hr/>	
\$12,000	Total PLU Gift Amount

All or a portion of the above funds may be renamed at any time during your enrollment to honor a major contributor of scholarship funds at PLU.

Designated Scholarships
(funded by the University or donors)

Some PLU gift assistance has been sponsored by the generosity of one or more donors to the PLU endowment fund. Alumni and friends establish scholarships here because they believe strongly in the value of a PLU education. Donor contributions are largely responsible for the generous level of academic, talent, or need-based scholarships that currently benefit deserving students. Designated (named) scholarships will be awarded throughout the academic year to students who fit specific, donor-designated criteria. In most cases, a named

endowed scholarship will replace a student's existing PLU need-based and/or merit gift award. All named-scholarship recipients are encouraged to write letters of appreciation.

PLU Funded Merit-Based Award
(not dependent upon financial need)

Regents' and President's Scholarships are awarded to freshmen in recognition of outstanding academic achievement, leadership and service in high school and in anticipation of continued excellence at PLU. Students who met the following basic requirements are invited to apply: 3.80+ GPA at the time of admission or 1250+ SAT or 28+ ACT; and US citizen or permanent resident. Application for admission and scholarship materials must be postmarked by December 15.

- **The Regents' Scholarship** is awarded to cover the full cost of tuition up to 17 credits per term (fall and spring) for the academic year and five credits in J-Term. Renewable for three years of continuous undergraduate study provided a 3.30 cumulative PLU GPA is maintained.
- **The President's Scholarship** is awarded for the academic year. Amount varies. Renewable for three years of continuous undergraduate study provided a 3.30 cumulative PLU GPA is maintained.

PLU MERIT SCHOLARSHIPS

Provost Scholarship, Deans Scholarship, Faculty Excellence Scholarship, Academic Achievement Scholarship, Academic Merit Scholarship are awarded to admitted freshman and transfer students, based on academic standing at the time of admission. Student must be U.S. Citizen or permanent resident and have received an offer of admission. Renewable up to three years of undergraduate study for students who enter PLU as freshmen provided a 3.30 cumulative PLU GPA is maintained. Renewable up to three years of undergraduate study for students who enter PLU as a transfer provided a 3.00 cumulative PLU GPA is maintained. Transfer scholarship renewal also depends on the class standing of the student at the time of admission. Exception: Students receiving the Transfer Student Academic Achievement Scholarship must maintain Satisfactory Academic Progress for renewal. Financial need is not a determining factor.

Phi Theta Kappa Scholarships of \$1,000 are granted to entering transfer students with a 3.00+ GPA and proof of PTK membership. Students must be admitted by March 1. The award is renewable for one year during the undergraduate period of study if a 3.00 cumulative PLU GPA is maintained. Financial need is not a determining factor.

National Merit Scholarships are offered for \$1000-\$2000 to NMSQT-PSAT finalists (National Merit Semi-finalist Qualifying Test-Pre-Scholastic Assessment Test). Finalists should inform the National Merit Scholarship Corporation of their intent to enroll at PLU. Winners of a PLU-sponsored National Merit Scholarship will receive scholarship and grant assistance (from all sources) that ranges from one-half to full tuition per year and is renewable for up to three additional

years of undergraduate study. This amount includes the \$1,000-\$2,000 National Merit Scholarship. Financial need is not a determining factor.

International Grants are available to graduate and undergraduate international students attending Pacific Lutheran University. These grants are awarded at a minimum of \$4,000 annually depending on academic merit. International Grants may be awarded to full-time students for a maximum of four years of undergraduate study and/or two years of graduate study. Financial need is not a determining factor.

The Americas Grant is available to citizens of countries in North, Central and South America (excluding United States and permanent residents). The America's Grant is awarded in the amount of \$7,500 annually and requires students to live in a PLU residence hall. This grant is awarded for a maximum of four years undergraduate study and/or two years graduate study. Financial need is not a determining factor.

Nordic Grant is available to citizens of Denmark, Finland, Iceland, Norway or Sweden who are attending PLU full-time. The Nordic Grant is awarded in the amount of \$7,500 annually and requires students to live in a PLU residence hall. This grant is awarded for a maximum of four years of undergraduate study and/or two years graduate study. Financial need is not a determining factor.

Alumni Dependent Grants are awarded to full-time dependent students whose parent(s) attended PLU (PLC) for two semesters or more. Financial need is not a determining factor.

Clergy Dependent Grants are available to dependent children of regularly ordained ministers who are actively serving a Christian congregation full-time. The grant amount is \$1,000 per year (\$500/semester) for four years. Financial need is not a determining factor.

Confirmand Awards are awarded to new incoming freshmen who are confirmed members of churches participating in the PLU Congregation Partnership Program. Students must complete the necessary application materials by January 1st of their senior year in high school. These \$1,000 awards are renewable for a maximum of three years of undergraduate study and are not dependent upon financial need.

Faculty Merit Awards are available to 24 students who have completed 45 credit hours or more at PLU. No separate application is necessary. PLU Faculty recommend individual students for selection. Notification is made in the spring semester for the following year. The award is renewable for one year during the undergraduate period of study. Financial need is not a determining factor.

Access Grants are only awarded to new freshmen whose permanent residence is outside the states of Washington and Oregon. These grants are awarded as part of the financial aid package and are renewable for a maximum of three years. Financial need is not a determining factor.

Army ROTC Scholarships are available to full-time undergraduates. Students must file a FAFSA and meet all PLU GPA standards. Up to full tuition and room/meals possible. Call PLU's ROTC office for information 253.535-8740.

Artistic Achievement Awards are granted to students who have exceptional ability in the fields of Art, Dance, Drama, Forensics, and Music. The award requires recommendation by a PLU faculty member each year and is renewable on the basis of recommendation and participation. Financial need is not a determining factor.

Pacific Lutheran University Matching Scholarship (PLUMS) provides financial assistance for undergraduate students who attend PLU. Through the PLUMS program PLU will match scholarships provided by church congregations or organizations within the church, up to \$1,000. PLUMS applications are required each year. Applications are now available at www.plu.edu/~faid/downloadabledocuments/ on the PLU-Financial Aid web page. Applications may be submitted after March 1 each year. PLUMS has limited funding and will be awarded only until the current year's funds are depleted, or August 15th each year. Church payments must be payable to PLU and received by the Financial Aid Office on or before October 1st each year. PLUMS is available to students for a maximum of four years. Employees and their dependents are not eligible for PLUMS. Financial need is not a determining factor.

Rieke Leadership Awards for up to \$2,000 per year are available to students with 3.00+ GPA and demonstrated leadership or active involvement in a multi-ethnic context. Separate application is required. Contact Student Involvement and Leadership 253.535.7195. Financial need is not a determining factor.

Tuition Remission: Employees of the university are eligible for up to 90% and their dependents are eligible for up to 75 percent tuition remission. Tuition Remission is a university gift resource. Students receiving Tuition Remission may be awarded additional merit and need-based institutional gifts, but only up to the cost of tuition. Receipt of Tuition Remission may serve to adjust or eliminate other institutional aid previously awarded. Financial need is not a determining factor.

PLU Funded Need-Based Awards

Q Club Scholarships are awarded to students on the basis of academic achievement and financial need. Renewal requires a 3.00 cumulative PLU GPA, on time submission of FAFSA each year, and demonstrated financial need.

Dollars for Scholars is a matching gift fund that is available to students receiving scholarships from any Dollars for Scholars chapter. PLU is a Matching Partner School and matches Dollars for Scholars chapter awards up to \$1,000 for students with need. Matching funds are limited. Matching Funds Request Forms must be submitted by DFS Chapter, for consideration. PLU applies both outside scholarship and matching funds toward unmet need. If there is no unmet need, PLU will reduce self-help portions of the aid package first. Dollars for Scholars is a program of ScholarshipAmerica.

University Grants are awarded to students with financial need (who may not qualify for other institutional scholarships). Students must maintain at least a cumulative 2.00 PLU GPA.

Note: FAFSA must be submitted in a timely manner each academic year to reestablish evidence of financial need for need based aid.

Federal and State Funded

Federal Pell Grant is a federally funded grant program to assist students who have demonstrated significant financial need. Students taking 12 hours or more per semester receive a full grant; 9-11 hours receive 3/4 grants, 6-8 hours 1/2 grant, and less than six hours approximately 1/4 grant. If you have been selected for verification, your Pell Grant will remain an estimate until the verification process is completed.

Federal Supplemental Educational Opportunity Grants are federally funded grants awarded on the basis of high financial need. Awarding of the SEOG is usually made first to recipients of the Federal Pell Grant.

Federal Academic Competitiveness Grant (ACG) is a federally funded grant awarded to full time Pell Grant recipients who are US citizens. The grant is awarded to 1st and 2nd year students who are enrolled full time and participated in rigorous secondary school curriculum. A 3.00 GPA must be maintained for renewal in the second year.

National SMART Grant is a federally funded grant awarded to full time Pell Grant recipients who are US Citizens. The grant is awarded to 3rd and 4th year students who are enrolled full time in a 4-year degree program and have maintained a 3.00 GPA. The major fields of study who qualify for this grant are Computer Science, Engineering, Technology, Life Sciences, Mathematics, Physical Sciences, and Designated Foreign Languages.

Washington State Need Grants (WSNG) are available to eligible residents of the State of Washington who attend PLU. These grants are intended for students with high need. Grants are awarded at PLU in accordance with the Washington State Higher Education Coordinating Board policies. Students taking 12 hours or more per semester receive a full grant; 9-11 hours receive 3/4 grant, and 6-8 hours receive 1/2 grant. The grant can be received for a maximum of ten semesters or fifteen quarters. In order to be eligible for the Washington State Need Grant, a student must not be pursuing a degree in Theology. Satisfactory Academic Progress (SAP) is reviewed after every semester. Please contact the Financial Aid Office with any questions about this program. Funding may also be available for those students enrolled in either four or five credit hours. State Need Grant funds can now be deposited directly to your student account. The completed Student Directive for Disbursement of State Aid informs PLU as to your selection of electronic or paper delivery of your State Need Grant Funds. The form is available on the Financial Aid Website: <http://www.plu.edu/~faid/downloadabledocuments/>. Please contact the Financial Aid Office for additional information about this process.

Washington State Educational Opportunity Grants (EOG) are awarded to transfer students with an Associate's Degree or

junior standing. The amount of \$2,500 per year is subject to state funding. Students must apply for EOG prior to attending PLU. Eligibility requirements and the selection process is handled through the Higher Education Coordinating Board. Applicants must be placebound residents of Washington State. Students must be enrolled at least six hours per term. (See SAP.) Download applications from www.hecb.wa.gov/Paying/index.asp. The Student Directive for Disbursement of State Aid is now also required for the EOG Grant. See above for additional information on the Student Directive.

Washington Award for Vocational Excellence (WAVE) is available to students who have completed at least one year in a vocational program approved by the State Board for Community and Technical Colleges. Applicant must be a Washington State resident, a high school graduate, and must maintain a PLU cumulative GPA of 3.00 each term. The award is for two years (four semesters) and the amount varies each year depending on state funding. (See SAP) Download applications from www.wtb.wa.gov.

Washington Scholar's Award is available to students who are "Washington State Scholars" for up to four years, subject to State Legislative adjustment. To renew each year the student must maintain a 3.30 cumulative PLU GPA. The Washington Scholars Program honors three graduating high school seniors from each legislative district each year. For more information visit www.hecb.wa.gov/Paying/index.asp.

Future Teachers Conditional Scholarship and Loan Repayment Program is available to students that are: residents of Washington State, that plan to complete an approved program leading to a residency teacher certificate or an additional shortage subject endorsement, be employed as a certificated classroom teacher in Washington K-12 public schools and attend an eligible college at least half time. Student must not be pursuing or planning to pursue a degree in theology and must submit a complete application by the deadline. For more information, visit www.hecb.wa.gov/Paying/index.asp.

Health Professional Loan Repayment and Scholarship Programs provide additional educational loan repayment assistance to licensed primary care health professionals. The scholarship program provides financial assistance to students training to become primary care health professionals. For more information and to determine eligibility, visit www.hecb.wa.gov/Paying/index.asp.

Perkins and Nursing Need-Based Loans

Student loans allow you to postpone paying for your college expenses until you have completed your education. Loan obligations are described in this section and in the promissory notes. Please read carefully so you can understand all your responsibilities before you accept a loan.

Need-Based Loans

Federal Perkins Loan (funding is limited)

- **Eligibility:** At least half-time (six credit hours) undergraduate or (four credit hours) graduate students with high need.
- **Amount:** Up to \$5,500 for each year of undergraduate study and up to \$6,000 for each year of graduate or professional study.
- **Repayment:** A fixed interest rate of 5%. There is a nine-month grace period after the student graduates, withdraws, or drops to less than half-time attendance. Principal and interest payments begin at 12 months. Deferrals available for student status, economic hardship, select volunteer services and pre-cancellation borrowers
- **Comments or Conditions:** Recipients are required to complete an entrance counseling program (<https://ipromise.campuspartners.com>) before loan funds will be disburse. The program will be available for all borrowers after the first week of classes. An email will be sent to these borrowers with instructions on how to complete this process. All loans not signed for will be cancelled. Priority is given to undergraduate students. The total loan may be forgiven or teaching in low-income population areas, teaching the disabled, or teaching in a Federal Head State program. Additional loan cancellation conditions exist.

Perkins Loan Online Entrance Instructions

- Go to the PLU homepage at www.plu.edu.
- Click on **DIRECTORIES** at the top of the webpage
- Under Departments, Offices and Organizations, type [FINANCIAL AID](#)
- Choose [FINANCIAL AID](#)
- Click on [TYPES OF FINANCIAL AID](#) (left side of the screen)
- Click on [LOANS](#) and then [PERKINS LOANS](#) (left side of the screen)
- Scroll down to [HOW TO APPLY](#) and then click on the <https://ipromise.campuspartners.com> link
- Click on [ENTER HERE](#). The IPromise Program will guide you through the Student Loan Counseling, Entrance Interview, Total Indebtness Disclosure, and the Master Promissory note signing.

NOTE: You must complete all four steps in the IPROMISE PROGRAM before the funds will be disbursed to your account.

Federal Nursing Loan (funding is limited)

- **Eligibility:** Student enrolled at least half-time (six credit hours for undergraduate students, four for graduate students) in School of Nursing (except pre-nursing). Preference given to LPN students.
- **Amount:** Up to \$4,000
- **Repayment:** A fixed interest rate of 5%. There is a nine-month grace period after the student graduates, withdraws, or drops to less than half-time attendance. Principal and interest payments begin at 12 months.
- **Comments or Conditions:** Recipients are required to complete an entrance counseling program (<https://ipromise.campuspartners.com>) before loan funds will be disbursed.

[campuspartners.com](https://ipromise.campuspartners.com)) before loan funds will be disbursed. The program will be available for all borrowers after the first week of classes. An email will be sent to these borrowers with instructions on how to complete this process. All loans not signed for will be cancelled. Priority is given to undergraduate students.

Nurse Faculty Loan Program

- **Eligibility:** NFLP loans are awarded to students enrolled full-time in an eligible advanced degree program (masters or doctoral) in nursing.
- **Amount:** Up to the cost of tuition and fees
- **Repayment:** When the repayment period begins on the loan, the school is responsible for collecting payment from the loan recipient.
- **Comments or Conditions:** Loan recipients must agree to complete the education program, and following graduation, may cancel up to 85% of the NFLP loan while serving as full-time nurse faculty at a school of nursing. The recipients of this loan are required to make an appointment to come into the Student Loan Office (Business Office) each semester to sign for this loan. Call 253.535.8361 for an appointment. It is preferred that the students come in during the week before or week after the semester begins.

Federal Family Education Loans

One or more of the Federal Family Education Loans (FFELP) may be listed on your offer. You may accept or decline these loans separately. Federal Stafford or PLUS Loans are obtained from a lender via an electronic application certified by the Financial Aid Office. After we have certified your application, first time borrowers (and borrowers switching lenders) must complete and sign an application/promissory note. To do so, go straight to your lenders electronic application/promissory note (a web link to a number of our primary lenders can be found on our web site www.plu.edu/financial-aid). If you previously borrowed a FFELP loan at PLU within the past four academic years, you will not need to sign another promissory note. Contact your lender or our Student Services Center if you wish to complete a paper application. Loan funds are electronically transmitted to the university by all lenders found on our Lender List.

If you are borrowing FFELP for the first time, you must complete an entrance counseling session before loan funds can be released to your account. Not completing a session will result in the loan funds being returned to your lender, causing a possible delay in settling your account and possibly incurring additional finance charges. The entrance interview can be completed at mappingyourfuture.org.

Subsidized Federal Stafford Loan

- **Eligibility:** At least half-time (six credit hours) undergraduate or (four credit hours) graduate students
- **Amount:** Up to \$3,500 per year for first year students; \$4,500 for sophomores; \$5,500 for juniors and seniors; \$8,500 for graduate students.

- **Repayment:** A fixed interest rate of 5.4% for undergraduate students (6.8% for graduate students) with monthly principal and interest payments beginning six months after you graduate, withdraw, or drop to less than half-time attendance
- **Comments or Conditions:** The federal government pays the interest on your loan on your behalf until you enter repayment. You are responsible for selecting a lender (a list of participating lenders can be found at www.plu.edu/financial-aid). You have the option to select a lender not posted on this list if it is participating in the Federal Stafford Loan Programs.

Non-Need Based Loans

Unsubsidized Federal Stafford Loan

- **Eligibility:** Students attending at least half-time (six credit hours for undergraduates, four credits for graduate students) who do not qualify for all or part of the maximum Subsidized Federal Stafford Loan.
- **Amount:** All dependent undergraduate students are eligible for up to \$2,000 per year. Dependent students deemed to be ineligible for any portion of their subsidized Stafford Loan limit for the year may borrow that portion in the unsubsidized Stafford Loan. Independent undergraduate students are eligible for an additional \$4,000 per year for freshmen and sophomores, or \$5,000 per year for juniors and seniors. Graduate students are eligible for up to \$12,000 per year.
- **Repayment:** A fixed interest rate of 6.80% and monthly principal payments begin six months after you graduate, withdraw, or drop below half-time attendance. Unsubsidized means you are responsible for the accruing interest on the loan, which begins on the date the loan is disbursed; however, interest payments may be deferred until you enter repayment.
- **Comments or Conditions:** Financial need is not a requirement. You are responsible for selecting a lender (a list of participating lenders can be found at www.plu.edu/financial-aid and as a drop-down selection when you accept your offer online at Banner Web). You have the option to select a lender not posted on this list if it is participating in the Federal Stafford Loan Programs.

Federal PLUS Loan

- **Eligibility:** Parents of dependent student.
- **Amount:** Parents may borrow up to the full cost of their student's college education minus the amount of any financial aid the student is receiving.
- **Repayment:** A fixed interest rate of 8.50% and monthly principal and interest payments begin within 60 days after the final disbursement of funds. (Interest begins accruing from the date the funds are first disbursed.
- **Comments or Conditions:** Financial need is not a requirement for this loan program. Parents must have an acceptable credit record to qualify. Either (or both) parents may borrow this loan for the student. The parent is responsible for selecting a lender from Washington state's two Parent PLUS Loan Lenders. Your parent must apply directly to their chosen lender's website to apply for a

Parent PLUS Loan. An application/promissory note must be completed online at that time. If your parent is not approved for this loan, then the student will be eligible for additional unsubsidized Stafford Loan. See Additional Unsubsidized Federal Stafford Loan listed below.

Federal Grad PLUS Loan

- **Eligibility:** Graduate students attending at least half-time (four credit hours). To be eligible, students must complete the Free Application for Federal Student Aid (FAFSA) and accept the maximum Federal Stafford Loan before borrowing a Grad PLUS Loan.
- **Amount:** Cost of attendance minus any other financial aid received by the student.
- **Repayment:** Repayment on the loan principal begins within 60 days of the loan's final disbursement for the year. You may defer your payment obligations while you are in-school. Check with your lender about the in-school deferment option.
- **Comments or Conditions:** This loan has an 8.5% fixed interest rate set by the federal government. You are responsible for selecting a lender (a list of participating lenders is available online at www.plu.edu/financial-aid). You have the option to select a lender not posted on this list if it is participating in the Federal Stafford Loan Programs.

Additional Unsubsidized Federal Stafford Loan

- **Eligibility:** Dependent student whose parents are denied a PLUS Loan.
- **Amount:** Up to \$4,000 per year for freshmen and sophomores and \$5,000 for juniors and seniors.
- **Repayment:** A fixed interest rate of 6.80% and monthly principal payments begin six months after the student graduates, withdraws, or drops to less than half-time attendance. Unsubsidized means you are responsible for the accruing interest on the loan, which begins on the date the funds are first disbursed; however, interest payments may be deferred until you enter repayment.
- **Comments or Conditions:** Financial need is not a requirement. You are responsible for selecting a lender (a list of participating lenders can be found at www.plu.edu/financial-aid). You have the option to select a lender not posted on this list if it is participating in the Federal Stafford Loans Programs.

Alternative Loans (not part of the Federal Family Education Loan Program)

- **Eligibility:** All independent/dependent students must meet lender specific creditworthy criteria which may require a cosigner.
- **Amount:** Up to the Cost of Education minus Financial Aid offered.
- **Comments and Conditions:** Various Alternative Loans are provided for all students, including those not qualifying for Title IV aid. Please see the PLU Financial Aid Web Site for information on Alternative Loan Lenders: www.plu.edu/~faid/typesofaid/loans/alteratrive.html.

Federal and State Work Study

The primary goals of work-study programs are to help you earn part of your financial aid through employment that will prepare you for a career when you graduate. Unlike all other aid, earnings will not be deposited to your account. Earnings are paid by check just like any part-time job.

Your Offer of Financial Aid will list your work-study eligibility. If you have been offered Federal Work-Study, your employment will generally be on-campus. Eligible upper-division students (juniors and seniors) will often be offered State Work-Study, which attempts to place you in a position off campus, related to your career or academic area of interest.

Federal Work Study

Eligibility for this program allows you to work at most campus job. Campus jobs are available on first-come, first-serve basis. You don't need to sign up. You can find postings for open positions on the Student Employment website. Campus jobs will normally pay between 8.55 and \$10.00 per hour. They are convenient, do not require transportation and usually offer flexible schedules. Paychecks are available through direct deposit or for pick up at the Business Office (see published pay dates) around the 25th of each month.

You may not exceed 20 hours per week when classes are in session and 40 hours during vacations and breaks. The average PLU student works 13 hours per week. Before you can work on campus, you must complete Federal I-9 and W-4 forms. A Passport, Picture ID, and an original Social Security Card or Birth Certificate (original or certified copies) are the documents presented most often by students to complete the I-9. A complete list of acceptable documents is listed on the back of the I-9 form. These forms are to be completed in the Student Employment Office and only need to be completed one time while employed as a student employee at PLU.

Washington State Work Study

State Work-Study is a complementary program to your academic or career interests. Before you talk to a State Work Study employer, you **must obtain a referral form** from the Student Employment Office, Student Services Center or the Financial Aid Office.

State Work-Study is used to employ PLU students with for-profit and non-profit employers in the local community. Job referrals are made with the intent to give you an opportunity

to work in a position that is within or related to your career or academic interest. The program offers to reimburse an employer 65% to 100% of your earnings if they create a position that has academic relevance or career interest for you. Because of the reimbursement and the paraprofessional nature of the positions, salaries are normally higher than campus jobs. Most jobs will pay between \$9.00 and \$12.00 per hour.

Students can work a maximum of 19 hours per week when classes are in session and 40 hours per week during vacation and breaks.

Remember

- You must be enrolled at least six credits and maintain satisfactory academic progress to work.
- Work-Study eligibility is neither a guarantee nor an assignment of a job. The Student Employment Office does not provide job placement services.
- You may not begin working until all of the appropriate employment forms are processed.

Veterans Affairs and Vocational Rehabilitation

Pacific Lutheran University's academic programs of study are approved by the Washington State 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 USC.

Veterans, widows, widowers, and children of deceased or disabled veterans who wish to inquire about their eligibility for benefits should contact the Regional Office of the Veterans Administration, Federal Building, 915 Second Avenue, Seattle, WA 98174. Persons within the State of Washington may telephone 800-827-1000.

Students should gain admission to the university and see the university's Veterans Affairs Coordinator before making application for benefits. Students are required to register at the Veterans Affairs Coordinator's Office located in the Student Services Center (Room 102, Hauge Administration Building), before each term to insure continuous receipt of benefits.

Named Endowed/Restricted Scholarships

To view a complete list of the Pacific Lutheran University Named Endowed/Restricted Scholarships, see the Office of Financial Aid webpage at www.plu.edu/financial-aid.



Tuition, Fees and Payment Information

UNDERGRADUATE TUITION RATES 2009-2010

Semester/Term	Semester Hours	Full Time	Cost
Summer 2009	1 or more	-	\$525 per semester hour, unless otherwise noted
Fall or Spring	1 - 11	No	\$880 per semester hour
Fall or Spring	12 - 17	Yes	\$14,050 per semester
Fall or Spring	More than 17	Yes	\$14,050 per semester + \$880 per semester hour for each semester hour over 17
J-Term	1 to 5		If registered full time for Fall or Spring, one to five semester hours are at no additional charge. Semester hours over five are charged at \$880 per semester hours
Credit by Examination	1	-	\$300
(Students who earn Credit by Examination are charged the following in addition to tuition)	2	-	\$500
	3	-	\$700
	4	-	\$900

GRADUATE TUITION RATES 2009-2010*

Semester/Term	Semester Hours	Full Time	Cost
Summer, Fall, J-Term or Spring	1 or more	-	\$888 per semester hour

***Disclaimer:** Students enrolled in a PLU cohort program are charged the cohort price per credit hour for cohort program courses and the standard undergraduate or graduate price per credit hour for courses not included in the cohort program. Please contact the Student Services Center for cohort program pricing information.

Note: Study Away students pay a program fee (not PLU tuition) specific to the individual program sites. Contact the Wang Center for Global Education for complete details.

Charges, Fees and Fines

Course Fees

These fees are charged in addition to tuition. The class schedules for each term lists the individual course fee amounts.

Educational Placement Fee

A one-time Educational Placement Fee of \$50 is charged in the last term of the Bachelor of Arts in Education (B.A.E.) program. Another educational fee of \$89 is for the online portfolio system that is used through out the programs in the Department of Instructional Development and Leadership.

Graduation Processing Fee

A \$75 fee is charged to baccalaureate and master's degree candidates. The fee is charged to the student's account during the semester/term the application is submitted and is due at that time. The fee is charged everytime a student applies for graduation. The fee for lost or replacement diplomas is \$55.

Student Health Insurance Plan Fee

All domestic full-time undergraduate students and all full-time and part-time undergraduate and graduate International students are required to have health insurance. Students are automatically enrolled and billed for this plan. A student may waive-out if you have a comparable plan. Domestic students

can only waive out online at www.eila.org/plu no later than the 10th day of class by midnight in the semester you begin. A confirmation email will be sent once the student has completed the process. This is the only documentation PLU accepts as proof the student completed the waive-out. International students must have their insurance company complete the compliance form found at www.plu.edu/~fiop/student-health/home.

This form must be received no later than the 10th day of class by midnight in the semester the student begins. Waive-out is required each academic year the student attends PLU. The cost for domestic students is \$400. The cost for international students is \$750.

Health Center Charges

Health Services will charge a student's account, or a student may pay directly, for immunizations, lab work and prescriptions.

Late Registration Fee

Students adding or withdrawing from a course(s) after the last day of the listed add/drop deadlines for a specific term or semester will be assessed a \$50 Late Registration fee per transaction. These dates are listed in class schedules for each semester or term.

LuteCard Fee

A fee of \$20 is charged to replace lost or stolen student IDs. If an ID card has been damaged, it must be brought to the Concierge Desk and replaced for a fee of \$5.

Orientation Program Fee

On the Road is an orientation program expected of all new students. Select On the Road trips include nominal fees that are noted at the time of trip registration. When requesting to participate in On the Road trips with fees, students agree to incur that the trip's fee will be billed to their student account by Student Involvement and Leadership.

Private Music Lesson Fees

These fees are charged in addition to tuition.

Credit Hours	Fees
1 credit hour	\$200
2 or more credit hours	\$400

Parking and Vehicle Registration Fees

Parking on the PLU campus is by decal only. Students must register their vehicles within 48 hours of the vehicle being brought to campus. Registration decal rates are published at www.plu.edu/~csin/. Failure to register will result in a fine.

Alternative Transportation Subsidy

PLU encourages students and with benefits faculty/staff to use alternative transportation by subsidizing the cost of a transit pass and by providing carpool and bicycle parking. PLU pays \$49 a month per eligible commuter towards the purchase of a transit pass. A description of the transit benefit program and application are online at www.plu.edu/~commute.

Apply for a carpool parking pass by registering your carpool at Campus Safety. For more information on using alternative transportation, see www.plu.edu/~commute.

Unpaid Fine

Unpaid fines such as those for parking violations, overdue library materials, etc., will be charged to the student account. Students must pay these fines as incurred to avoid interest charges and financial holds.

Special Course Fees

Check online at www.plu.edu under Current Students, Academics, and Interactive Schedule to view additional course fees.

TRANSCRIPT FEE

253.535.7135

www.plu.edu/~ssvc/transcript.html

Unofficial and official transcripts are processed by the Student Services Center. There is a \$5 fee for each official transcript. Unofficial transcripts (up to two at a time) are issued at no charge. A written request including the **actual signature** is required for all transcripts. Requests can be faxed, mailed or sent via email. Requests sent via email must include a scanned attachment with the actual signature. Transcript Request Forms are available in the Student Services Center

or can be downloaded on the website listed above. Processing time for official transcripts can range from one to five days depending upon peak periods. Faxed requests should be sent to 253.538.2545 with a signature and payment. Transcripts cannot be charged to a student's account.

If an account is on any type of hold, requests for either unofficial or official transcripts will be mailed back with information regarding the appropriate office to contact. It is the student's responsibility to resolve the hold and resubmit the request.

HOUSING CHARGES, FEES AND DISCOUNTS

Room and Meals

- All single full-time (12 semester hours) undergraduate students must live on campus in university housing unless they are: (a) living with their parent, legal guardian, or child, or (b) at least 20 years old or have completed 60 semester credit hours by September 1 (for the next fall semester), or February 1 (for the next spring semester).
- Except for residents of South Hall, all students with an active housing assignment are required to be enrolled in a university meal plan during the academic year.
- Summer room pricing is listed at www.plu.edu/~rlif/.

Room Charges

Type of Room	Cost per Semester
Double Room (2 or more people)	\$2,070/semester
Single/Single (1 person in a 1 person room)	\$2,545/semester
Single/Double (1 person in a 2 person room)	\$2,645/semester

Although there is no J-Term charge for students residing on campus for Fall or Spring semesters, students must cancel their J-Term housing if they are residing on campus for less than seven days during J-Term. Students with an active housing contract for J-Term must have a meal plan. For J-Term room costs only, contact the Residential Life Office.

- South Hall is an alternative residential option with various apartment sizes, styles and costs. Contact the Residential Life Office for information and applications.
- Limited housing is available on a daily fee basis during Winter break. Students may remain in their rooms during Spring break.
- Applications for single rooms and other special housing requests should be addressed to the Residential Life Office at 253.535.7200 or emailed to rlif@plu.edu.

Meal Plans

With the exception of Kreidler and South Hall residents, students living on campus must enroll in one of the following four plans: The Mega, The Lute Choice, The Light or the Mini. Kreidler Hall residents must enroll in one of the four plans or The Kreidler plan. South Hall residents are not required to purchase a meal plan, but are encouraged to purchase a meal plan tailored to their needs.

Each of the four main meal plans combines seven all-you-care-to-eat meals per week with varying amounts of declining balance dollars. Explanations about the individual meal plans can be found on the Dining & Culinary Services website at: <http://www.plu.edu/~dining>.

Fall 2009 and Spring 2010 Meal Plan Options

<i>Meal Plan</i>	<i>Cost</i>
The Lute Choice	\$2,005
The Light	\$1,935
The Mini	\$1,660
The Mega (Super)	\$2,110
The Kreidler Plan (commuter./South Hall/ Kreidler students only) (Dining \$\$ only)	\$430

J -Term 2010 Meal Plan Options

<i>Meal Plan</i>	<i>Cost</i>
The Lute Choice	\$450
The Light	\$425
The Mini	\$350
The Mega (Super)	\$475
The Kreidler Plan (commuter./South Hall/ Kreidler students only) (Dining \$\$ only)	\$120

The Kreidler Plan: The lowest minimum required meal plan available to Kreidler residents. This plan is also available to commuter students and South Hall residents. This plan contains only Dining Dollars, no all-you-care-to-eat (AYCTE) meal periods are included. You may use your Dining Dollars to purchase a meal during AYCTE meal periods.

BILLING AND PAYMENTS

Rights and Responsibilities

Upon admission to or registration with the university, the student and/or his or her parent(s) or legal guardian, agrees to accept responsibility and the legal obligation to pay all tuition costs, room and meal fees, and any other fees incurred or to be incurred for the student’s education. In addition, the student and/or his or her parent(s) or legal guardian is required to complete and submit a Payment Contract to the university each academic year. The university agrees to make available to the student certain educational programs and the use of certain university facilities, as applicable and as described in this catalog. A failure to pay when due all university bills shall release the university of any obligation to continue to provide applicable educational benefits and services, including, but not limited to, the right for further registration, statements of honorable dismissal, grade reports, transcripts or diplomas. The student shall also be denied admittance to classes and the use of university facilities in the event of default.

Payment Information

Payment may be made in the form of cash; personal, business, or cashier’s check; money order; wire; or debit or credit card (VISA, Discover, or MasterCard). Credit card payments may be made by telephone 24 hours a day on the Business Office secured line at 253.535.8376. Mail payments with billing

statement remittance stubs to Pacific Lutheran University, Attn: Business Office Cashier, Tacoma, WA 98447 or deliver payments to the PLU Business Office in Hauge Administration Building, Room 110. Checks should be made payable to Pacific Lutheran University. Please do not mail cash.

Billing Questions

Questions regarding the student bill should be directed to the Student Services Center. The university must be contacted in writing within 60 days of the statement date of the first bill on which the error appeared. After 60 days it is presumed that there were no errors and the billing was correct.

Lute Discount

A \$75 discount, per semester (fall and spring), from tuition and other costs will be applied to the student account if the specific criteria for eligibility of the discount is met and a Lute Discount Form is submitted. The Lute Discount Form is mailed with the Fall Student Pre-Bill Statement in July and the Spring Student Pre-Bill Statement in December.

Payment Options

- Payment in Full: Must be made by the 25th of the month preceding each term (Fall, J-Term and Spring) or by the first day of each summer term.
- Financial Aid and Other Resources Cover Costs: Student grants, scholarships, loans and other resources listed on the Offer of Financial Aid exceed total university charges for the academic year.

Monthly Payment

- Interest-free monthly payments made to Tuition Management Systems (TMS), our third-party administrator
- Enrollment fee for the eight or ten month annual plan is \$60
- Enrollment fee for the four or five month semester plan is \$42.

The university has the right to cancel a TMS payment plan after the second monthly payment is missed. A 1.5 percent monthly interest charge or a minimum of \$2.00 will be assessed by the university on the canceled plan amount and payment plan hold may be placed on the student account.

Missed Payments

- Past due balances are subject to a 1.5 percent monthly interest charge or a minimum of \$2.00.
- Failure to make payment as agreed upon in the payment contract will result in a financial hold being placed on the student account.
- It is the student’s responsibility to see that all financial aid accepted on the Offer of Financial Aid is credited to their student account. Financial aid includes but is not limited to loan applications, verification forms, entrance counseling, etc. All financial aid and other resources must be applied to your student account by September 30, 2009 for fall and February 28, 2010 for spring.
- Student accounts that are 60 days delinquent may be referred to a third-party collection agency.
- Students currently enrolled who have been sent to a collection agency will be withdrawn from the university effective immediately. Students will receive a W grade on their transcripts.
- All collection costs, attorney fees, and interest incurred and allowable under federal and Washington state statutes and

laws will be charged to the student by the collection agency and are the responsibility of the student to pay.

- A student account that has been sent to collections will have a permanent Collection Hold, even after the account is paid in full. If the student wishes to return to the University, he/she must pay in full all of their estimated charges prior to registration. Clearance to return to the University is issued by the Accounts Receivable Department.

Advance Payment

A \$200 advance payment is required of new undergraduate students to confirm their offer of admission. The payment is refundable until May 1 for fall, December 1 for the January term, and January 1 for spring. Requests for a refund must be made in writing to the Admission Office.

Returning students wanting to reserve a room for the following year must sign a Housing Contract. Cancellations must be submitted in writing to the Residential Life Office. Cancellations received by June 1 will not be subject to a penalty. Cancellations received between June 2 and July 1 will be subject to a \$200 penalty charge. Cancellations received after July 1 will be subject to a \$400 penalty charge.

Credit Balances

If a credit balance occurs on a student account, the university calculates and issues refunds according to pertinent federal, state, banking and university regulations. Title IV, HEA program funds are refunded according to the Code of Federal Regulations 34 CFR Ch. VI Section 668.164. Bankcard payments are refunded, to the extent of the original payment(s), back to the bankcard that made the original payment(s). Checks are issued for all other refunds. Refund requests are processed by the Student Services Center.

Student Holds

There are 27 types of holds that are placed on student accounts and records for different circumstances. Each hold prevents basic University privileges, such as, but not limited to the right to register, add/drop classes, cash checks or receive copies of unofficial/official transcripts or a diploma. Listed below are the types of holds that are placed on accounts and the offices to contact regarding them.

Types of Hold	Responsible Office
Admission	Admission
Academic	Registrar, Residential Life or Student Life
Academic Probation	Academic Advising
Academic Standing	Registrar
Collection	Accounts Receivable
Collection Paid	Accounts Receivable
Collection Perkins Loan	Student Loans
Collection Write-Off	Accounts Receivable
Credit Balance	Accounts Receivable
Exit Interview	Student Loans
Financial	Accounts Receivable

Types of Hold	Responsible Office
In School Promissory Note	Accounts Receivable
International	Admission
Junior Review	Registrar
Medical	Health Services
Monthly Payment	Business Office
No Address	Student Services Center
Non-Sufficient Funds	Accounts Receivable
Out of School Promissory Note	Accounts Receivable
Payment Option	Student Services Center
Pre-Collection	Accounts Receivable
Residential Life	Residential Life
Restricted from Campus	Campus Safety
Student Life	Student Life
Transcript	Registrar
Veteran	Student Services Center
Write-Off	Accounts Receivable

For description on holds not listed, you may contact the Student Services Center for assistance.

Academic Hold

The Registrar’s Office, Student Life Office or Residential Life Office can place an account on academic hold. Registration for classes is precluded until any pending matter with those offices is settled.

Collection Hold

The collections holds will permanently remain on a student account. Any student wishing to return to the university must pay in full all of their estimated charges prior to registration. Clearance to return to the university is issued by the Accounts Receivable Department.

Credit Balance Hold

Any student with a credit balance on their student account who is not registered for a future term or is listed as a graduating senior will be placed on a Credit Balance Hold. The Revised Code of Washington (RCW) 63.29 Uniform Unclaimed Property Act requires the university to forward all unclaimed student account balances to the Washington State Department of Revenue unless the student requests a refund or donates their credit balance to the university.

Financial Hold

If a student account is past due, a financial hold will be placed.

Medical Hold

A medical hold prevents a student from registering if Health Center has not received the Medical History Form or if the student does not have the necessary immunizations.

No Address Hold

All students are required to keep a current permanent address with the university. If mail becomes undeliverable, an address hold will be placed.

Non-Sufficient Funds Hold

Any student who has written two non-sufficient funds checks or has had checks returned for other reasons will be permanently placed on a Non-Sufficient Funds Hold. Any student with this hold is prohibited from writing checks to any University department.

Payment Option Hold

All students are required to sign a payment contract and select a payment option for each academic year they attend. The Payment Contract form may be obtained through the Student Services Center.

Pre-Collection Hold

Any student with a delinquent student account balance who is not registered for a future term will be placed on a Pre-Collection Hold and assessed a \$25.00 pre-collection fee.

WITHDRAWALS

Withdrawal From a Single Course

Tuition and fees will not be refunded for single course withdrawals occurring after the last day to add/drop without fee for a term. These dates are listed in the class schedules for each term. If the student does not wish to continue a course after the add/drop period, the student must withdraw from the course. The student must obtain the instructor's signature on an Add/Drop/Withdraw Form and submit it to the Student Services Center. A \$50.00 late registration fee is charged for each transaction after the last day to add/drop.

Official Full Withdrawal

Notice of withdrawal from the University must be given in writing to the Student Services Center. Oral requests are not acceptable. Charges will remain on the student account until written notice is received.

Medical Withdrawal

Students may also withdraw completely from the university for a term for medical reasons. The student must complete a Medical Withdrawal Petition, provide written evidence from a physician and a personal explanation to the Vice President for Student Life. This must be completed in a timely manner and in no case later than the last day of class in any given term. If granted, the grade of "WM" will appear on the student's transcript. Physician clearance is required prior to re-enrollment. For more information contact Student Life, 105 Hauge Administration Building, 253.535.7191 or slif@plu.edu.

REFUNDS

Fall & Spring Tuition

- 100 percent tuition refund prior to the first day of class
- Refunds prorated on a daily basis beginning the first day of class until 60 percent of the semester has elapsed
- Once 60 percent of the semester has elapsed, there is no tuition refunds

Summer & J-Term Tuition

- 100 percent refund up to the last day to add/drop without fee for term (dates listed in Class Schedules)
- No refund after the last day to add/drop without fee for term (dates listed in Class Schedules)

Summer, Fall, J-Term & Spring Course Fees

- 100 percent refund prior to the first day of class.
- No refund beginning the first day of class.

Summer, Fall, J-Term & Spring Housing and Meal Plans

- Housing refunds prorated on a daily basis.
- Meal plan refunds prorated on a weekly basis.

Insurance Fee Refund Policy

- PLU Student Health Insurance is not refundable with exception for the following:
- Government financial aid policies are observed where applicable for fees funded by government financial aid resources.
- Insurance fee is refundable, on a pro-rated basis, for compulsory military deployment.
- The university may reverse the insurance fee, as it would reverse tuition and other fees for a student who has never attended (NA) a class and whose status is noted in the registrar's office as NA.

Policies and Procedures Relating to the Return of Title IV and Institutional Financial Aid Funds if a Student Withdraws from the University

The university calculates and returns Title IV funds according to Federal Title IV policy 34CRF 668.22. The amount of Title IV funds (other than Federal Work Study) that must be returned to the Title IV programs is based solely on the length of time the student was enrolled before withdrawing. This policy is effective for complete or full withdrawal from a semester in which a student receives Title IV federal funds.

For fall and spring semester only, if a student withdraws before 60 percent of the semester has elapsed, a percentage of Title IV funds will be returned to the federal program based on the length of time the student was enrolled before withdrawal. After 60 percent of the semester has elapsed, the student is considered to have used all aid received for the semester.

The return of Title IV funds is dependent upon the date a student withdraws during the semester.

Withdrawal date is defined as one of the following:

- The date the student began the withdrawal process; the date the student otherwise provided the school with official notification of the intent to withdraw; or
- For the student who does not begin the university's withdrawal process or notify the school of the intent to withdraw, the midpoint of the payment period or period of enrollment for which Title IV assistance was disbursed (unless the university can document a later date); If attendance is taken, the withdrawal date is determined from the attendance records.

The university will:

- Determine date of withdrawal
- Calculate the percentage of aid deemed to have been used by the student
- Calculate the percentage of aid not used by the student, which must be returned to federal programs.

Order of Return of Title IV Funds:

If the withdrawal date results in a percentage of used Title IV aid, then the return of Title IV aid will occur in the following order:

- Unsubsidized Federal Stafford loans
- Subsidized Federal Stafford loans
- Federal Perkins loans
- Federal PLUS loans
- Direct PLUS loans
- Federal Pell grants
- Federal SEOG grants
- Other assistance under this Title for which a return of funds is required.

Procedures for Obtaining a Refund Upon Full Withdrawal from the University

- Student requests withdrawal approval from the Registrar’s Office via the Student Services Center, using a withdrawal form.

- Financial Aid processes the student withdrawal request according to the Federal Title IV policy 34CFR 668.22. Aid will be revised according to published federal policy.
- The Registrar’s Office makes a tuition adjustment, if applicable, to the student account for the percentage of tuition allowed to be refunded for that time period during the term (as determined by the Registrar’s Office and the University Tuition and Course Fees Refund Policy).
- Examples of the Return of Title IV Funds if a student withdraws are available in the Financial Aid Office.

Note: *Please be aware that a tuition refund due to withdrawal from the university can adversely affect what is owed to the university by the student. A tuition adjustment is applied to the student account, but aid is also adjusted, sometimes creating a larger owing balance. Students should check with the Financial Aid Office to determine the effect a withdrawal will have on their student account.*





Graduate Studies

253.535.7126

www.plu.edu/~graduate

Steven Starkovich, Ph.D., Acting Provost and Dean of Graduate Studies

Laura Polcyn, Ed.D., Associate Dean for Graduate Studies and Special Academic Programs

This section contains information about Pacific Lutheran University graduate programs.

Pacific Lutheran University offers graduate programs in advanced professional education within a context of the liberal arts tradition. Master's degree programs in business, creative writing, education, marriage and family therapy, and nursing challenge students to increase their understanding and competence in theory, research and practice. Graduates are prepared to become thoughtful and effective leaders in their professions and communities. Graduate students have the opportunity to study in unusually close and supportive working relationships with full time doctorally-prepared faculty and professionally qualified part-time practitioners. On behalf of the dean of graduate studies, the associate dean coordinates the work of the programs that provide graduate-level instruction.

MASTER'S DEGREES OFFERED

The Master of Arts in Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE).

The Master of Arts (Marriage and Family Therapy) is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy.

The Master of Business Administration is accredited by the AACSB International - The Association to Advance Collegiate Schools of Business.

The Master of Fine Arts (Creative Writing) is a low-residency program in the fields of poetry, fiction and creative nonfiction intended for independent adults who wish to develop and pursue careers as writers.

The Master of Science in Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE) and Washington State Nursing Care Quality Assurance Commission.

The Dual M.S.N./M.B.A. program is offered in a compressed format.

Admission

253.535.7151, 800.274.6758

www.plu.edu/~graduate/admission

Pacific Lutheran University welcomes applications from students who exhibit capacities for success at the graduate level. Applicants must present evidence of scholastic ability and demonstrate qualities of good character in order to be accepted for admission. The dean of graduate studies reserves the right to admit, deny or withdraw admission for any applicant/student based on an individual's meeting these criteria. Admission decisions are made by the dean of graduate studies upon recommendation of the associate dean and the person responsible for graduate admission in each academic unit. Applications for admission are evaluated without regard to race, color, creed, religion, gender, national origin, age, mental or physical disability, marital status, or sexual orientation.

Students seeking admission to any graduate program must hold a bachelor's degree from a regionally accredited college or university. Applicants for the M.F.A. in Creative Writing may hold a bachelor's degree or equivalent professional certification. A cumulative undergraduate grade point average of at least 3.00 (on a 4.00 scale) is required for admission as a regular status graduate student. Those students with an average of less than 3.00 may be granted provisional status and will not be considered for admission to regular status until they have demonstrated their ability to do graduate work by completing a minimum of 8 semester hours of work with a cumulative grade point average of at least 3.00.

At the minimum, all application evaluations are based on scholastic qualifications, a statement of professional goals, letters of recommendation, and preparation in the proposed field of study. Some graduate programs may require additional evidence for admission including, but not limited to, autobiographical statements, personal interviews, standardized tests, or other evidence of professional accomplishment. Listings for each program detail these additional admission requirements.

Applicants must request from each previously attended institution of higher learning (undergraduate and graduate) an official transcript to be sent by the institution directly to the Office of Admission at PLU.

Refer to individual programs for application deadlines. Application packets are available from the Office of Admission, the individual graduate program or on the website at www.plu.edu/~graduate/admission.

In summary, the following items must be on file in the Office of Admission before an applicant will be considered for admission:

- The completed application form.
- A statement of professional and educational goals.
- A résumé.
- The \$40.00 non-refundable application fee.
- An official transcript from each institution of higher learning attended. All transcripts must be sent directly to the Office of Admission at PLU from the institution providing the transcript.
- Two letters of recommendation.
- TOEFL scores for all international students (see international students section for details). The School of Business also accepts IELTS scores.
- Additionally, specific programs require the following:
 - Master of Business Administration:** GMAT or GRE.
 - Master of Fine Arts in Creative Writing:** see MFA section.
 - Master of Arts in Education:** For M.A.E. with Residency Certification, the WEST-E, WEST-B and interview with admission team
 - Master of Arts (Marriage and Family Therapy):** Autobiographical statement; personal interview for finalists.
 - Master of Science in Nursing:** GRE and Nursing Addenda Forms.

All records become part of the applicant's official file and can be neither returned nor duplicated for any purpose.

An offer of admission is good for one year in all programs except for Marriage and Family Therapy, and Nursing. Admitted students who have not enrolled in any course work for one year after the semester for which they were admitted must reapply.

Advanced Payment: A \$300 advance tuition payment is required for all graduate students. This payment guarantees a place in the student body after formal admission to the specific program.

Policies and Standards

INTERVIEWING OF APPLICANTS

Before seeking admission to a graduate program, students are advised to speak with the program director. In certain programs, a personal interview is a requirement as part of the application process. See specific program requirements for details.

CLASSIFICATION OF STUDENTS

Students may be granted regular or provisional admission to graduate programs. Some students may be granted admission with conditions. Students are also classified as full- or part-time depending on their semester hours of enrollment.

Regular Admission - Students who meet or exceed all program requirements for admission including a 3.00 or better

undergraduate grade point average on a 4.00 scale are eligible to be admitted as regular status students.

Provisional Admission - Students who present credentials below general standards for graduate study, who also exhibit potential for academic success, may be admitted as provisional status students. Students must complete eight semester hours of graduate work with a cumulative grade point average of 3.00 or higher to be granted regular status.

Conditional Status - Students who apply for graduate studies before completing undergraduate work or have unmet prerequisites are admitted with conditions. Although admitted to the graduate program, work cannot begin until the conditions of acceptance have been met.

Non-matriculated Students - Students holding bachelor degrees who wish to pursue undergraduate or graduate coursework and are not admitted to a graduate program or studies are classified as non-matriculated students. Note that many programs do not allow non-matriculated student enrollment and that non-matriculated students may take a maximum of nine semester hours of 500-level courses. Non-matriculated students may take an unlimited number of continuing education hours. Enrollment in a graduate program as a non-matriculated student requires approval from the program director.

Full-time graduate enrollment: eight or more semester hours in fall or spring semesters.

Half-time graduate enrollment: four to seven semester hours in fall or spring semesters.

CHANGE OF STUDENT STATUS

Provisional to Regular - Student status will be changed from provisional to regular after the following conditions have been met: satisfactory fulfillment of course deficiencies; satisfactory completion of eight semester hours of graduate work with a cumulative grade point average of 3.0 or higher; or satisfactory completion of departmental or school requirements.

Non-matriculated to Regular/Provisional - Student status will be changed from non-matriculated to regular/provisional after the non-matriculated student completes the normal application process and is accepted into a program. Credit earned during non-matriculated classification may count toward a graduate degree, but only as recommended by the faculty advisory committee or program's dean, and approved by the dean of graduate studies after the student has been admitted to a degree program. No such credit can be counted that carries a grade lower than B-.

INTERNATIONAL STUDENTS

To allow ample time for visa and other departure procedures, international applicants should have their application and all supporting documents on file in the Office of Admission no less than four months before a proposed date of entry. The following documents are necessary before an application can be processed.

- Formal application for admission and statement of goals with the \$40.00 non-refundable application fee (which cannot be waived for any reason).

- **Official transcripts** with English translation from each college or university attended in the United States, home country, or other country. All transcripts must be sent directly to the PLU Office of Admission from the institution providing the transcript.
- **Two letters of recommendation** from school officials or persons of recognized standing. Applicants transferring from a U.S. college or university should request their international student advisor to send a recommendation.
- **Demonstrated university level proficiency in the English language.** Minimum requirements are as follows:

Master of Business Administration

Minimum TOEFL-IBT score of 88 or TOEFL-CBT score of 230

Minimum IELTS score of 6.5 accepted in place of TOEFL scores

Master of Science in Nursing

Minimum combined TOEFL-IBT score of 86, with minimum individual scores of 26 in speaking, 20 in writing, 20 in reading, and 20 in listening.

The TOEFL requirement is waived for applicants who hold current unrestricted United States Registered Nurse licensure.

- **Official scores** from specific tests as required for certain programs or concentrations. See individual master's programs for further information.

International students are required to submit a non-refundable \$300.00 advance payment following an offer of admission. This payment is the student's acknowledgment of acceptance and is credited to the student's account to be applied toward expenses of the first term of enrollment.

An I-20 form (Certificate of Eligibility for Non-Immigrant Student Status) will be issued only after all documents have been received, the application has been reviewed, the student has been offered admission and accepted, a certification of finances has been received, and the \$300.00 advanced payment has been received. Certification of finances from banks or embassies is permissible. The Certification form is available on the Web or from the Office of Admission upon request. The I-20 form should be taken to the U.S. Consulate when requesting a visa to come to the United States for a graduate program.

International students are required by immigration regulations to enroll as full-time students (a minimum of eight credit hours per semester for graduate studies). They are also required to submit the appropriate medical forms to the university's Health Service. Students may also be required to have a physical exam.

Before enrolling for classes, all international students are required to have health and medical insurance, which is obtained through the university after arrival on campus.

International students must also report to International Student Services at 253.535.7195, upon registration for purposes of immigration and university record-keeping.

ADVISING

Upon admission each student will be assigned an advisor responsible for assisting the student in determining a program of study. When appropriate, the advisor will chair the student's advisory committee. Students are encouraged to meet with their advisors early in their programs.

HOURS REQUIRED FOR THE MASTER'S DEGREE

A minimum of 32 semester hours is required. Individual programs may require more than the minimum number of semester hours, depending upon prior preparation and specific degree requirements. Any prerequisite courses taken during the graduate program shall not count toward fulfillment of graduate degree requirements.

TRANSFER OF CREDIT

Graduate work from another institution may be accepted for transfer upon petition by the student and approval by the program director. Eight semester hours may be transferable to a 32-semester-hour program. In degree programs requiring work beyond 32 semester hours, more than eight semester hours may be transferred. In any case, the student must complete at least 24 semester hours of the degree program at Pacific Lutheran University.

TIME LIMIT

All requirements for the master's degree, including credit earned before admission, must be completed within seven years. The seven-year limit covers all courses applied to the master's degree, credit transferred from another institution, comprehensive examinations, research, and final oral examination. The seven-year limit begins with beginning date of the first course applicable to the graduate degree.

RESIDENCY REQUIREMENT

All candidates for the master's degree must complete 24 semester hours of Pacific Lutheran University courses.

IMMUNIZATION POLICY

All graduate students are required to submit a PLU Medical Record form including documented record of two measles, mumps and rubella (MMR) immunizations after their first birthday. Documentation consists of official records signed by a health care professional. Those born before January 1, 1957, are exempt from immunization information, but still must complete the Medical Record form. Students with a PLU Medical History Record and immunizations in compliance with the PLU Immunization Policy on file with Health Services are considered cleared. Those students not in compliance are placed on medical hold and will not be allowed to register, drop or change classes after their initial (entry) registration. International students are required to submit the International Student Medical Record form. International students are also required to have a tuberculosis skin test which is administered by Health Services after arrival at the university. International students are required to purchase the PLU International Student Health Insurance policy unless they have submitted a waiver form to their insurance company and the completed form is

received by the PLU Health Center by the 10th day of the first class. This form can be found on line at www.plu.edu/~ssvc.

The Master of Science in Nursing has additional health requirements.

COURSES TAKEN ON A PASS/FAIL BASIS

In courses where students may elect a letter grade or the pass-fail option, graduate students must opt for the letter grade.

COURSES ACCEPTABLE FOR GRADUATE CREDIT

All 500-numbered courses described in this catalog are graduate level. In some graduate programs, a limited number of 300-level and 400-level courses may be accepted for graduate credit. (See PLU Directory of Approved Courses for graduate course descriptions.) A maximum of four semester hours of continuing education credit may be accepted toward a master’s degree. This applies to continuing education credit taken at PLU or transferred from another university. The School of Business does not accept continuing education coursework. All courses accepted for any master’s degree are subject to the approval of the program director and the dean of graduate studies.

All required undergraduate level coursework in Nursing (or its equivalent) in the Entry-Level Master of Science in Nursing Program is considered part of the Entry-Level M.S.N. graduate program.

GRADUATE CREDIT FOR PLU SENIORS

If during the last semester of the senior year a candidate for a baccalaureate degree finds it possible to complete all degree requirements with a registration of fewer than 16 semester hours of undergraduate credit, registration for graduate credit may be permissible. However, the total registration for undergraduate requirements and elective graduate credit shall not exceed 16 semester hours during the semester. A memorandum stating that all baccalaureate requirements are being met during the current semester must be signed by the appropriate department chair or school dean and presented to the dean of graduate studies at the time of such registration. This registration does not apply toward a higher degree unless it is later approved by the student’s graduate program advisor and/or advisory committee.

PETITIONS

It is the student’s responsibility to formally petition the graduate program’s director or dean for transfer credit, change of program or advisor, or any exception to policy.

STANDARDS OF WORK

The cumulative minimum standard acceptable for the master’s degree is a grade point average of 3.00 in all graduate work. Graduate-level credit will not be given for any class in which the grade earned is lower than a C.

A student whose grade point average falls below 3.00 is subject to dismissal from the program. In such instances, the recommendation for dismissal or continuance is made by the student’s advisory committee and acted upon by the dean of graduate studies.

ACADEMIC PROBATION

A student pursuing the master’s degree who fails to maintain a cumulative grade point average of 3.00 may be placed on academic probation. A graduate student on probation who fails to attain a cumulative grade point average of 3.00 in the next term of enrollment may be dismissed from the program. A graduate student cannot earn a master’s degree with less than a 3.00 cumulative grade point average in all graduate-level work.

THESIS AND RESEARCH REQUIREMENTS

Students are required to present evidence of ability to do independent research. This can be demonstrated in three ways. See each program section for explanation of research options within each graduate program.

The first method is a thesis. Those students writing theses must submit their original theses for binding and microfilming by ProQuest of Ann Arbor, Michigan. In addition, a Dissertation Services publishing form and an abstract of 150 words or fewer must be submitted with the publishing fee, to Office of the Provost and Dean of Graduate Studies, no later than three weeks before graduation. Fees for microfilming, publishing abstracts, and binding original theses for the permanent PLU library collection are paid by students (see Tuition and Fees section).

The second method is a research paper. If a program requires or students elect research paper options, program guidelines must be followed.

The third method of fulfilling research requirements used in some programs is paper presentations or culminating projects in specific courses designed to comprehensively integrate a program’s material while promoting independent research and study.

EXAMINATIONS

Examinations through the submission of documented entries are required in all School of Education and Movement Studies graduate programs at three separate points. These must be passed before continuing in subsequent semesters.

GRADUATION

All courses must be completed, final grades recorded, examinations passed, and thesis/research requirements fulfilled in order for a degree to be awarded. Graduate students must apply for graduation by the following dates:

<i>Graduation Date</i>	<i>Graduation Application Due</i>	<i>Approved Thesis Due</i>
December 2009	May 1, 2009	December 1, 2009
January 2010	May 1, 2009	December 1, 2009
May 2010	December 1, 2009	May 1, 2010
August 2010	December 1, 2009	August 1, 2010

Note: The thesis/research paper(s) must be signed by the thesis advisor and have been read by the entire committee before submission to the Office of the Provost and Dean of Graduate Studies.

Graduation Application forms are available in Student Services and on the Registrar's Office Web site.

RESPONSIBILITIES AND DEADLINES

It is the responsibility of each graduate student to know and follow the procedures outlined in this catalog and to abide by established deadlines. See individual master's programs and concentrations for specific degree requirements.

- Upon acceptance, meet with the assigned advisor as soon as possible to establish the program of study.
- Register for thesis or research paper as required. **Deadline:** The last acceptable registration date is the semester in which the student expects to receive his or her degree.
- Apply for graduation. File the application for graduation with the Registrar's Office. Students are responsible for ordering their own cap and gown.

***Note:** If a student fails to complete the necessary requirements for graduation, the application for graduation will not automatically be forwarded to the next commencement date.*

- Take written and/or oral examination under the direction of the major advisor or advisory committee. **Deadline:** No later than four weeks before commencement.
- Submit theses and research papers in final form to Office of the Provost and Dean of Graduate Studies three weeks prior to graduation. At this time the binding/microfilming fee must be paid.

Tuition and Fees

In some programs, tuition charges for graduate students are determined by the number of semester hours for which a student registers and are based on a semester hour rate.

Standard Graduate Tuition per semester hour 2009-2010	\$888.00
Selected graduate programs*	Varies

*See graduate program website, or obtain information from graduate advisor or Student Services Center.

Graduate Fee	\$75.00
Thesis binding/microfilming	\$70.00
Thesis copyrighting	\$65.00
Other microfilming	\$10.00

Financial Aid

253.535.7134, 800.678.3243
www.plu.edu/financial-aid

Financial assistance for graduate students is available in the forms of Federal Perkins, Federal Stafford, Federal Nursing, and Graduate PLUS loans, graduate fellowships, federal or state work study, and a limited number of scholarships. To apply for assistance, students must complete the Free Application for Federal Student Aid (www.fafsa.ed.gov). Students must be admitted to a graduate program before an offer of financial aid will be extended. Applications and information may be obtained from the Financial Aid Office or by visiting the Web site.

A limited number of graduate fellowships are available. Contact the individual graduate program directors for applications and information. The priority date for submission of applications for the academic year beginning in September is April 15; fellowships are awarded on a rolling basis.

Satisfactory Progress Policy

Graduate and professional students must meet the same satisfactory progress requirements as undergraduate students in order to continue receiving financial assistance, with the following exceptions:

- Minimum grade point average: Each graduate program monitors the grade point average of its students. In general, graduate students must maintain a minimum grade point average of 3.00.
- Minimum credit requirement for graduate financial assistance:

Enrollment Status	Minimum/Term	Minimum/Year
Full Time	8	16
3/4 Time	6	12
1/2 Time	4	8

***Note:** Less than half-time enrollment will cause a student loan to be cancelled and may jeopardize deferment status.*

- Maximum graduate financial aid time allowed:
 1. The maximum number of full-time graduate credit hours that may be attempted is 72, and the maximum time allowed to complete a graduate degree is 4.5 years.
 2. The maximum number of part-time graduate credit hours that may be attempted is 72, and the maximum allowed to complete a graduate degree is seven years.



*School of Education and Movement Studies
Department of Instructional Development and Leadership*
Master of Arts in Education

253.535.8342
www.plu.edu/~educ

Michael Hillis, Ph.D., Co-Interim Dean, School of Education and Movement Studies
Stephen Woolworth, Ph.D., Associate Dean, Instructional Development and Leadership

Purpose

The purpose of the graduate programs in education is to provide qualified persons with opportunities to develop their skills in teaching and prepare themselves for educational leadership and service roles requiring advanced preparation. The major fields of concentration are designed to provide maximum flexibility in an experience-oriented environment. Graduate concentrations are offered in Residency Certification, Leadership, and Administrative Certification. Requirements for each concentration are listed separately following this section.

Accreditation

The School of Education and Movement Studies is accredited by the National Council for the Accreditation of Teacher Education (NCATE).

Coordinating Master's Degree with Continuing and Professional Certification Program

Students holding an Initial or Residency Certificate may coordinate the Master of Arts in Education (M.A.E.) degree with the requirements for Continuing or Professional Certification. Graduate students pursuing the Continuing or Professional Certificate should discuss their programs with the program coordinator or their advisor in the Department of Instructional Development and Leadership. Students intending to work toward a master's degree must complete formal application for admission to the Office of Admission. Students intending to complete requirements for the Professional Certificate must complete a formal application to the Office of Partnerships and Professional Development.

Admission

For regular admission to master's degree programs and to professional certificate programs, applicants must have completed a B.A. or B.S. degree from a regionally accredited institution of higher education and must submit recommendations and test scores from appropriate screening tests. Students may be required to have a personal interview with the program coordinators prior to admission. (See individual concentrations for tests and prerequisites specific to the concentration.) Students admitted provisionally must fulfill the following requirements in order to be granted regular status: Completion of 12 hours of graduate course work with a minimum grade point average of 3.00 or other requirements.

INSTRUCTIONAL LEADERSHIP

32 Semester Hours (for the preparation of teacher leaders)

Practicing educators interested in this program should contact the Department of Instructional Development and Instruction for further information on the program's course offering dates.

Director: Richard Knuth

Concentration Objective

Recognizing that all educators in today's schools, both teachers and administrators, must work together as education leaders, PLU faculty have designed an innovative program to enhance the skills of 21st century educators with a focus on leadership. This program is for practicing educators who are committed to enhancing their leadership and instructional roles. It prepares accomplished teachers to become instructional facilitators, mentors and coaches in their respective schools and districts. The program provides opportunities for candidates to both deepen their understanding of effective P-12 instruction and to acquire the knowledge and skills necessary for successful teacher leadership within the context of standards-based educational reform. The program develops the capacity of teacher leaders to guide and support others in the collection and analysis of evidence of student learning. It prepares teachers to provide passionate, informed, and ethical leadership for improvement at the school, district, and state levels. Candidates learn proven strategies to build professional learning communities aimed at developing meaningful and engaging partnerships with families and community stake holders.

Prerequisites

Beyond the general prerequisites, applicants must hold a valid Washington State Professional Teaching Certificate or equivalent, and should ordinarily have successfully completed four years of teaching or related professional experience. A grade point average of at least 3.00 is required. Students not meeting some of these requirements may be granted provisional status.

Required Courses

- EDUC 555A: Family and Community Engagement (1)
- EDUC 555B: Family and Community Engagement (1)
- EDUC 558: Reflective Seminar in Teacher Leadership (4)
- EDUC 580: Instructional & Practice I: Culture, Context and Community (4)
- EDUC 581: Instructional Theory & Practice II: Thinking, Doing and Knowing (4)
- EDUC 582: Instructional Leadership I: Standards-based Teaching, Learning and Assessment (4)
- EDUC 583: Instructional Leadership II: Teacher Development and the School Improvement Process (4)
- EDUC 584: Schools and Districts as Learning Organizations (2)
- EPSY 540: Teacher Portfolio Assessment (2)
- EPSY 541A: Assessing Student and Staff Instructional Needs (1)
- EPSY 541B: Assessing Student and Staff Instructional Needs (1)
- EPSY 542: Group Dynamics & Instructional Leadership (4)

Entering candidates who demonstrate competencies aligned with Washington State Professional Certificate standards may

be awarded up to ten tuition-free credits toward the 32-credit degree. Candidates must submit a portfolio for juried review. Guidelines for portfolio submission are available online and in the office of the School of Education and Movement Studies.

PRINCIPAL CERTIFICATION PROGRAM
34 semester credits

Director: Stephen T. Woolworth

The Principal and Program Administrator Program educates creative, energetic, reform-minded administrators for the leadership positions in Washington schools. To achieve this, the program aims to develop leaders that:

- Respond to the diversity of their community
- Engage community support systems
- Understand the purpose and use of accountability measures
- Create an environment of instructional leadership
- Model a deep understanding of the ethical issues in schooling and leadership

Required Courses:

- EDUC 570: Introduction to Educational Leadership (2)
- EDUC 571: Schools and their Communities (2)
- EDUC 573A, B, C, D: Practicum I, II, III, IV (4)
- EDUC 574: Instruction and Curriculum: Theory and Development (3)
- EDUC 575: Managing School Change and Reform (2)
- EDUC 576: Personnel Development (3)
- EDUC 577: School Finance (2)
- EDUC 578: School Law (2)
- EDUC 579: Leading Schools for Today (2)
- EDUC 595: Internship in Educational Administration (4)
- EDUC 596: Graduate Seminar (4)
- EDUC 599: Thesis (4)

IN FALL 2010, THE PRINCIPAL CERTIFICATION PROGRAM WILL CHANGE TO 33 SEMESTER HOURS.

Required Courses:

- EDUC 570: Introduction to Educational Leadership (3)
- EDUC 571: Schools and their Communities (3)
- EDUC 573A: Instructional Leadership Practicum I, (2)
- EDUC 573B: Instructional Leadership Practicum II (2)
- EDUC 574: Instruction and Curriculum: Theory and Development (3)
- EDUC 576: Personnel Development (3)
- EDUC 578: School Law and Finance (3)
- EDUC 579: Leading Schools for Today (3)
- EDUC 595: Internship in Educational Admin (2, 2)
- EDUC 596: Reflection Seminar (2)
- EDUC 593: Culminating Professional Portfolio (3)

M.A.E. WITH CERTIFICATION (RESIDENCY)

Coordinator: Ronald Byrnes

The Master of Arts with Residency Certification Program helps prepare preservice teachers establish a socially just and responsible world. To facilitate this, the program encourages candidates to explore their vocation as teachers and to work

for meaningful social change by recognizing the perspectives of the students and families in the communities they serve; by providing opportunities for powerful and authentic learning grounded in the lived experiences of their students; by facilitating candidate inquiry into the formulation of critical educational questions; by honoring the vast array of cultural and linguistic resources in schools, classrooms and communities; and by modeling the skills, habits and ethical passions required for effective democratic citizenship. These program goals align with the department's core values of care, competence, difference, leadership and service.

Concentration Objective

The primary aim of the program is to prepare teachers to assume a variety of roles in 21st-century schools. Faculty work with students to develop understandings and skills for their functions as leaders, inquirers, and curriculum/instructional specialists. Course work in the program is designed around specific themes that serve as a focus for individual and group projects and intersect with the functions of teachers as leaders, inquirers, and curriculum/instructional specialists.

Program Overview

Students enrolled in the M.A.E. with Certification Program begin studies in mid-July. In addition to course work required for the residency certificate, students complete an inquiry project.

The inquiry project, an empirical study grounded in the internship experience, familiarize M.A.E. candidates with the purposes, theories, and processes of educational inquiry. The intent is for program participants to explore an educational topic and better understand the strengths and limitations of educational inquiry.

An important program component is the completion of a year-long internship in a public school. For the internship experience, students are clustered at sites selected by the university as representative of programs reflecting current trends in education.

Prerequisites

For regular admission, applicants must have completed a baccalaureate degree from a regionally accredited institution of higher education. A minimum grade point average of 3.00 is required. Applicants are invited to meet with the program coordinator before submitting the completed application in order to clarify questions about the program and admissions procedures.

Admission Procedures

Interested candidates should submit their application to PLU's Office of Admission. Screening of applicants and admission to the incoming class will begin after January 31 and continue until March 31. Enrollment in the M.A.E. with Residency Certification Program is limited and admission to the program is competitive. Application and admission procedures include:

- Completed Graduate Application form
- Two recommendations one academic reference and one referencing experience with youth.

- Statement of Goals
- Resumé
- A passing score on all three sections of the Washington Educator Skills Test Basic. Six test dates are available during the year; check the Department of Instructional Development and Leadership website for the dates.
- Transcripts from all colleges attended.
- A passing score on at least one WEST-E test.
- Applications will be reviewed by a committee in the Department of Instructional Development and Leadership.
- Selected applicants will be invited to the campus for an interview.
- Applicants will be notified of the committee's decision in the late spring.
- Accepted applicants will return a confirmation card and non-refundable \$300 deposit by May 31.

Program Requirements

Include successful completion of the following core and specific track courses:

Core Courses

25 semester hours

- EDUC 503A: Tutorial in Reading Instruction (1)
- EDUC 510: The Acquisition and Development of Language and Literacy (2)
- EDUC 520: Issues in Child Abuse and Neglect (1)
- EDUC 544: Inquiry in Communities, Schools and Classrooms (2)
- EDUC 545: Inquiry and Action into Educational Issues and Problems (2)
- EDUC 562: Schools and Society (2)
- EDUC 563A: Integrating Seminar: Application of Technology Tools for Teachers (2)
- EDUC 563B: Integrating Seminar: Internship (1)
- EDUC 568: Internship in Teaching (5)
- EDUC 598: Studies in Education (3) **or** EDUC 599: Thesis (3)
- EPSY 566: Advanced Cognition, Development, and Learning (2)
- EPSY 583: Current Issues in Exceptionality (2)

Select from either track listed below:

Elementary/Special Education/Reading Program Track

Core courses listed above, plus following 14 semester hours

- EDUC 528: Children's Literature in K-8 Curriculum (2)
- EDUC 564: The Arts, Mind and Body (2)
- EDUC 565: The Art and Practice of Teaching (6)
- SPED 530: Assessment of Students with Special Needs (2)
- SPED 531: Current Issues in Exceptionality (2)

Secondary Program Track

Core Courses listed above, plus following eight semester hours and Content Area Coursework

- EDUC 529: Adolescent Literature in the Secondary Curriculum (2)
- EDUC 556: Secondary and Middle School Curriculum (2)
- EDUC 561: Instructional Methodologies for Secondary Teachers (4)

Go to the Directory of PLU Approved Courses to view graduate courses in EDUC on Page 171; EPSY on page 176, and SPED on page 217

Continuing Education/Advanced Placement Institute

Advanced Placement Institute offers the following approved graduate-level courses for two semester hours for teachers through the Office of Partnerships and Professional Development: Courses available are: American Government and Politics, Biology, Calculus-AB, Chemistry, English Literature, English Language and Composition, Mathematics Vertical Teams, Science Vertical Teams, Social Studies Vertical teams, Spanish, Statistics, and U.S. History.

Continuing Education courses are also managed through the Office of Partnerships and Professional Development. For information, contact Lynne Tiedeman, 253.535.8790 or view the website at www.plu.edu/~profdev/.

*College of Arts and Sciences
Division of Social Sciences*

Master of Arts (Marriage and Family Therapy)

253.535.7659
www.plu.edu/~mfth
mfth@plu.edu

*Norris Peterson, Ph.D., Dean, Division of Social Sciences
David Ward, Ph.D., Chair, Marriage and Family Therapy;
Karen Quek, Ph.D., Director of Clinical Training;
Jane Ryan, M.A., Clinic Director
Charles York, Ph.D.*

Purpose

The primary objective of the Marriage and Family Therapy (MFTH) program is to train clinicians interested in counseling children, adults, couples, or families with a wide range of mental health problems, ranging from the chronically mentally ill to troubled children, from a marriage and family therapy perspective. Students participate in an intensive 20-hour-per-week, four or five semester clinical experience which includes 500 hours of therapy under close supervision in an on-campus clinic and in a community placement. The on-campus clinic and five off-campus sites offer all students a managed care clinical experience. Academic courses are scheduled at 3:00 p.m. to allow students to work full-time during their first academic year while they prepare for their clinical experience. Because faculty recognize that adult students bring expertise with them, students are highly involved in learning via exercises, classroom discussion, and real-life activities. The program is secular in nature and emphasizes the application of theory to practice, rigorous evaluation, and direct supervision of one's clinical competency.

Accreditation

The program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy (AAMFT) and also complies with Washington State licensure requirements for marriage and family therapists.

Prerequisites

Applicants who have a degree in family studies, human services, psychology, sociology, social work, or the equivalent have met any program prerequisites. Applicants who do not have a degree in any of these areas are required to complete a minimum of 15 semester hours (22.5 quarter hours) in family social sciences, human services, psychology, sociology, or social work.

Admission

The MFTH program is looking for individuals who have professional goals consistent with the program, volunteer or professional experience in the social services, the ability to handle the academic rigor of the program, and the personal qualities required of couple and family therapists. Our goal is to have a student body highly diverse in spirituality, age, race, ethnicity, gender, sexual orientation, and also inclusive of international students. To be considered for admission, applicants must: have a bachelor's degree, submit transcripts of all undergraduate work, have a specific interest in MFTH, provide a current resume, obtain two letters of recommendation, complete an application, and prepare a career statement.

The comprehensive career statement (maximum of five double-spaced typed pages) should address the following questions:

- What significant cultural experiences have most influenced your present development and your desire to be a couple and family therapist?
- What are your professional career goals after completing your degree?
- What are your strengths that will help you achieve your professional goals?
- What do you consider to be areas for personal growth that may need the most attention during your training as a therapist at Pacific Lutheran University?

This statement replaces the required goal statement on the application form.

Based on a committee review of applicants' written materials, a pool of applicants to be interviewed is established. The primary purpose of the interview is to determine the fit between the applicants' professional goals and the purpose and mission of the MFTH program.

Application Deadline for Fall

Application file completed in Office of Admission: January 31
 Interview Notification: Mid-February through end of April.
 Interview date: To be determined.

Advance Deposit

Accepted applicants must make a \$300 advance payment to confirm their acceptance of an offer of admission within three weeks of their acceptance date.

Degree Requirements

45 semester hours

- MFTH 500: Human Development (4)
- MFTH 503: Systems Approach to Marriage and Family Therapy (4)

- MFTH 504: Family Development (4)
- MFTH 505: Research Methods in Marriage and Family Therapy (4)
- MFTH 507: Comparative Marriage and Family Therapy (4)
- MFTH 510: Human Sexuality and Sex Therapy (2)
- MFTH 511: Psychosocial Pathology: Relationship to Marriage and Family Therapy (4)
- MFTH 512: Professional Studies in Marriage and Family Therapy (3)
- MFTH 519: Practicum I (2)
- MFTH 520: Theory I (2)
- MFTH 521: Practicum II (2)
- MFTH 522: Theory II (2)
- MFTH 523: Practicum III (2)
- MFTH 524: Theory III (2)
- MFTH 525: Practicum IV (2)
- MFTH 526: Development of a Personal Integrated Theory (2)

Electives:

- MFTH 527: Extended Practicum V (2)
- MFTH 590: Graduate Seminar (1-4)
- MFTH 598: Research Project (1-4)
- MFTH 599: Thesis (4)

Go to the Directory of PLU Approved Courses to view graduate courses in MFTH on page 193.

School of Business

Master of Business Administration

253.535.7330
www.plu.edu/mba
plumba@plu.edu

James Brock, Dean, School of Business
Catherine Pratt, Associate Dean
Theresa Ramos, Director of Graduate Programs,

M.B.A. PROGRAM

The M.B.A. program is founded on the cornerstones of leadership, innovation, global awareness and ethical responsibility. Students represent all sectors of business including entrepreneurs and family business leaders. The M.B.A. program offers courses Monday through Thursday evenings to serve the working community. Faculty with industry experience, as well as academic credentials, enrich the classroom environment. Students may enter the program at any term throughout the year.

AACSB ACCREDITATION

The M.B.A. program is accredited by AACSB International - the Association to Advance Collegiate Schools of Business. AACSB International is the premier accrediting agency for degree programs in business. AACSB International accreditation assures quality and promotes excellence and continuous improvement in business education. The PLU M.B.A. program has been accredited since 1971 and was the first AACSB-accredited M.B.A. program in the South Puget Sound region.

M.B.A. EMPHASIS AREAS

In addition to the general management M.B.A., PLU offers the option of completing an area of emphasis. Emphasis students complete the core coursework then choose from specifically designed elective courses. For more information about the emphasis areas, please visit the School of Business M.B.A. website.

- Entrepreneurship and Closely-Held Business
- Health Care Management
- Technology and Innovation Management

M.S.N./M.B.A. DUAL DEGREE

(See *Dual Master's Degree* section).

POST M.B.A.-CERTIFICATE IN TECHNOLOGY AND INNOVATION MANAGEMENT

Individuals holding an M.B.A. degree may pursue a post-M.B.A. certificate in Technology and Innovation Management (TIM). This certificate updates the skills and abilities of M.B.A. degree holders. There is a reduced application process and the GMAT is not required. For more information, see the following section on Degree Requirements or the School of Business M.B.A. website.

LEARNING GOALS OF THE PLU M.B.A. PROGRAM

- To prepare students to advance in professional management and leadership roles by:
 - Applying sophisticated, practical, discipline-based knowledge in a holistic fashion; and
 - Developing competencies in critical thinking, communication and teamwork.
- To equip students to:
 - Cope successfully with uncertainty and environmental dynamics; and
 - Drive innovation and change within organizations.
- To imbue students with:
 - A global perspective;
 - An appreciation for the strength and utility of diversity; and
 - A sense of integrity and ethical responsibility.

ADMISSION

The PLU M.B.A. program is competitive. Selection is based on several criteria including work experience and potential contribution to the classroom experience. The Graduate Admission Committee bases decisions on a holistic assessment of the individual merits of each applicant. For questions regarding admission to the M.B.A. program, contact the M.B.A. director at 253.535.7330.

To apply submit the following:

- The PLU graduate application. For online and paper forms go to www.plu.edu/mba/home.html.

- A current résumé detailing work experience and community service
- All official transcripts from higher education institutions (no exceptions)
- A 300-word Statement of Professional Goals
- Official Graduate Management Assessment Test (GMAT) or Graduate Record Exam (GRE)
- Two letters of recommendation
- \$40 Application Fee

International applicants must also submit:

- TOEFL or IELTS score report
- I-20 Evaluation Documents
- Declaration of Finances

An interview with the M.B.A. Graduate Admission Committee may be requested.

Applicants are evaluated individually, based on a presentation of factors indicating equivalence to admission standards, a promise of success in graduate school, qualities of good character, and potential contributions to the educational mission of graduate study.

M.B.A. REPEAT POLICY

Master of Business Administration students may repeat an M.B.A. course one time. The cumulative grade point average is computed using the highest of the grades earned. Credit toward graduation is allowed only once. Under exceptional circumstances, a student may appeal to the dean.

M.B.A. DEGREE REQUIREMENTS

45 semester hours

Prerequisite: Statistics

- **M.B.A. Core**

36 semester hours

- COMA 543: Conflict and Negotiation (3)
- BUSA 509: Global Business Perspectives (3)
- BUSA 510: Legal, Ethical and Social Responsibilities of Business (3)
- BUSA 511: Accounting for Decision Making (3)
- BUSA 513: Marketing Management (3)
- BUSA 515: Organizations and Leadership (3)
- BUSA 517: Understanding & Managing Financial Resources (3)
- BUSA 519: Information Systems & Knowledge Mgmt (3)
- BUSA 521: Supply Chain and Operations Management (3)
- BUSA 523: Managing Innovation (3)
- BUSA 590: Strategy and Global Competitiveness (3)
- Required International Experience

One of the following two courses:

- BUSA 522: The Global, Social, Political Environment of the Firm (3)
- or ECON 520: Economic Policy Analysis (4)

- **MBA Electives**

Nine semester hours

Select from the following Business courses:

- BUSA 535: Financial Investments (3)
- BUSA 538: Advanced Managerial Accounting (3)
- BUSA 540: Effective Business Negotiations (3)

- BUSA 542: Leading Organization Change (3)
- BUSA 549: Strategic Management of Human Capital (3)
- BUSA550: Leading Family and Closely-Held Enterprises (3)
- BUSA 553: Transnational Management (3)
- BUSA 555: Knowledge Management (3)
- BUSA 558: New Venture Management (3)
- BUSA 560: Managing Health Care Enterprises (3)
- BUSA 562: Health Care Regulation, Law and Ethics (3)
- BUSA 563: Health Care Marketing (3)
- BUSA 564: Services Marketing (3)
- BUSA 570: Technology Management (3)
- BUSA 575: Electronic Business and Commerce (3)
- BUSA 577: Project Management (3)
- BUSA 587/588/589: Special Topics (1-4)
- BUSA 591: Independent Study (1-4)
- BUSA 595: Internship (1-4)

- Approved BUSA 587/588/589: Special Topics (1-4)
- BUSA 595: Internship (1-4)

POST MBA-CERTIFICATE IN TECHNOLOGY AND INNOVATION MANAGEMENT (TIM)

To view a current list of requirements for the TIM Certification program, please visit the School of Business M.B.A. Web site.

If a student has received a PLU M.B.A. in the past five years, previous TIM coursework may be counted toward completion of the certificate requirements.

To view graduate-level Business (BUSA) courses, go to the Directory of Approved Courses on page 159

By taking an appropriate set of identified electives, a student may earn an emphasis in Health Care Management, Entrepreneurship and Closely-Held Business or Technology and Innovation Management.

Students are not required to have an area of emphasis.

M.B.A. EMPHASIS AREAS

- **Health Care Management Emphasis**
Nine semester hours
 BUSA 560: Managing Health Care Enterprises (3)
And, six semester hours from the following:
 BUSA 542: Leading Organization Change (3)
 or BUSA 549: Strategic Management of Human Capital (3)
 BUSA 555: Knowledge Management (3)
 BUSA 562: Health Care Regulation, Law & Ethics (3)
 BUSA 563: Health Care Marketing (3)
 BUSA 564: Managing Services Marketing (3)
 Approved BUSA 587/588/589: Special Topics (1-4)
 BUSA 595: Internship (1-4)
- **Entrepreneurship and Closely-Held Enterprises Emphasis**
Nine semester hours
- **One of the following two courses:**
 BUSA 550: Leading Family and Closely-Held Enterprises (3)
 or BUSA 558: New Venture Management (3)
And, six semester hours from the following:
 Remaining option (if not taken above) of BUSA 550 (3)
 or BUSA 558 (3)
 BUSA 535: Financial Investments (3)
 BUSA 538: Advanced Managerial Accounting (3)
 BUSA 549: Strategic Management of Human Capital (3)
 BUSA 564: Managing Services Marketing (3)
 BUSA 575: Electronic Business and Commerce (3)
 Approved BUSA 587/588/589: Special Topics (1-4)
 BUSA 595: Internship (1-4)
- **Technology and Innovation Management Emphasis (TIM)**
Nine semester hours
 BUSA 570: Technology Management (3)
And, six credits from the following:
 BUSA 555: Knowledge Management (3)
 BUSA 575: Electronic Business and Commerce (3)
 BUSA 577: Project Management (3)

*College of Arts and Sciences
 Division of Humanities*

**Master of Fine Arts
 (Creative Writing) (Low-Residency)**

253.535.7221
www.plu.edu/~mfa
mfa@plu.edu

*Douglas Oakman, Ph.D., Dean, Division of Humanities
 Stanley S. Rubin, Ph.D., Program Director
 Judith Kitchen, M.F.A., Assistant Program Director*

Purpose

An innovative process-oriented program in the fields of poetry, fiction, and creative nonfiction intended for independent adults who wish to develop and pursue careers as writers. The program offers a substantial range of on- and off-campus experiences, including the mentorship of nationally known writers and editors. The three-year course of study is collaboratively structured to fit the student's own needs and experience. It is designed to be well suited to a lifestyle of professional and/or family responsibilities. Participants will attend four intensive 10-day Summer Residencies consisting of workshops, lectures, and mini-courses and will design a personal course of study with a chosen mentor for the following academic year. The program includes three years of one-on-one work with mentors in chosen genres. The emphasis will be on the creative process in all its phases, as well as on critical understanding. By the time of graduation, students will be expected to have produced a collection of work in one or more genres of a quality worthy of publication.

Prerequisites

Bachelor's degree, or equivalent professional certification. For students with backgrounds in fields other than English or writing, further study of literature may be required.

Admission

- Applicants for admission to the Master of Fine Arts in Creative Writing will:
 - Hold a bachelor's degree or equivalent professional certification (Students who already have an M.A. in

writing or literature may be allowed to complete the program in two years and three residencies.)

- Send a portfolio representing your best work (15 pages of poetry, 30-40 pages of prose)
- Send a 500 word critique of a literary work you have recently read.
- Send a two-page statement of your background in writing, your reasons for wanting to enroll in the program, and what you hope to accomplish
- Send two letters of recommendation attesting to your ability to complete such a course of study, your ability to work independently, and/or your character and achievement
Submit \$40 application fee (non-refundable)
- Upon acceptance, furnish a transcript of undergraduate work

Application Deadline

Program admission is competitive. Prospective participants are encouraged to apply as early as possible. Applicants will be considered on a year-round basis, with the following cycle:

- Early Admission - November 30 (Decision by January 30)
- Regular Admission - February 15 (Decision by April 15)
- Late Admission - There will be ongoing consideration of applicants for any remaining places.

When all places have been filled, subsequent applicants will be considered for admission to the next year's class. Selected applicants may be offered admission to the earlier year residency as non-matriculated workshop participants.

Advanced Deposit

There are limitations on the numbers of students accepted into the M.F.A. program and concentrations each year. Applicants accepted into the program are required to make a non-refundable advance tuition payment to confirm their acceptance of an offer of admission within two weeks of their acceptance date.

Program Requirements

Successful completion of three years of creative mentorship, four summer residencies, a successful off-campus field experience, and submission of an acceptable thesis consisting of a critical paper as well as an original portfolio of fiction, nonfiction, or poetry (work may be in more than one genre). The critical paper should arise from the areas of study and will usually be completed during the third year. It should serve as the basis for a class to be taught by the graduating student during the final residency. Each thesis will be read by two faculty members and the director. Graduating students will also give a public reading from their work.

M.F.A. Degree Requirements: (44 semester hours)

M.F.A. Summer Residency

An intensive ten-day residency during which students attend workshops, lectures, mini-courses in writing and design an independent course of study with a mentor for the upcoming year. Faculty will include distinguished writers, editors and literary agents. (Four credits per residency, 16 semester hours required for graduation)

M.F.A. Writing Mentorship

One-on-one correspondence with a professional mentor in a genre or genres of choice. Each student spends approximately 15 hours per week on creative and critical writing. At the completion of the program, the students will produce a critical paper plus a book-length thesis. First year - 8 mailings. Second year - 5 mailings plus field experience. Third year - 6 mailings, critical paper, plus thesis. (Four to twelve semester hours per year, total of 28 semester hours required for graduation)

Field Experience

An outside experience to introduce students to varied aspects of the writing life, to ongoing opportunities for community service and professional development, to voices and approaches other than those of our faculty, to an independent writing life. May include residencies at arts colonies and summer workshops, study abroad, community service projects, teaching or appropriate internships. (100 hours. Required for graduation)

Graduation Residency

Special pre-graduation session leading to awarding of degree. Four semester hours. Required.

To view graduate-level English (ENGL) courses, go to the PLU Directory of Approved Courses on page 180.

School of Nursing

Master of Science in Nursing

253.535.7672

www.plu.edu/~nurs

nurs@plu.edu

Terry W. Miller, P.h.D., RN, Dean and Professor,
School of Nursing

The School of Nursing offers three program options leading to the Master of Science in Nursing degree, each differing in the degree requirements for entry. The traditional Master of Science in Nursing program is designed for Bachelor of Science in Nursing (B.S.N.)-prepared registered nurses. The RN-B to M.S.N. program is designed for registered nurses with a baccalaureate degree in a non-nursing field. The Entry-Level Master of Science in Nursing (EL-M.S.N.) program is an accelerated program designed for students with a prior non-nursing baccalaureate degree to gain RN licensure and complete the M.S.N. degree in 36 months of study.

Accreditation

The School of Nursing is a member of the American Association of Colleges of Nursing (AACN) and is approved by the Washington State Nursing Care Quality Assurance Commission. The Master of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE). Both the Family Nurse Practitioner and the Care and Outcomes Manager curricula meet the requirements for several national certification examinations, including Family Nurse Practitioner, Clinical Nurse Specialist (various specialties) and Certified Nurse Educator.

M.S.N. Application Priority Deadlines

M.S.N. candidates may apply for admission at any time during the year; however, application by the indicated program-specific priority deadline will enhance the applicant's potential for admission and for arranging financial assistance.

B.S.N. to M.S.N.: March 1/Rolling admissions for admission to the following fall semester.

RN-B to M.S.N.: March 1/Rolling admissions for admission to the following fall semester.

Entry-Level M.S.N.: November 15 for admission to the following summer (June).

Admission Criteria

The following are the minimum criteria for consideration of admission to the Master of Science in Nursing program. Admission to the School of Nursing programs is competitive; meeting minimum criteria does not guarantee admission.

- Completion of a baccalaureate degree from a regionally accredited college or university.
- B.S.N. to M.S.N. applicants only: Hold a baccalaureate degree in nursing from a nationally accredited school of nursing.
- B.S.N. to M.S.N. and RN-B applicants only: Hold an active unencumbered Washington State RN license.
- A minimum cumulative GPA of 3.00 ('B') on a 4.00 scale for all college work.
- Minimum grade of 3.00 ('B') on a 4.00 scale in each prerequisite course.
- Submission of PLU Graduate Application forms and \$40 non-refundable fee.
- Submission of School of Nursing Addendum packet, which includes:
 - Questions Relative to Licensure;
 - Policy/Procedures for students who have attended another school of nursing;
 - Washington State Patrol Disclosure Affidavit and non-refundable \$15 fee;
 - Policy/Procedures Regarding English Proficiency; and Physical/Psychological Expectations of Nurses preparing for Professional Practice.
- Official transcripts from each college and university attended.
- Official Graduate Record Exam (GRE) results from within five years. Minimum scores:
 - *B.S.N. to M.S.N. applicant minimum scores:* 450 in both the Verbal and Quantitative sections, and 4.00 in Analytical Writing section.
 - *RN-B to M.S.N. and Entry-Level M.S.N. applicant minimum scores:* 500 in both the Verbal and Quantitative sections, and 4.00 in the Analytical Writing section.
- Professional résumé.
- Professional statement of goals.
- Two letters of recommendation.
- Fluency in speaking, reading, writing and comprehending graduate-level English (see policy and procedures in the Graduate Application Addendum).
- Any applicant who has previously attended any school or

college of nursing must submit additional documentation (see policy and procedures in the Graduate Application Addendum)

- Civil, administrative, and criminal history clearance in all states, as well as any other applicable territory or country.

Program Prerequisites

All prerequisite courses must be completed at an accredited college or university with a minimum grade of 3.00 ('B') or higher on a 4.00 scale before beginning the nursing program. Prerequisites vary for the three M.S.N. program options; see individual program descriptions for a detailed list of prerequisite course requirements.

Advance Deposit

There are limitations on the numbers of students accepted into the M.S.N. programs and concentrations each year. Applicants accepted into the program are required to make a \$300 non-refundable advance tuition payment to confirm their acceptance of an offer of admission within two weeks of their acceptance date.

Program Requirements

All admitted nursing students must provide valid documentation of the following by designated dates and before enrollment in any practicum/clinical course:

- Immunization and health status;
- CPR certification;
- Comprehensive personal health insurance; and
- Civil, administrative, and criminal history clearance in all states, as well as any other applicable territory or country.

In addition to these requirements, all B.S.N. to M.S.N. and Entry-Level M.S.N. students in M.S.N. concentration coursework must also provide documentation of:

- Unrestricted licensure as a registered nurse in the State of Washington and Professional liability insurance.

Advising

The School of Nursing Admissions Coordinator typically completes initial advising and program planning with applicants and admitted students. M.S.N. applicants are strongly encouraged to seek advising prior to applying to the program. Upon matriculation, all students are assigned a graduate faculty advisor.

Non-Matriculated Students

B.S.N.-prepared registered nurses may, with permission of the Dean of the School of Nursing, enroll in up to nine semester credits of M.S.N. courses on a non-matriculated basis with School of Nursing approval. Non-matriculated students are by definition non-degree seeking individuals, and therefore, are not eligible for admission into any School of Nursing programs. For more information on non-matriculated status, see page 117.

M.S.N. PROGRAM FOR B.S.N.-PREPARED REGISTERED NURSES

The traditional Master of Science in Nursing program is designed for Bachelor of Science in Nursing (B.S.N.)-prepared registered nurses. The sequence of study recognizes the academic and professional success of the nursing graduate as groundwork for graduate study. A limited number of candidates is admitted each year and admission is competitive.

The Master of Science in Nursing (M.S.N.) degree prepares professional nurses for advanced roles such as family nurse practitioner, clinical nurse specialist, clinical nurse educator, as well as advanced generalist. The program also prepares the graduate for doctoral studies. The M.S.N. curriculum is evidence-based and practice-oriented, and consists of a common core (theory, advanced practice roles, evaluation and outcomes research, leadership and management, as well as advanced health promotion), specialty didactic and clinical/practicum experiences, and a capstone course (scholarly inquiry or thesis). Each M.S.N. student completes coursework leading to either the Family Nurse Practitioner concentration or the Care and Outcomes Manager concentration. The latter may be further differentiated through focus areas, including clinical nurse specialist, clinical nurse leader, nursing administrator, or clinical nurse educator. In contrast to the Entry-Level M.S.N. applicant, prospective regular-entry M.S.N. students apply for admission and direct-entry into either the Care and Outcomes Manager (COM) or the Family Nurse Practitioner Concentration.

M.S.N. core and concentration requirements may be completed in four to five full-time semesters over two years. Part-time study is an option for students in the B.S.N. to M.S.N. route. Graduate-level nursing classes are structured to accommodate the part-time working nurse.

MASTER OF SCIENCE IN NURSING CONCENTRATIONS

Care and Outcomes Manager (COM) Concentration

This course of study allows students to focus on care management, using an outcomes approach skill set necessary for being responsive in a continually changing health care environment. The program prepares the student for a role as an advanced role as a generalist, clinical nurse specialist, clinical nurse educator for schools or agencies, program manager, or clinical nurse leader/administrator at the systems level (e.g., case manager, utilization review coordinator, or risk manager).

This concentration prepares students to provide quality, cost effective care in a defined context, to participate in the design and implementation of an evaluation and outcomes model, to assume a leadership role in managing health care resources, and to integrate clinical and evaluation competencies for care and outcomes management. Successful completion of the COM concentration in the clinical nurse specialist or clinical nurse educator focus qualifies graduates to sit for national certifying examinations in their respective specialties (i.e., Clinical Nurse Specialist (various areas) or Certified Nurse Educator).

Family Nurse Practitioner (FNP) Concentration

This course of study focuses on client-centered clinical practice, and prepares nurses to respond to the needs of today's and tomorrow's health care consumers, to manage direct care based on advanced assessment and diagnostic reasoning, to incorporate health promotion and disease prevention interventions into health care delivery, and to recognize their potential for professional growth, responsibility and autonomy.

Successful completion of the Family Nurse Practitioner program qualifies students to sit for national certifying examinations for family nurse practitioner, making them eligible under Washington State law for Advanced Registered Nurse Practitioner (ARNP) licensure.

MASTER OF SCIENCE IN NURSING DEGREE REQUIREMENTS

37 to 41 semester hours

Prerequisite Course for Regular M.S.N.

Introductory Statistics (including inferential and descriptive)

M.S.N. Core

14 semester hours

- NURS 523: Role of the Advanced Practice Nurse (3)
- NURS 524: Advanced Health Promotion (2)
- NURS 525: Theoretical Foundations (3)
- NURS 525: Nursing Leadership and Management (3)
- NURS 527: Evaluation and Outcomes Research (3)
- Approved Elective (2-3)

M.S.N. Capstone

2 to 4 semester hours

- NURS 596: Scholarly Inquiry (2) **or**
- NURS 599: Thesis (4)

Concentration Coursework

19 to 23 semester hours (Outlined Below)

Care and Outcomes Manager Concentration

19 to 23 semester hours

Required Courses:

- NURS 530: Resource Management (3)
- NURS 531: Care and Outcomes Manager Practicum I (5)
- NURS 532: Care and Outcomes Manager Practicum II (3)
- NURS 533: Informatics in Nursing (2) **or**
- BUSA 519: Information Systems and Knowledge Management (3)
- NURS 538: Program Development (3)

Role Specialization Courses

3 to 7 semester hours; see below

- Clinical Nurse Educator (Three semester hours)**
- NURS 550: Curriculum, Instruction and Evaluation (3)
- Clinical Nurse Specialist (Seven semester hours)**
- NURS 580: Advanced Pathophysiology (3)
- NURS 582: Advanced Health Assessment (2)
- NURS 583: Clinical Pharmacotherapeutics (3)

- **Clinical Nurse Leader (Five semester hours)**
NURS 580: Advanced Pathophysiology (3)
NURS 582: Advanced Health Assessment (2)

Additional courses may be taken for other COM role specializations. Please note that students who do not complete a role specialization graduate from the COM concentration as Advanced Generalist.

- **Family Nurse Practitioner Concentration**
21 semester hours

Required Courses:

- NURS 580: Advanced Pathophysiology (3)
- NURS 582: Advanced Health Assessment (4)
- NURS 583: Clinical Pharmacotherapeutics (3)
- NURS 584: Family Nurse Practitioner I (6)
- NURS 585: Family Nurse Practitioner II (6)

RN-B TO M.S.N. PROGRAM FOR REGISTERED NURSES WITH A NON-NURSING BACHELOR'S DEGREE

The RN-B to M.S.N. program is designed to allow registered nurses with a previous non-nursing bachelor's or higher degree to earn the M.S.N. degree; this program does not confer the B.S.N. degree. The sequence of study recognizes the academic success of the non-nursing graduate and RN licensure as groundwork for graduate study. A limited number of candidates is admitted each year and admission is competitive.

The RN-B to M.S.N. program is clinically and academically intensive to assure the student of adequate development in an advanced practice nursing role (for example, Care and Outcomes Manager (COM)—Advanced Generalist, COM—Clinical Educator, COM—Clinical Nurse Specialist, or Family Nurse Practitioner) at completion of the program. In contrast to the Entry-Level M.S.N. applicant, prospective RN-B to M.S.N. students apply for admission and direct-entry into either the Care and Outcomes Manager (COM) Concentration (with a choice of focus area), or the Family Nurse Practitioner concentration.

Prerequisite Courses

- Introductory Statistics (including inferential and descriptive)
- Human Anatomy and Physiology I (with lab)
- Human Anatomy and Physiology II (with lab)
- Introductory Microbiology (with lab)
- Lifespan Developmental Psychology

RN-B to EL-M.S.N. students follow the traditional M.S.N. curriculum (see above), with the additional requirement of NURS 430, Situations with Communities (5 semester hours).



EL-M.S.N. PROGRAM FOR NON-NURSES WITH A NON-NURSING BACHELOR'S DEGREE

Entry-Level Master of Science in Nursing Program

Care and Outcomes Manager Concentration, Advanced Generalist Focus

The Entry-Level M.S.N. (EL-M.S.N.) is a cohort program designed to prepare candidates with a previous bachelor's or higher degree to gain RN licensure and the M.S.N. degree. The sequence of study recognizes the academic success of the non-nursing graduate by providing a focused immersion into nursing followed by graduate study. Students do not receive a B.S.N. degree, but following successful completion of the first 15-months of study, they are eligible to sit for the NCLEX-RN for registered nurse licensure and to continue in the M.S.N. program in the Care and Outcomes Manager (COM) concentration, Advanced Generalist focus. A limited cohort is admitted each year and admission is competitive.

The EL-M.S.N. program is clinically and academically intensive to assure the student of adequate exposure to the RN role and responsibilities, as well as to develop the student as Master's-prepared advanced generalist by the completion of the EL-M.S.N. program. All students are admitted to the EL-M.S.N. program in the Advanced Generalist focus, which is part of the Care and Outcomes Manager (COM) Concentration. When space allows, EL-M.S.N. students may to apply to be considered for selection into other clinical specializations, such as FNP, COM-Clinical Nurse Specialist focus, etc. Students who do not apply for, or are not selected for, participation in the alternative COM focus area or the FNP concentration remain in the COM-Advanced Generalist M.S.N. program. Students are expected to complete the entire 36-month program with their cohort.

Entry-Level M.S.N. students must maintain full-time status throughout their entire program of study. Prior to entering graduate-level studies, EL-M.S.N. students participate in a 15-month intensive program at the undergraduate level leading to RN eligibility, during which time they are unable to maintain employment; after obtaining RN licensure midway through the program, the students are encouraged and expected to work part-time as nurses while enrolled full-time in graduate-level courses.

Please note: Students withdrawing from the EL-M.S.N. program after RN licensure, but before completing the graduate degree, may not be able to sustain/obtain licensure in the State of Washington and other states.

Entry-Level M.S.N. Pre-Licensure and Advanced Generalist Curriculum
55 semester hours (pre-licensure)
37 semester hours (post-licensure)

Prerequisite Courses

- Introductory Statistics (including inferential and descriptive)
- Human Anatomy and Physiology I (with lab)
- Human Anatomy and Physiology II (with lab)
- Introductory Microbiology (with lab)
- Lifespan Developmental Psychology

Year One: Summer (Pre-Licensure)

- NURS 220: Nursing Competencies I (4)
- NURS 270: Health Assessment and Promotion (4)
- NURS 320: Nursing Competencies II (2)
- NURS 580: Advanced Pathophysiology (3)

Year One: Fall (Pre-Licensure)

- NURS 260: Professional Foundations I (4)
- NURS 330: Pharmacology & Therapeutic Modalities (4)
- NURS 340: Situations with Individuals: Adult Health I (4)
- NURS 350: Situations with Individuals: Mental Health (4)

Year One: January (Pre-Licensure)

- NURS 380: Situations with Families: Childrearing (Peds) (4)

Year One: Spring (Pre-Licensure)

- NURS 370: Situations with Families: Childbearing (OB) (4)
- NURS 430: Situations with Communities (5)
- NURS 440: Situations with Individuals: Adult Health II (4)
- NURS 441: Situations Seminar (1)

Year Two: Summer (Pre-Licensure)

- NURS 480: Professional Foundations II (2)
- NURS 499: Nursing Synthesis (6)

After completing the pre-licensure curriculum and upon successfully obtaining RN licensure in Washington State, students continue the Entry-Level M.S.N. curriculum in the COM-Advanced Generalist focus (see below). Admission to the EL-M.S.N. program does not guarantee progression into any other COM focus area or specializations (FNP, CNS, etc.). EL-M.S.N. students must apply and be selected for a change of COM focus area or concentration at the completion of their first post-RN licensure semester. The availability of seats in other COM focus areas (such as CNS) or the FNP concentration is not guaranteed or implied; when and if available, seats are limited and selection is therefore highly competitive.

Year Two (continued)**Fall (Licensure Pending, M.S.N. Core)**

- NURS 523: Role of the Advanced Practice Nurse (3)
- NURS 525: Theoretical Foundations (3)
- NURS 526: Leadership and Management (3)

January (Post-Licensure, M.S.N. Core)

- NURS 524: Advanced Health Promotion

Spring (COM - Advanced Generalist)

- NURS 527: Evaluations and Outcomes Research (3)
- BUSA 519: Information Systems and Knowledge Management (3)
- NURS XXX: Approved Elective (2-4)

Year Three: Fall (COM-Advanced Generalist)

- NURS 530: Resource Management (3)
- NURS 531: Care and Outcomes Manager Practicum I (5)

Year Three: Spring (COM-Advanced Generalist)

- NURS 532: Care and Outcomes Manager Practicum II (3)
- NURS 538: Program Development (3)
- NURS 596: Scholarly Inquiry (2)
- or NURS 599: Thesis (4)

Nursing majors who, for any reason, withdraw from or drop a nursing course without prior permission of the School of Nursing may be subject to dismissal from the major.

To view graduate-level Nursing (NURS) courses, go to the PLU Directory of Approved Courses on page 199.

School of Nursing and School of Business**Dual Master's Degree
(M.S.N. and M.B.A.)**

The Dual Master of Science in Nursing and Master of Business Administration degree is designed to prepare practicing nurses for high-level careers in management and administration. The program integrates the evidence-based and practice-oriented M.S.N. curriculum with the four cornerstones of the M.B.A. curriculum: 1) leadership, 2) innovation, 3) global awareness and 4) ethical responsibility. This program requires a 10-day International Experience to be completed prior to graduation. Students will complete a total of 60 semester hours over three years attending part-time.

CURRICULUM

60 semester hours required from the below list of courses to receive both the M.S.N. and the M.B.A. degrees:

- NURS 523: Role of the Advanced Practice Nurse (3)
- NURS 525: Theoretical Foundations (3)
- NURS 526: Nursing Leadership & Management (3) **or**
BUSA 515: Organizations and Leadership (3)
- NURS 524: Advanced Health Promotion (2)
- NURS 527: Evaluation and Outcomes Research (3)
- NURS 531: Practicum I (3)
- NURS 532: Practicum II (3)
- NURS 538: Program Development (3) **or** BUSA 577:
Project Management (3)
- NURS 596/599: Scholarly Inquiry/Thesis (4)
- BUSA 511: Accounting for Decision Making (3)
- BUSA 517: Understanding and Managing Financial Resources (3)
- BUSA 509: Global Business Perspectives (3) (includes ten-day study abroad with a focus on healthcare systems)
- BUSA 519: Information Systems and Knowledge Management (3)
- BUSA 521: Supply Chain and Operations Management (3)
- BUSA 523: Managing Innovation (3)
- BUSA 562: Health Care Regulation, Law and Ethics (3)
- BUSA 564: Managing Services Marketing (3)
- BUSA 549: Strategic Management of Human Capital (3)
- ECON 520: Economic Policy Analysis (3) **or** BUSA 522:
The Global Environment of the Firm (3)
- COMA 543: Conflict and Negotiation (3) **or** BUSA 540:
Effective Business Negotiations (3)

To view the descriptions of the above courses, please go to the PLU Directory of Approved Courses for graduate-level Nursing on page 200 and for the graduate-level Business on page 159.



PLU Directory of Approved Courses

Academic Internships (AICE) & Cooperative Education (COOP)

AICE 276: Part-Time Internship

A supervised educational experience in a work setting on a part-time basis, no less than two four-hour work periods per week. Intended for students who have not yet declared a major or for students seeking an exploratory experience. Requires the completion of a Learning Agreement in consultation with a faculty sponsor. (1 to 8)

AICE 476: Part-Time Advanced Internship

A supervised educational experience in a work setting on a part-time basis, no less than two four hour work periods per week. Intended for students enrolled in a major who are seeking a professionally related experience. Requires the completion of a Learning Agreement in consultation with a faculty sponsor. (1 to 8)

COOP 276: Full-Time Internship

A supervised educational experience in a work setting on a full-time basis. Student must work at least 360 hours in their internship. Intended for students who have not declared a major or who are seeking an exploratory experience. Requires the completion of a Learning Agreement in consultation with a faculty sponsor. (12)

COOP 476: Full-Time Advanced Internship

A supervised educational experience in a work setting on a full-time basis. Student must work at least 360 hours in their internship. Intended for students enrolled in a major or who are seeking a professional experience. Requires the completion of a Learning Agreement in consultation with a faculty sponsor. (12)

COOP 477: International Work Experience

To be arranged and approved through the Wang Center for International Programs and a faculty sponsor. **Prerequisites:** Completion of a minimum of one full year (32 credits) in residence prior to the program start. Recommended: A minimum GPA of 3.00, relevant work experience or academic background, language competency and significant cross-cultural experience. (1-12)

COOP 576: Work Experience III

A supervised educational experience at the graduate level. Requires completion of a Cooperative Education Agreement in consultation with a faculty sponsor and the student's graduate program advisor. (1-4)

Anthropology (ANTH)

ANTH 101: Introduction to Human Biological Diversity - SM

Introduction to biological anthropology with a special focus on human evolution, the fossil evidence for human development, the role of culture in human evolution, and a comparison with the development and social life of the nonhuman primates. (4)

ANTH 102: Introduction to Human Cultural Diversity – C, SI, SO

Introduction to social-cultural anthropology, concentrating on the exploration of the infinite variety of human endeavors in all aspects of culture and all types of societies; religion, politics, law, kinship and art. (4)

ANTH 103: Introduction to Archaeology and World Prehistory – SI, SO

Introduction to the ideas and practice of archaeology used to examine the sweep of human prehistory from the earliest stone tools to the development of agriculture and metallurgy and to enrich our understanding of extinct societies. (4)

ANTH 104: Introduction to Language in Society – SI, SO

Introduction to anthropological linguistics and symbolism, including the origin of language; sound systems, structure and meaning; language acquisition; the social context of speaking; language change; nonverbal communication; and sex differences in language use. (4)

ANTH 192: Practicing Anthropology: Makah Culture Past and Present – A, SI, SO

Study of Makah culture through archaeology and history and by interacting with the Makah. Active and service learning in Neah Bay, visiting the Makah Nation. **Prerequisite:** Consent of instructor. (4)

ANTH 210: Global Perspectives: The World in Change – C, SI, SO

A survey of global issues: modernization and development; economic change and international trade; diminishing resources; war and revolution; peace and justice; and cultural diversity. (Although this course is cross-listed with POLS 210 and HIST 210, students receive anthropology credit only when this course has a faculty member from anthropology.) (4)

ANTH 220: Peoples of the World – SI, SO

Exploration of the world's cultures through anthropological films, novels, and eyewitness accounts. Case studies chosen from Africa, Native America, Asia, the Pacific, and Euro-America provide an insider's view of ways of life different from our own. (2)

ANTH 225: Past Cultures of Washington State – A, SI, SO

Native Americans have lived in Washington State for more than 12,000 years. Cultures of coastal and interior peoples are examined through time until the emergence of the distinctive cultures observed by the earliest European visitors to the area. Particular attention is focused on the impact of archaeology on contemporary peoples. (2)

ANTH 230: Peoples of the Northwest Coast – A, SI, SO

A survey of the ways of life of the native peoples of coastal Washington, British Columbia, and Southeastern Alaska from European contact to contemporary times, including traditional methods of fishing, arts, potlatches, status systems, and wealth and their impact on the modern life of the region. (2)

ANTH 330: Cultures and Peoples of Native North America – A, SI, SO

A comparative study of Native North American cultures from their arrival on the continent through today. Examination of U.S. and Canadian laws, policies, and conflicts, issues of sovereignty, and religious rights. (4)

ANTH 332: Prehistory of North America – SI, SO

An archaeological reconstruction of economic, social, political, and religious life in North America from the time the first settlers entered the continent during the Ice Ages to the Mound Builders of later times and ultimately to the first contact with European settlers. (4)

ANTH 334: The Anthropology of Contemporary America – A, SI, SO

An investigation of American social patterns and problems designed to give insights from a cross-cultural perspective; exploration of American solutions to common human problems; a determination of what is unique about the “American Way.” (4)

ANTH 335: The Aztecs, Mayans, and Their Predecessors – C, SI, SO

This course is an archaeological and ethnohistoric survey of the emergence and nature of complex societies in ancient Mesoamerica. Besides the Aztecs and Mayans, other fascinating cultures of study include the Olmecs, Teotihuacanos, and the Toltecs. Emphasis is placed on how these Mesoamerican societies were structured and how they changed over time. (4)

ANTH 336: Peoples of Latin America – C, SI, SO

Millions of Americans have never been north of the equator. Who are these “other” Americans? This survey course familiarizes the student with a broad range of Latin American peoples and problems. Topics range from visions of the supernatural to problems of economic development. (4)

ANTH 337: Culture and Prehistory of Central Mexico – SI, SO

This course is an in-country examination of the rich past and present cultural variation of Central Mexico. It is structure around discussions and lectures in various modern venues and the impressive archaeological remains in Mexico City, and the states of Morelos and Oaxaca. (4)

ANTH 338: Jewish Culture – A, SI, SO

An exploration of American Jewish culture through its roots in the lifeways of Eastern European Ashkenazic Jews and its transformation in the United States. Emphasis on Jewish history, religion, literature, music, and humor as reflections of basic Jewish cultural themes. (4)

ANTH 340: The Anthropology of Africa – C, SI, SO

Study of Africa’s diverse cultures. Focus on early studies of villages and topics such as kinship, religion, and social structure, and on more recent studies of urban centers, the impact of colonialism, popular culture, and post-colonial politics. (4)

ANTH 342: Pacific Island Cultures – C, SI, SO

Peoples of Polynesia, Melanesia, and Micronesia. Developments in the Pacific region are explored, including economic development, migration, environmental degradation, political movements, gender roles, the impact of Western media, tourism, and cultural revivalism. How shifting theoretical models have informed the representation of Pacific cultures will also be considered. (4)

ANTH 343: East Asian Cultures – C, SI, SO

A survey of the cultures and peoples of Eastern Asia, concentrating on China but with comparative reference to Japan, Korea, and Vietnam. Cultural similarities as well as differences between these nations are stressed. Topics include religion, art, politics, history, kinship, and economics. (4)

ANTH 345: Contemporary China – C, SI, SO

An immersion into the culture and society of the People’s Republic of China; contemporary politics, kinship, folk religion, human relations; problems and prospects of development and rapid social change. (4)

ANTH 350: Women and Men in World Cultures – C, SI, SO

An overview of the variation of sex roles and behaviors throughout the world; theories of matriarchy, patriarchy, mother goddesses, innate inequalities; marriage patterns, impact of European patterns; egalitarianism to feminism. (4)

ANTH 352: The Anthropology of Age – C, SI, SO

This course examines the broad diversity of how cultures define the behavioral strategies of people as they age, how aging differentially is experienced by men and women, and how intergenerational family relationships change as individuals make transitions between life stages. Global issues of health, development, and human rights are considered. (4)

ANTH 355: Anthropology and Media – C, SI, SO

Exploration of mass media produced and consumed in diverse cultural contexts. Examination of how mass media cultivate forms of gendered, ethnic, religious, and racial identities, and how different forms of media engage with the dynamic forces of popular culture and the political agendas of states and political opposition groups. (4)

ANTH 360: Ethnic Groups – A, SI, SO

Examines the nature of ethnic groups in America and abroad; the varying bases of ethnicity (culture, religion, tribe, “race,” etc.); problems of group identity and boundary maintenance;

ethnic symbols; ethnic politics; ethnic neighborhoods; and ethnic humor. (4)

ANTH 365: Prehistoric Environment and Technology: Lab Methods in Archaeology – SI, SO

Laboratory interpretation of archaeological materials. Techniques used in interpreting past human ecology, technology, and economy. Analytical procedures for bone, stone, ceramic, and metal artifacts; analysis of debris from food processing activities. Analysis of materials from archaeological sites. (1-4)

ANTH 368: Edible Landscapes, The Foraging Spectrum C, SI, SO

The course examines foragers in Africa, North America, and Australia. Using classic ethnographic literature, it provides a cultural ecological perspective of foraging societies in a variety of environments. It also examines how foraging studies inform archaeological research, and the challenges that these peoples now face in a rapidly changing world. (4)

ANTH 370: The Archaeology of Ancient Empires – C, SI, SO

The origins of agriculture, writing, cities, and the state in many parts of the world, comparing and contrasting the great civilizations of antiquity, including Mesopotamia, Egypt, India, Asia, Mesoamerica, and South America. (4)

ANTH 376: Nation, State, and Citizen - C, SI, SO

How did “the nation” come to be the dominant legitimization of “the state”? What technologies of power are contemporary states based on? How do states define their citizens and citizens reshape their states? Specific topics may include refugees, transnational identities, colonialism, neo-liberalism. (4)

ANTH 380: Sickness, Madness, and Health – C, SI, SO

A cross-cultural examination of systems of curing practices and cultural views of physical and mental health; prevention and healing; nature and skills of curers; definitions of disease; variation in diseases; impact of modern medical and psychological practitioners. (4)

ANTH 385: Marriage, Family, and Kinship – C, SI, SO

Explores the nature of domestic groups cross-culturally, including the ways in which religion, myth, magic, and folklore serve to articulate and control domestic life; how changing systems of production affect marriage and domestic forms; and how class and gender systems intertwine with kinship, domestic forms, and the meaning of “family.” (4)

ANTH 387: Special Topics in Anthropology - SI, SO

Selected topics as announced by the department. Courses will address important issues in archaeology and cultural anthropology. (1-4)

ANTH 392: Gods, Magic, and Morals – C, SI, SO

Anthropology of religion; humanity’s concepts of and relationships to the supernatural; examination of personal and group functions that religions fulfill; exploration of religions both “primitive” and historical; origins of religion. Cross-listed with RELI 392. (4)

ANTH 465: Archaeology: The Field Experience – SI, SO

Excavation of a historic or prehistoric archaeological site, with emphasis on basic excavation skills and record keeping, field mapping, drafting, and photography. The laboratory covers artifact processing and preliminary analysis.

Prerequisite: Consent of instructor. (1-8)

ANTH 480: Anthropological Inquiry

Historic and thematic study of the theoretical foundations of sociocultural anthropology; research methods; how theory and methods are used to establish anthropological knowledge. Required of majors in their junior or senior year. (4)

ANTH 491: Independent Studies: Undergraduate Readings

Reading in specific areas or issues of anthropology under supervision of a faculty member.

Prerequisite: Departmental consent. (1-4)

ANTH 492: Independent Studies: Undergraduate Fieldwork

Study of specific areas or issues in anthropology through field methods of analysis and research supported by appropriate reading under supervision of a faculty member.

Prerequisite: Departmental consent. (1-4)

ANTH 499: Capstone: Seminar in Anthropology – SR

Examine anthropological methods and apply anthropological theory to an investigation of a selected topic in contemporary anthropology. Required of majors in their junior or senior year. ***Prerequisite for other students:*** Departmental approval. (4)



Art (ARTD)

Studio Courses

160, 196, 226, 230, 250, 260, 296, 326, 330, 350, 360, 365, 370, 396, 426, 430, 465, 470, 491, 492, 496, 498

History and Theory Courses

180, 181, 280, 380, 381, 382, 390, 480, 481, 482, 490

ARTD 160: Drawing – AR

A course dealing with the basic techniques and media of drawing. (4)

ARTD 180: History of Western Art I – AR

A survey tracing the development of Western art and architecture from prehistory to the end of the Middle Ages. (4)

ARTD 181: History of Western Art II – AR

A survey of Western art and architecture from the Renaissance to the 20th century. (4)

ARTD 196: Design I: Fundamentals – AR

An introduction to design through the study of basic techniques, color theory, and composition. (4)

ARTD 226: Black and White Photography – AR

A studio class in photography as an art form. Primary concentration in basic camera and darkroom techniques. Students produce a portfolio of prints with an emphasis on creative expression and experimentation. (4)

ARTD 230: Ceramics I – AR

Ceramic materials and techniques including hand-built and wheel-thrown methods, clay and glaze formation. Includes a survey of ceramic art. (4)

ARTD 250: Sculpture I – AR

Focus on techniques and processes in various mediums with attention to conceptualization and craftsmanship in three-dimensional space. Metal, wood, plaster, synthetics, video, and tools used in fabrication processes. Text required. Includes a Video survey of contemporary and historical artists. (4)

ARTD 260: Intermediate Drawing

Drawing taken beyond the basics of 160. Expansion of media forms, and solutions to compositional problems. Possibility of pursuing special individual interests, with permission.

Prerequisite: ARTD 160 or consent of instructor. (4)

ARTD 280: Art Methodology and Theory -AR

Explores art historical and critical methods used for the analysis of art, including formalism, iconography, iconology, economic/social contexts, psychology, feminism, and structuralism/semiotics. Relates methods to broader cultural theories from Kant to Edward Said. (4)

ARTD 296: Design II: Concepts

An investigation of the process of creative problem solving in a methodical and organized manner. Includes projects in a variety of design areas. **Prerequisite:** ARTD 196 or consent of instructor. (4)

ARTD 326: Color Photography – AR

Exploration of the issues of both painters and photographers. Students learn to make color prints and process color negatives. Includes a historical survey of color photography as well as perspectives of contemporary artists. (4)

ARTD 330: Ceramics II

Techniques in ceramic construction and experiments in glaze formation. **Prerequisite:** ARTD 230. (4)

ARTD 331: The Art of the Book I – AR

This studio course explores the history, aesthetics and creative dimensions of book design and typography. Cross-listed with ENGL 313. (4)

ARTD 341: Elementary Art Education

A study of creative growth and development; art as studio projects; history and therapy in the classroom. (2)

ARTD 350: Sculpture II

Fall semester has a focus on foundry (cast aluminum, bronze, and iron), using lost wax and lost foam processes. Spring semester has a focus on welding fabrication utilizing gas, MIG, and ARC. There is an emphasis on mixed media sculpture. Includes a video survey of contemporary and historical artists. May be taken twice. **Prerequisite:** ARTD 250. (4)

ARTD 360: Life Drawing

An exploration of human form in drawing media. May be repeated for credit. **Prerequisite:** ARTD 160 or consent of instructor. (2)

ARTD 365: Painting I

Media and techniques of painting in oil or acrylics. **Prerequisite:** ARTD 160. (4)

ARTD 370: Printmaking I

Methods and media of fine art printmaking; both hand and photo processes involving lithographics, intaglio, and screen printing. **Prerequisite:** ARTD 160 or consent of instructor. (4)

ARTD 380: Modern Art – AR

The development of art from 1900 to the present, with a brief look at European and American antecedents as they apply to contemporary directions. (4)

ARTD 381: Contemporary Art - AR

Is an investigation of international art production since 1960. These include definitions of modernism, issues of identity and the representation of race, class, and gender as well as the role of the body in art and artists' engagement with popular culture and politics. (4)

ARTD 382: Art of 19th Century Europe - AR

Examines the early history of modern art from Neoclassicism and Romanticism through Realism and Post-Impressionism. Key artists studied include David, Delacroix, Fredrich, Turn, Courbet, Monet, Degas, Manet, Renoir, Van Gogh, Seurat, Cezanne, and Gauguin. (4)

ARTD 390: Studies in Art History – AR

A selected area of inquiry, such as a history of American art, Asian art, the work of Picasso, or similar topics. May be repeated for credit. (4)

ARTD 396: Design Graphics I

Design and execution of printed materials; emphasis on technical procedures and problems in mass communication. **Prerequisite:** ARTD 196 and ARTD 296 or consent of instructor. (4)

ARTD 398: Drawing: Illustration

Advanced projects in drawing/illustration. Exposure to new concepts and techniques adaptable to fine art and commercial applications. **Prerequisites:** ARTD 160 and ARTD 196. May be repeated once. (4)

ARTD 426: Digital Photography

An introduction to computer-assisted photography in which students learn applications, develop aesthetic strategies, and engage the ethical issues of this new technology. Emphasis on creative exploration and problem solving within the Macintosh environment. May be taken twice. (4)

ARTD 430: Ceramics III

Individual research into ceramic construction, kiln operations, and experiments in glaze formation. May be taken twice. **Prerequisite:** ARTD 330. (4)

ARTD 440: Secondary Art Education

A study of instruction in the secondary school including appropriate media and curriculum development. (2)

ARTD 465: Painting II

Media and techniques of painting in oil or acrylics. May be taken twice. **Prerequisite:** ARTD 365. (4)

ARTD 470: Printmaking II

Methods and media of fine art printmaking; both hand and photo processes involving lithographics, intaglio, and screen printing. May be taken twice. **Prerequisite:** ARTD 370. (4)

ARTD 480: American Art to 1900 - AR

Examines the American experience from Colonial portraiture through transcendentalism and naturalism. Major artists covered include Copley, Cole, Church, Eakins, and Homer. The contributions of expatriate artists such as Whistler, Sargent, and Cassatt are incorporated. (4)

ARTD 481: Approaches in Art Criticism - AR

Combines an examination of recent criticism and theory in international art with an emphasis on local production and exhibition. Students will write and refine critical visual analyses of works of art and exhibitions. These critical reviews and their subsequent discussion are designed to help students develop writing and presentation skills in the description, interpretation, and evaluation of art. (4)

ARTD 482: Art Exhibition Politics - AR

Considers the issues that arise in the public display and interpretation of objects in artistic, historical, anthropological, and political exhibitions. Students use local museums as texts to evaluate the narrative, installation, and meaning of exhibitions. In the final project, students design, install, and document an exhibition in the University Gallery. (4)

ARTD 490: Gender and Art - AR

Studies the effects of race and class on the construction of femininity and masculinity in European and American art, with an emphasis on 19th and 20th century modernism. (4)

ARTD 491: Independent Studies: Special Projects

Exploration of the possibilities of selected studio areas, including experimental techniques. Emphasis on development of individual styles, media approaches, and problem solutions. May be repeated for credit. **Prerequisites:** Junior status, minimum of two courses at 200 level or above in affected medium with minimum 2.5 GPA, consent of instructor and department chair. (1-4)

ARTD 492: Design: Workshop

A tutorial course which may deal with any of several aspects of the design field with particular emphasis on practical experience and building a portfolio. May be taken twice. (2 or 4)

ARTD 496: Design: Graphics II

Design and execution of printed materials; emphasis on technical procedures and problems in mass communication. Explores advanced techniques with multiple color, typography, and other complex problems. **Prerequisite:** ARTD 396. (4)

ARTD 497: Research in Art History – Theory

A tutorial course for major students with research into a particular aspect of art history or theory. May be repeated for credit. **Prerequisites:** Senior status, consent of instructor, and program approval by department faculty. (1-4)

ARTD 498: Studio Projects/Independent Study

A tutorial program for students of exceptional talent. In-depth individual investigation of a particular medium or set of technical problems. Only one project per semester may be undertaken. May be repeated for credit. **Prerequisites:** Declared major in art, senior status, consent of instructor, written proposal, program approval by department faculty. Students meeting the above requirements but with less than a 3.00 GPA in the major may be required to present additional evidence of eligibility. (1-4)

ARTD 499: Capstone: Senior Exhibition - SR

Students work closely with their advisors in all phases of the preparation of the exhibition. Must be taken in the student's final semester. **Prerequisites:** Declared major in art (BFA or BA), senior status, reasonable expectation of completion of all department and university requirements for graduation. Meets the senior seminar/project requirement. (2)



Biology (BIOL)

Terms	Courses
Fall	BIOL 111, 125, 201, 205, 323, 324, 326, 407, 424, 441, 475, 491, 495, 499
January Term	BIOL 116, 333, 365, 491, 495, 499
Spring	BIOL 125, 126, 206, 325, 327, 328, 332, 340, 348, 361, 364, 403, 425, 444, 448, 491, 499
Summer	BIOL 111, 205, 206, 491, 495
Alternate Yrs	BIOL 333 (J Term)

BIOL 111: Biology and the Modern World – NS, SM

This course is intended to introduce students to the principles and concepts that pertain to all living organisms, with special emphasis on those topics typically encountered in everyday life, including human physiology and disease, environmental issues, and the fundamentals of genetics. Lecture and laboratory. Not intended for biology majors. (4)

BIOL 116: Introductory Ecology – NS, SM

A study of the interrelationships between organisms and their environment examining concepts in ecology that lead to understanding the nature and structure of ecosystems and how humans impact ecosystems. Includes laboratory. Not intended for biology majors. (4)

BIOL 125: Molecules, Cells, and Organisms - NS, SM

An introduction to the concepts and study of the molecular, cellular, and organismal levels of biological organization. Cell structure and function, energy transformation, the central dogma of molecular biology, plant and animal anatomy and physiology, response to environmental changes, plant and animal reproduction and development. Includes laboratory. Co-registration or completion of CHEM 115 is recommended. (4)

BIOL 126: Genes, Evolution, Diversity, and Ecology - NS, SM

An introduction to the concepts and study of Mendelian and population genetics, evolution, ecology, and a systematic survey of life on earth. Includes laboratory. **Prerequisite:** BIOL 125 with a C- or better. (4)

BIOL 201: Introductory Microbiology – NS, SM

The structure, metabolism, growth, and genetics of microorganisms, especially bacteria and viruses, with emphasis on their roles in human disease. Laboratory focuses on cultivation, identification, and control of growth of bacteria. **Prerequisite:** CHEM 105. Not intended for biology majors. (4)

BIOL 205: Human Anatomy and Physiology I – NS, SM

The first half of a two-course sequence. Topics include matter, cells, tissues, and the anatomy and physiology of four systems: skeletal, muscular, nervous, and endocrine. Laboratory includes cat dissection and experiments in muscle physiology and reflexes. Not designed for biology majors. (4)

BIOL 206: Human Anatomy and Physiology II – NS, SM

The second half of a two-course sequence. Topics include metabolism, temperature regulation, development, inheritance, and the anatomy and physiology of five systems: circulatory, respiratory, digestive, excretory, and reproductive. Laboratory includes cat dissection, physiology experiments, and study of developing organisms. Not designed for biology majors.

Prerequisite: BIOL 205. (4)

BIOL 323: Ecology, Evolution, and Diversity – NS, SM

Evolution, ecology, behavior, and a systematic survey of life on earth. Includes laboratory. **Prerequisite:** BIOL 126 or consent of department chair. (4)

BIOL 324: Natural History of Vertebrates

A systematic survey of vertebrate diversity including fishes, amphibians, non-avian reptiles, and mammals. Coverage emphasizes phylogenetic relationships, evolutionary trends, natural history, and anatomy. Field trips and laboratory focus on observation and identification of local species. **Prerequisite:** BIOL 126 (or 323). (4)

BIOL 325: Invertebrate Zoology

The study of invertebrate animals emphasizing their classification, anatomy, physiology and natural history. Coverage will also include the economic and human health importance of select groups. Laboratory emphasis on identification, taxonomy and anatomy. Field trips to observe living representatives. **Prerequisite:** BIOL 126 or consent of instructor. (4)

BIOL 326: Animal Behavior

Description, classification, cause, function, and development of the behavior of animals emphasizing an ethological approach and focusing on comparisons among species. Includes physiological, ecological, and evolutionary aspects of behavior. **Prerequisite:** BIOL 126 (or 323) or consent of instructor. (4)

BIOL 327: Ornithology

The study of birds inclusive of their anatomy, physiology, behavior, ecology and distribution. Special emphasis on those attributes of birds that are unique among the vertebrates. Laboratory emphasis on field identification, taxonomy, and anatomy/topology. **Prerequisite:** BIOL 126 (or 323) or consent of instructor. (4)

BIOL 328: Microbiology

The structure, physiology, genetics, and metabolism of microorganisms with emphasis on their diversity and ecology. The laboratory emphasizes design, implementation, and evaluation of both descriptive and quantitative experiments as well as isolation of organisms from natural sources. **Prerequisite:** BIOL 126 (or 323); one semester organic chemistry recommended. (4)

BIOL 329: Entomology

Entomology is the scientific study of insects, the most diverse group of animals on earth. This course examines insect structure, physiology, ecology, and diversity. The laboratory emphasizes identification of the common orders and families of North American insects. **Prerequisite:** BIOL 126 (or 323). (4)

BIOL 332: Genetics

Basic concepts considering the molecular basis of gene expression, recombination, genetic variability, as well as cytogenetics, and population genetics. Includes tutorials and demonstration sessions. **Prerequisite:** BIOL 126 (or 323). (4)

BIOL 333: Comparative Ecology of Latin America

A comparative study of the structure and function of biotic communities, and the ecological and evolutionary forces that have shaped plants and animals. Topics include dispersal, natural selection, physiological ecology, natural history, and systematics. Conservation biology, development, and indigenous rights will be highlighted. Taught in Central or South America. **Prerequisite:** BIOL 126 (or 323) or consent of instructor. (4)

BIOL 340: Plant Diversity and Distribution

A systematic introduction to plant diversity. Interaction between plants, theories of vegetational distribution. Emphasis on higher plant taxonomy. Includes laboratory and field trips. **Prerequisite:** BIOL 126 (or 323). (4)

BIOL 348: Cell Biology

Focuses on cellular organization and function, enzyme kinetics, membrane structure and function, energetics, signaling and cell cycle. Laboratory employs modern techniques including animal cell culture, cell fractionation, molecular, genetic, and biochemical assays, and microscopy (light, phase contrast, fluorescence). **Prerequisite:** BIOL 126 (or 323), and one semester of organic chemistry or consent of instructor. (4)

BIOL 361: Comparative Anatomy

Evolutionary history of the vertebrate body, introduction to embryology, and extensive consideration of the structural and functional anatomy of vertebrates. Includes laboratory dissections following a systems approach. Mammals are featured plus some observation of and comparison with human cadavers. **Prerequisite:** BIOL 126 (or 323). (4)

BIOL 364: Plant Physiology

Physiology of plant growth and interactions with the environment. Emphasis on model plants (Arabidopsis and rice) with generalizations to other species. Topics include: photosynthesis, morphogenesis, hormones, defense. Implications for agriculture and ecology will be explored. Includes laboratory. **Prerequisite:** BIOL 126 (or 323); genetics or molecular biology recommended. (4)

BIOL 365: Plant Anatomy

Tissue organization and cellular details of stems, roots, and leaves of seed plants, with emphasis on development and function. Includes laboratory. **Prerequisite:** BIOL 126 (or 323). (2)

BIOL 387: Special Topics in Biology - NS (1-4)

Selected topics as announced by the department. May be repeated for credit. (1-4)

BIOL 403: Developmental Biology

The embryonic and larval development of multicellular organisms (primarily animals). Examples are chosen from popular contemporary model systems, and the emphasis is on cellular and molecular aspects of development. The laboratory

includes descriptive and quantitative experiments, as well as student-planned projects. **Prerequisite:** BIOL 126 (or 323). (4)

BIOL 407: Molecular Biology

An introduction to molecular biology, emphasizing the central role of DNA: structure of DNA and RNA, structure and expression of genes, genome organization and rearrangement, methodology and applications of recombinant DNA technology. Laboratory features basic recombinant DNA techniques. **Prerequisite:** BIOL 126 (or 323). (4)

BIOL 424: Ecology

Organisms in relation to their environment, including organismal adaptations, population growth and interactions, and ecosystem structure and function. **Prerequisite:** BIOL 126 (or 323). (4)

BIOL 425: Marine Biology

The ocean as environment for plant and animal life; an introduction to the structure, dynamics, and history of marine ecosystems. Lab, field trips, and term project in addition to lecture. **Prerequisite:** BIOL 126 (or 323). (4)

BIOL 427: Conservation Biology and Management

Based upon the principles of population ecology and ecological genetics, an integrated study of the impacts of people on nature - specifically the diversity of plants and animals. Includes practical applications, techniques, and case studies in forest, fish, wildlife and land management. Laboratories and field trips concern resource management and use. Course may not be repeated for credit. **Prerequisite:** BIOL 126 (or 323) or consent of instructor. (4)

BIOL 441: Mammalian Physiology

An investigation of the principles of physiological regulation. Part I: fundamental cellular, neural, and hormonal mechanisms of homeostatic control; Part II: interactions in the cardiovascular, pulmonary, renal, and neuromuscular organ systems. Laboratory allows direct observation of physiological regulation in living animals. **Prerequisites:** BIOL 126 (or 323), CHEM 115; anatomy and biochemistry recommended. (4)

BIOL 444: Neurobiology

Neurobiology is the study of the nervous system and its relationship to behavior and disease. This course examines the structure and function of neurons and glia, neural development, gross organization of the brain, sensory and motor systems and higher functions such as learning, memory and speech. **Prerequisite:** BIOL 126. (4)

BIOL 448: Immunology

Consideration of the biology and chemistry of immune response, including theoretical concepts, experimental strategies and immunochemical applications. **Prerequisites:** Any two of the following courses in Biology: 328, 332, 348, 403, 407, 441. (4)

BIOL 475: Evolution

Evolution as a process: sources of variation; forces overcoming genetic inertia in populations; speciation. Evolution of genetic systems and of life in relation to ecological theory and earth history. Lecture and discussion. Term paper and mini-seminar required. **Prerequisite:** BIOL 126 (or 323). (4)

BIOL 495: Internship in Biology

An approved off-campus work activity in the field of biology with a private or public sector agency, organization, or company. Students will be expected to adhere to and document the objectives of a learning plan developed with and approved by a faculty sponsor. Credit will be determined by hours spent in the working environment and the depth of the project associated with the course of study. **Prerequisites:** BIOL 126 (or 323) and consent of department chair. (1-4)

BIOL 499: Capstone: Senior Seminar – SR

The goal of this course is to assist students in the writing and presentation of a paper concerning a topic within biology that would integrate various elements in the major program. A proposal for the topic must be presented to the department early in the spring term of the junior year. The seminar may be linked to, but not replaced by field or laboratory independent study or internship experience. (2)



Business (BUSA) - Undergraduate

BUSA 200: Documenting Professional Development

Introduction to documenting professional competencies through development and maintenance of a digital portfolio. Required only of transfer students who have otherwise met the BUSA 201 content requirement. (1)

BUSA 201: Value Creation in the Global Environment

Understanding economic value creating activities and the demands of enterprise stakeholders in competitive markets within the global environment. Additionally, an introduction to documenting professional development (4)

BUSA 202: Financial Accounting

Accounting for financial performance for the use of external decision-makers considering investment in a business organization. Origins and uses of financial information; accounting concepts and principles; logic, content, and format of financial statements; accounting issues in the U.S. and other nations. **Prerequisite:** MATH 128. (3)

BUSA 203: Managerial Accounting

Introduction to the use of accounting data for decision making, managerial planning, and operational control. Topics include cost-volume-profit relationships, cost accounting methods, budgeting, and performance evaluations. Familiarity with Microsoft Excel or other spreadsheet software is required. **Prerequisites:** BUSA 202, CSCE 120. (3)

Upper Division Prerequisites: All upper-division business courses have the following prerequisites: BUSA 201, 202, and 203; CSCE 120; ECON 101; MATH 128; STAT 231; or permission of School of Business Dean or his/her designate.

BUSA 302: Finance for Managers

Principles and procedures pertaining to business investment activity, financial decision-making, financial statement analysis, valuation, financial planning, capital asset acquisition, cost of capital, financing strategies **Prerequisite:** BUSA 203 (3)

BUSA 303: Business Law and Ethics

Explores the legal and ethical issues faced by those in the business environment. Provides foundation in U.S. and international law and introduces basic principles of contracts, torts, agency and business organizations. Surveys areas of law affecting employment, marketing, and financial transactions and explores the ethical duties owed in a business environment, including those duties under professional codes of ethics. (3)

BUSA 304: Law and Ethics for Financial Professionals

Designed for students whose interests are in finance, accounting, personal financial management, or similar fields that demand an in-depth understanding of the laws affecting financial transactions. Surveys all areas of business law, such as the basis and structure of U.S. and international law, principles of contracts, torts, agency, business organizations, and employment. Explores the ethical duties owed in a business environment, including those duties under professional codes of ethics. (3)

BUSA 305: Human Dimensions of Effective Organizations

Exploration of how to organize and manage in today's context of changing internal and external demands and expectations, with a strong emphasis on group and individual dynamics, and topics in managing human resources (3)

BUSA 308: Principles of Marketing

A study of marketing concepts, principles and trends in organizations with an emphasis on value creation by differentiation. (3)

BUSA 309: Creating Value in Goods and Services Operations

Study of the management and organization of sustainable value creating operations in the production of goods and services. (3)

BUSA 310: Information Systems

Introduction to information technology and information systems from a management perspective. Emphasis on strategic use of technology and systems, knowledge management, and impacts on corporate strategy, competition, organizational structure, and the firm's value creation process. (3)

BUSA 320: Accounting Information Systems

Study of the flow of information through an enterprise, the sources and nature of documents, and the controls necessary to insure the accuracy and reliability of information. **Prerequisite:** BUSA 202. (3)

BUSA 321: Intermediate Accounting I

Concentrated study of the conceptual framework of accounting, valuation theories, asset and income measurement, and financial statement disclosures in the U.S. and abroad. **Prerequisite:** BUSA 202. (3)

BUSA 322: Intermediate Accounting II

Additional study of valuation theory. Advanced issues in asset and income measurement and financial statement disclosure.

Includes evaluation of U.S. positions relative to those of other nations and international agencies.

Prerequisite: BUSA 321. (3)

BUSA 323: Cost Accounting and Control Systems

A critical examination of systems for cost accounting and managerial control. Emphasis on development of skills to critique cost and control systems and to understand the dynamic relationship between systems, operations, strategy, and performance evaluation. **Prerequisite:** BUSA 203. (3)

BUSA 332: Managing Personal Finances

An interdisciplinary course to help students manage their personal financial lives by examining financial planning topics from both theoretical and applications perspectives. Draws upon concepts and theories from finance, economics, law and consumer psychology. No prerequisites and open to any major. (3)

BUSA 335: Financial Investments

In-depth exploration of fundamental principles governing the valuation of particular securities, and knowledgeable construction, management, and evaluation of portfolios.

Prerequisite: BUSA 302. (3)

BUSA 337: International Finance

Principles and procedures pertaining to international financial management, global financial markets and institutions, and international financial instruments investment activity, financial risk/return decision-making and portfolio management, financial statement analysis, cost of capital, financing strategies.

Prerequisite: BUSA 302 (3)

BUSA 340: Non-Profit Management

An introduction to the many facets of running or working with non-profits. Topics include strategic planning, organizational structure, budgeting and financial management, legal and tax issues, marketing, and personnel management. Open to all majors. **Prerequisite:** Junior standing. (3)

BUSA 342: Managing Human Resources

Detailed coverage of personnel/human resource procedures in the U.S. and other countries. **Prerequisite:** BUSA 305 (3)

BUSA 343: Managing Reward Systems

Detailed examination of reward system development and practices. **Prerequisite:** BUSA 305 (3)

BUSA 352: Global Management

Integrated study of decisions and challenges faced by managers in large and small companies as they do business globally. Competencies involved in communicating and negotiating across cultures. **Prerequisite:** BUSA 305. (3)

BUSA 358: Entrepreneurship

Intensive study of issues and challenges associated with start-up, growth, and maturation of a new enterprise. Emphasizes reduction of risk through planning for and assessing possible future conditions. (3)

BUSA 361: e-Marketing

Provides an overview of marketing issues associated with marketing by electronic means, including the Internet, by businesses and non-profit organizations. Explores how

e-marketing fits in the organization's overall marketing strategy. **Prerequisite:** BUSA 308. (3)

BUSA 363: Consumer Behavior

This course will study the processes involved when consumers gain awareness, establish purchasing criteria, screen information, make decisions and dispose of consumer goods, services, ideas or experiences. Consumer behavior will be examined to identify how it affects marketing strategy and how marketing affects behavior. **Prerequisite:** BUSA 308. (3)

BUSA 364: Services Marketing

Addresses distinctive characteristics and principles associated with services enterprises. Model for identifying problems undermining service organization performance, and strategies to overcome and enhance services marketing organization performance. **Prerequisite:** BUSA 308. (3)

BUSA 365: Sales and Sales Management

Professional selling - prospecting, active listening, benefit presentation, objection handling, closing and territory management. Also covered are territory design, hiring, motivating, and evaluating sales personnel.

Prerequisite: BUSA 308. (3)

BUSA 371: Topics in Information Management

Basic concepts in information management including database applications, communications, risk, controls and security, supply chain management, managing knowledge and ethical issues. **Prerequisite:** BUSA 310. (3)

BUSA 375: Introduction to Complex Systems

Focus on the characteristics of complex systems, the limitations of technical and software systems design and operation, and their modes of failure. Objective is to learn to ask richer and more fundamental questions in role as system professionals. (3)

BUSA 377: Data Base Applications in Business

The concepts, strategy, and features of data base design and management for applications in economic organizations. Focus on how data base applications support decision processes. (3)

BUSA 378: Electronic Commerce

The managerial, organizational, and technical challenges of electronic transaction and communication systems among customers, distributors, and suppliers.

Prerequisites: BUSA 308 and 310. (3)

BUSA 408: International Business Law and Ethics

Designed for students with an interest in the legal and ethical environment of global business. Explores the historical, social and cultural context of international business regulations and the impact of those regulations on structuring international transactions. Explores global business ethics. (3)

BUSA 418: Accounting Database Management and Control

Advanced concepts in accounting database management and control. **Prerequisites:** BUSA 310, 320. (3)

BUSA 422: Consolidations and Equity Issues

Concentrated study of equity measurement including the accounting aspects of partnerships, corporations, and

consolidations. Also includes accounting for multinational corporations. **Prerequisite:** BUSA 322. May enroll concurrently. (3)

BUSA 423: Accounting for Non-Profits and Governmental Entities

Study of fund accounting, including its conceptual basis, its institutional standard setting, framework, and current principles and practices. **Prerequisite:** BUSA 322. May enroll concurrently. (3)

BUSA 424: Auditing

Comprehensive study of auditing concepts and procedures. **Recommended:** BUSA 320. (3)

BUSA 427: Tax Accounting

Study of income tax concepts, regulation and tax planning principles. Both individual income taxation and business taxation are discussed. (3)

BUSA 430: Entrepreneurial Finance

Financial strategies unique to the creation and/or expansion of small, closely held businesses. **Prerequisite:** BUSA 302. (3)

BUSA 437: Financial Analysis and Strategy

Intermediate principles of capital budgeting, cash flow forecasting, financial simulation and modeling, analysis of risk and return, risk management, capital structure, and cost of capital. **Prerequisite:** BUSA 302. (3)

BUSA 438: Financial Research and Analysis

Seminar course directed at current issues and developments. **Prerequisites:** BUSA 302 and at least one upper-division finance course: BUSA 335 or 337 or 437. (3)

BUSA 440: Knowledge Management

Examines organizational mechanisms, leadership requirements, and technologies for leveraging knowledge and human performance. Foundations and practices for knowledge creation, transfer and integration, and role of knowledge management in the various management disciplines. **Prerequisites:** BUSA 305, 310. (3)

BUSA 442: Leading Organizational Improvement

Development of leader competencies and practices that promote organizational development, employee involvement and teamwork, improvements in quality, culture change, and continuous organizational learning and problem solving. **Prerequisite:** BUSA 305. (3)

BUSA 449: Strategic Human Resource Management

Seminar course focused on strategic issues in managing human resources. Legal, international, and ethical issues will be integrated throughout the course. Advanced business students, in consultation with the instructor, will select appropriate topics for research and discussion. **Prerequisite:** BUSA 305. (3)

BUSA 460: International Marketing

Introduction to marketing problems and opportunities in an international context. Investigation of economic, cultural, and

business forces that require changes in marketing plans for international companies.

Prerequisites: BUSA 308, junior standing. (3)

BUSA 467: Marketing Research

Investigation of techniques and uses of marketing research in the business decision-making process. Research design, survey methods, sampling plans, data analysis, and field projects. **Prerequisites:** BUSA 308 and BUSA 363. Instructor approval required if BUSA 363 has not been completed prior to enrolling in BUSA 467. (3)

BUSA 468: Marketing Management

Choosing target markets, acquiring and keeping customers by creating, delivering and communicating customer value. The course may include a service-learning project. **Prerequisites:** BUSA 308, 363, 467 and one marketing concentration elective. (3)

BUSA 478: IT Project Management

Advances in information technology and their impact on organizational and business strategies with particular emphasis on the challenges of project design and implementation. **Prerequisites:** BUSA 310, and one of the following: BUSA 375, 377, 378, 440. (3)

BUSA 485: Study Abroad

PLU-sponsored academic or experiential study in other countries. **Prerequisite:** Junior standing. (1-32)

BUSA 486: Study Abroad

PLU-sponsored academic or experiential study in other countries. **Prerequisite:** Junior standing. (1-32)

BUSA 486A: SA: Business Culture in China - C

Study away in China, focusing on the changing business environment and business culture in China's principal urban centers of culture and commerce: Beijing, Shanghai, Gungzhou and Hong Kong. Exploration of how traditional culture, political, economic and legal developments, enterprise reforms, the growth of joint ventures and emergence of a middle class have combined to create new markets, new policies and new practices. Visits to privately-owned and foreign-invested enterprises and to historical and cultural sites. Meetings with enterprise managers and local experts on contemporary Chinese culture and business. (4)

BUSA 495: Internship

Application of business knowledge in field setting. Credit granted determined by hours spent in working environment and depth of project associated with the course of study. Only three credits of internship may be applied to a concentration requirement. Pass/fail. (1-4)

BUSA 499: Capstone: Strategic Management - SR

Study of managing organizations from the perspective of strategic decision makers. Formulation, implementations, and assessment of strategies and policies aimed at integrating all organizational functions in support of major objectives. **Prerequisites:** BUSA 302, 305, 308, 309, 310; senior standing. Recommended for last semester. (3)

Business (BUSA) - Graduate

BUSA 509: Global Business Perspectives

Cultural and environmental contexts for global business. Developing perspectives, personal competencies, and organizational capabilities for business success across borders and cultures. On-campus course followed by a study away experience prior to graduation. (3)

BUSA 509: Global Business Perspectives: International Experience

Pass/Fail. (0)

BUSA 510: Legal, Ethical and Social Responsibilities of Business

Explores legal, ethical, and social implications of business decision-making. Provides a framework of the legal environment in which business decisions are made. Explores implications of business decisions that incorporate concern for natural and social environments as well as the economic environment. (3)

BUSA 511: Accounting for Decision Making

An examination of financial and managerial accounting topics, including financial reporting, budgeting, and cost behavior. The focus is on using accounting to support business decision-making. (3)

BUSA 513: Marketing Management

A practical approach to understanding and applying customer-directed marketing strategies for achieving organizational goals. Students will examine theoretical concepts and apply contemporary approaches to the marketing of services, products and ideas in business, public, and non-profit organizations. (3)

BUSA 515: Organizations and Leadership

The leader's role in creating organizational designs, processes and cultures that effectively engage rapidly shifting external realities, promote collaboration and problem solving, and enable organizations to continuously experiment, improve, and increase capabilities. Competencies for developing and managing people to meet performance requirements and organization cultural fit. (3)

BUSA 517: Understanding and Managing Financial Resources

Advanced treatment of corporate finance topics including cash flow forecasting, planning, budgeting, valuation models, cost of capital, leverage, and risk and return. Additional topics include ratio analysis, computer simulation, financial feasibility assessment, balance sheet analysis, determinants of interest rates, and the impact of business cycle fluctuations on shareholder value. (3)

BUSA 519: Information Systems and Knowledge Management

Examines the strategic role of information systems in enabling decision-making and organizational effectiveness. Examines the applications of information systems to knowledge

creation, sharing, and integration. Discusses a broad range of technologies including collaboration, content management, database, enterprise, and decision support tools.

Prerequisites: BUSA 509, 511. (3)

BUSA 521: Supply Chain and Operations Management

Manufacturing and service operations, and technologies within the enterprise and across the extended value chains. Topics include operations and quality management, value chain strategy, project management, integrating extended operations, international operations, current issues and the synergistic role of systems. **Prerequisites:** BUSA 509, 511. (3)

BUSA 522: The Global, Social, Political Environment of the Firm

Examination of the context within which individual firm decisions must be made. Topics include globalization, diversity within and among nations, the regulatory environment of the firm, the social, political and economic aspects of trade, the flow of capital, determinants of inflation and interest rates, business cycles, and related issues. Employs statistical and case analysis of how aggregate events have firm specific impacts. (3)

BUSA 523: Managing Innovation

Multidisciplinary approach to theories and practices of managing innovation and change for sustainable competitive advantage. Focus is on the planning and implementation of innovations, technologies, processes, or systems that pose significant uncertainty and the necessity for fundamental change in the organization's design, culture, and industry structure. **Prerequisites:** BUSA 522 or ECON 520, BUSA 509, 510, 513, 515, 517. (3)

BUSA 535: Financial Investments

In depth evaluation of fundamental principles governing the valuation of individual investments and portfolios. Topics include valuation models, business cycles, real estate, commodity prices, determinants of interest rates and earnings, behavioral finance, risk and return, investment strategy, global markets, pension funds, and demographic influences on markets. **Prerequisites:** BUSA 522 or ECON 520, BUSA 517. (3)

BUSA 538: Advanced Managerial Accounting

Focus on the strategic and supporting roles of management accounting for decision-making, managerial planning, and operational control. Familiarity with Microsoft Excel or other spreadsheet software is required.

Prerequisite: BUSA 511. (3)

BUSA 540: Effective Business Negotiations

Approaches negotiating complex business transactions from an organizational viewpoint in a global context rather than solely a buy-sell approach. The focus is to demonstrate the strategic nature of thinking like a negotiator.

Prerequisite: BUSA 515. (3)

BUSA 542: Leading Organization Change

Leader competencies and practices for analyzing needs for organizational change, creating a shared vision, crafting implementation plans for multiple interventions, developing enabling structures and processes, enlisting political support

and involving people, and for evaluating and institutionalizing changes. **Prerequisite:** BUSA 515. (3)

BUSA 549: Strategic Management of Human Capital

Issues and practices in the strategic management of human capital. Human resource strategy formulation, implementation, and evaluation in terms of return on investments and other impacts on firm performance. Human resource best practices for developing and sustaining a high-involvement workforce to achieve competitive advantage. **Prerequisite:** BUSA 513. (3)

BUSA 550: Leading Family and Closely-Held Enterprises

Explores issues unique to managing, working within, or advising closely held businesses. Role of closely held firms in global economy; control, fairness, and equity issues; succession; unique aspects of family firms including family dynamics inside and outside of the business.

Prerequisites: BUSA 509, 510. (3)

BUSA 553: Transnational Management

Examination of ways in which traditional approaches to globalization – multinational adaptation, worldwide technology transfer, and global standardization – may be synthesized into transnational strategy. Changes required in organizational configurations, capabilities and practices for successful operation of the transnational firm.

Prerequisite: BUSA 515. (3)

BUSA 555: Knowledge Management

Provides a global and holistic perspective for leveraging knowledge through the integration of organizational theory, people, business processes and technology. Provides an integrated approach in managing an enterprise’s intellectual capital. Examines the implementation of knowledge management in business and non-profit organizations.

Prerequisite: BUSA 519. (3)

BUSA 558: New Venture Management

Examines the entrepreneurial skills and conditions needed for effective business start-ups whether independent or within larger organizations. **Prerequisites:** BUSA 509, 511. (3)

BUSA 560: Managing Health Care Enterprises

Surveys policy and operational issues facing managers in the rapidly changing health care environment. Explores challenges of managing in health care settings, including hospitals, medical practice organizations, long-term care facilities and clinics. Discusses health care related organizations such as health insurance companies, consulting firms, managed care organizations, pharmaceutical companies, and other organizations that support the health care industry.

Prerequisite: BUSA 515. (3)

BUSA 562: Health Care Regulation, Law and Ethics

Survey of the legal, regulatory and ethical dilemmas confronting health care managers and the implications of these issues from the perspectives of administration and governance, external stakeholders, and patients. Topics include labor relations and the impact of state and federal employment laws; the public health regulatory environment and the organizations and systems that impact business decisions; and strategies for managing third party payments. (3)

BUSA 563: Health Care Marketing

Marketing principles applied in for-profit businesses are also essential to the success of public and non-profit organizations. This course is designed to provide knowledge and skills for effective marketing of public and non-profit health services organizations, including hospitals, medical clinics, and professional services. (3)

BUSA 564: Managing Services Marketing

Services now constitute more than 75 percent of domestic U.S. GDP and employment, and comparably in other developed economies globally. Developing economies, such as India, are moving in the same direction. Services include marketing, operations and human resources contexts. This course addresses service characteristics and qualities, the demand for services and service excellence, listening and responding to the service customer, attention to the service deliverer, providing services by telecommunications and the Internet, and challenges and strategies to improve service quality.

Prerequisite: BUSA 513. (3)

BUSA 570: Technology Management

Examines the critical role that technology plays in achieving organizational effectiveness and competitive advantages. Topics include planning, developing, sourcing, and controls of technology and systems, technology transfer and commercialization, technology road mapping, technology integration, marketing of technology, science and technology policy, and global issues in technology management.

Prerequisite: BUSA 519. (3)

BUSA 575: Electronic Business and Commerce

The course discusses the managerial, technical, and organizational challenges of designing and implementing electronic business and commerce as a critical transaction and delivery systems for products and services throughout the entire value creation network. **Prerequisite:** BUSA 519. (3)

BUSA 577: Project Management

Study of project management principles and techniques including planning, network building, project control, reporting and closing to address the unique conditions and challenges associated with designing and managing major non-repetitive undertakings. **Prerequisite:** BUSA 515. (3)

BUSA 590: Strategic Management in a Global Context

An integrated study of business strategy formulation and implementation under conditions of continuing economic, technological, and competitive change in the global marketplace. Explores industry, competitive, and company analysis. Emphasis on path-finding to identify strategic choices that create sustainable advantage. **Prerequisites:** BUSA 522 or ECON 520, 509, 510, 511, 513, 515, 517, 519, 521. (3)

BUSA 591: Independent Study

Individualized reading and studies. Minimum supervision after initial planning of student’s work. Rarely granted and requires prior approval of MBA director and consent of instructor. (1-4)

BUSA 595: Internship

Application of business knowledge in field setting. Credit granted determined by hours spent in working environment and depth of project associated with course of study. Pass/fail. (1-4)

Chemistry (CHEM)

Term	Courses
Fall	CHEM 104, 115, 331, 333, 341 343, 403, 499
Spring	CHEM 105, 116, 320, 332, 334 (or 336), 343, 344, 405, 410, 420, 499
Alternate Years	CHEM 440 (J Term), 450 (Spring Term), 456 (J Term)

CHEM 104: Environmental Chemistry – NS, SM

Basic principles of chemistry and reactions, with applications to human activities and the natural environment. No prerequisite; students without high school chemistry are encouraged to take CHEM 104 before taking CHEM 105 or CHEM 115. Also suitable for environmental studies, general science teachers, B.A. in geosciences, and general university core requirements. (4)

CHEM 105: Chemistry of Life – NS, SM

Basic organic and biochemistry applied to chemical processes in human systems; suitable for liberal arts students, nursing students, physical education majors, and prospective teachers. Students who have not completed high school chemistry recently should take CHEM 104 before taking CHEM 105. (4)

CHEM 115: General Chemistry I – NS, SM

Topics explored include the structure of matter, nomenclature, atomic and molecular theory, periodic relationships, states of matter, quantitative relationships, and thermochemistry. The course includes laboratory experiences that take place in the Open laboratory and a weekly discussion section. **Prerequisite:** One year of high school chemistry. **Co-requisite:** MATH 140 or Math Placement in MATH 151 or higher. (4)

CHEM 116: General Chemistry II – NS, SM

Introduces students to chemical kinetics, chemical equilibrium, acid-base chemistry thermodynamics, electrochemistry, chemistry of the elements, and coordination compounds. The course includes laboratory experiences that take place in the Open laboratory and a weekly discussion section.

Prerequisites: MATH 140 or higher and CHEM 115. (4)

CHEM 320: Analytical Chemistry

Chemical methods of quantitative analysis, including volumetric, gravimetric, and selected instrumental methods. Includes laboratory. **Prerequisites:** CHEM 116; MATH 140. (4)

CHEM 331: Organic Chemistry I

An introduction to structure, reactivity, and general properties of organic molecules. **Prerequisite:** CHEM 116.

Co-requisite: CHEM 333. (4)

CHEM 332: Organic Chemistry II

Chemistry of aromatic compounds, carbonyl-containing functional groups, amines, phenols, and an introduction to biologically important molecules. **Prerequisites:** CHEM 331, 333. **Co-requisite:** CHEM 334 or 336. (4)

CHEM 333: Organic Chemistry I Laboratory

Reactions and methods of synthesis, separation, and analysis of organic compounds. Microscale techniques. Practical investigation of reactions and classes of compounds discussed in CHEM 331. **Co-requisite:** CHEM 331. (1)

CHEM 334: Organic Chemistry II Laboratory

Synthesis of organic compounds, including instrumental and spectroscopic analysis. Practical investigation of reactions and classes of compounds discussed in CHEM 332. **Prerequisite:** CHEM 333. **Co-requisite:** CHEM 332. (1)

CHEM 336: Organic Special Projects Laboratory

Individual projects emphasizing current professional-level methods of synthesis and property determination of organic compounds. This course is an alternative to CHEM 334 and typically requires somewhat more time commitment. Students who wish to prepare for careers in chemistry or related areas should apply for departmental approval of their admission to this course. **Co-requisite:** CHEM 332. (1)



CHEM 341: Physical Chemistry

A study of the relationship between the energy content of systems, work, and the physical and chemical properties of matter. Classical and statistical thermodynamics, thermochemistry, solution properties, phase equilibria, and chemical kinetics.

Prerequisites: CHEM 116, MATH 152, PHYS 154. (4)

CHEM 342: Physical Chemistry

A study of the physical properties of atoms, molecules and ions, and their correlation with structure. Classical and modern quantum mechanics, bonding theory, atomic and molecular structure, spectroscopy.

Prerequisites: CHEM 116, MATH 152, PHYS 154. (4)

CHEM 343: Physical Chemistry Laboratory

Experiments in kinetics and thermodynamics. Attention given to data handling, error analysis, instrumentation, computational analysis, and correlation with theory.

Prerequisite or co-requisite: CHEM 341. (1)

CHEM 344: Physical Chemistry Laboratory

Experiments in molecular structure and spectroscopy. Attention given to data handling, error analysis, instrumentation, computational analysis, and correlation with theory.

Prerequisite or co-requisite: CHEM 342. (1)

CHEM 403: Biochemistry I

An overview of the structures, function, and regulation of proteins, carbohydrates, lipids, and nucleic acids, and an introduction to metabolic and regulatory cellular processes. Majors are encouraged to take both CHEM 403 and 405 for a comprehensive exposure to biochemical theory and techniques.

Prerequisites: CHEM 332, 334. (4)

CHEM 405: Biochemistry II

A continuation of 403 that provides further insight into cellular metabolism and regulation, enzyme kinetics and mechanisms of catalysis, protein synthesis, nucleic acid chemistry, and biotechnology. Concepts introduced in Physical Chemistry and Biochemistry I will be applied to this course. Laboratory designed to stimulate creativity and problem-solving abilities through the use of modern biochemical techniques.

Prerequisite: CHEM 403. (3)

CHEM 410: Introduction to Research

An introduction to laboratory research techniques, use of the chemical literature, including computerized literature searching, research proposal and report writing. Students develop an independent chemical research problem chosen in consultation with a member of the chemistry faculty. Students attend seminars as part of the course requirement. (2)

CHEM 420: Instrumental Analysis

Theory and practice of instrumental methods along with basic electronics. Special emphasis placed on electronics, spectrophotometric, radiochemical, and mass spectrometric methods. **Prerequisites:** CHEM 320; 341 and/or CHEM 342; 343. (4)

CHEM 440: Advanced Organic Chemistry

Students will develop a repertoire of synthetic methodology and a general understanding of a variety of organic reaction mechanisms. Synthetic organic strategies and design, the analysis of classic and recent total syntheses from the literature, and advanced applications of instrumentation in organic chemistry. **Prerequisite:** CHEM 332. (2)

CHEM 450: Inorganic Chemistry

Techniques of structural determination (IR, UV, VIS, NMR, X-ray, EPR), bonding principles, nonmetal compounds, coordination chemistry, organometallics, donor/acceptor concepts, reaction pathways and biochemical applications are covered. Laboratory: Synthesis and characterization of non-metal, coordination and organometallic compounds.

Prerequisites: CHEM 332, 341

Prerequisite or co-requisite: CHEM 342. (3)

CHEM 456: Polymers and Biopolymers – NS, SM

A course presenting the fundamentals of polymer synthesis, solution thermodynamic properties, molecular characterization, molecular weight distribution, and solution kinetics. Free radical, condensation, ionic, and biopolymer systems, with emphasis on applications. The 1-credit laboratory examining polymer synthesis through experiments is optional.

Prerequisite: CHEM 341

Prerequisite or co-requisite: CHEM 342. (3)

CHEM 491: Independent Studies

Library and/or laboratory study of topics not included in regularly offered courses. Proposed project must be approved by department chair and supervisory responsibility accepted by an instructor. May be taken more than once. A specific title for the project may be appended to the general title of Independent Studies for CHEM 491. (1 to 4)

CHEM 497: Research

Experimental or theoretical investigation open to upper-division students with consent of department chair. May be taken more than once. Generally consists of a research project developed in consultation with a chemistry faculty member. A specific title for the project may be appended to the general title of Research for CHEM 497. (1 to 4)

CHEM 499: Capstone: Seminar – SR

Senior capstone course. Presentation by students of knowledge gained by personal library or laboratory research, supplemented with seminars by practicing scientists. Participation of all senior chemistry majors is required and all other chemistry-oriented students are encouraged to participate. Seminar program will be held during the entire year but credit will be awarded in the spring semester. (2)



Chinese (CHIN)

CHIN 101, 102: Elementary Chinese

Introduction to Mandarin Chinese. Basic skills in listening, speaking, reading and writing. Laboratory practice required. (4, 4)

CHIN 201, 202: Intermediate Chinese – C

Develops further the ability to communicate in Mandarin Chinese, using culturally authentic material. Laboratory practice required. **Prerequisite:** CHIN 102 or equivalent. (4, 4)

CHIN 271: China Through Film – AR, C

An exploration of the history and recent directions of Chinese cinema, the relationship between film and other Chinese media, film, and the Chinese government, and the particular appeal of Chinese film on the international market. No prior study of Chinese required. Cross-listed with THEA 271. (4)

CHIN 301, 302: Composition and Conversation – C

Review of grammar with emphasis on idiomatic usage; reading of contemporary authors as models of style; and conversation on topics of student interest. Conducted in Chinese. **Prerequisite:** CHIN 202. (4)

CHIN 371: Chinese Literature in Translation – C, LT

An introduction to the most important works and writers of Chinese literary traditions, from early times to the modern period. Poetry, prose, drama, and fiction included. Film presentations supplement the required readings. No knowledge of Chinese required. (4)



Chinese Studies (CHSP)

CHSP 250: Urban Culture in China - C

Explores first hand the dynamic and rapidly transforming cultural life of four major Chinese cities: Beijing, Shanghai, Guangzhou, and Hong Kong. Our explorations will be carried out through face-to-face meetings with contemporary artists and writers, as well as visits to culturally significant sites that form the background and context for artistic expression in China today. The urban focus will foreground tensions within China's major cities between global and local forces, and the ways in which those tensions are profitably transformed into contemporary art of all kinds. (4)

CHSP 350: Chinese Culture and Society

This course will draw together the existing experiential components of the semester abroad program in Chengdu - orientation, service learning and the study tour - and focus them on the topic of an individual research project. The primary methodology of this project will be interviews with individuals in China, along with analysis of various Chinese media. (4)

CHSP 499: Capstone: Senior Project – SR

A project, thesis, or internship which demonstrates competence in language and other dimensions of Chinese Studies. Must be approved in advance by chair of the Chinese Studies Program; tally card required. Upon prior application of the student, seminars in other departments or programs may substitute for this course. (4)



Classics (CLAS)

CLAS 231: Masterpieces of European Literature – LT

Representative works of classical, medieval, and early Renaissance literature. Cross-listed with ENGL 231. (4)

CLAS 241/341: Special Topics in Ancient Literature and Culture (4)

An opportunity to pursue in-depth such topics as late antiquity and the rise of Christianity, ancient medicine and technology, specific literary genres. May be repeated for credit with different topic. (4)

CLAS 321: Greek Civilization – SI

The political, social, and cultural history of Ancient Greece from the Bronze Age to the Hellenistic period. Special attention to the literature, art, and intellectual history of the Greeks. Cross-listed with HIST 321. (4)

CLAS 322: Roman Civilization – SI

The history of Rome from the foundation of the city to CE 395, the death of Theodosius the Great. Emphasis on Rome's expansion over the Mediterranean and on its constitutional history. Attention to the rise of Christianity within a Greco-Roman context. Cross-listed with HIST 322. (4)

CLAS 350: Classical and Comparative Mythology - LT

A literary study of myths and of the methodologies used to interpret their origin, function, and meaning. This study originates in the texts of Greco-Roman authors and includes comparisons with other world myths. All readings are in English, but students with other language abilities are encouraged to use them. (4)

CLAS 499: Capstone: Senior Project – SR (4)



Communication (COMA)

COMA 101: Introduction to Communication

Introduces the study of communication. Surveys the contexts and applications of study in these disciplines. Introduces the use of rhetorical theory as a means of understanding communication behavior. (4)

COMA 102: Communication Ethics

Studies the basic principles of moral philosophy and explores ethical issues involving those engaged in communication professions such as journalism, public relations, broadcasting, and advertising. Students use case studies to learn to recognize ethical dilemmas and develop strategies for dealing with them. (2)

COMA 120: Media in the World - AR

Introduces the critical study of mass communication and its influence on community and culture. The course will survey how the technical, economic, and behavioral elements of media influence its structure and content. (4)

COMA 210: Interviewing

Introduces basic concepts and techniques for unbiased, in-depth interviewing. Topics include listening, neutral question phrasing, sources of bias, developing question sequences and interview schedules. (2)

COMA 211: Debate

This course introduces the practice of academic and political debate. It introduces principles and theories of argument. Students will have opportunities for in-class and public debates. (2)

COMA 212: Public Speaking

Introduces the basic techniques of public speaking. Students complete several speeches and learn the basic skills of speech-making, including topic selections, research, organization, audience analysis, and delivery. Required of all Design/Tech majors. (2)

COMA 213: Communication Writing

Examines principles of clear written expression that are needed for communication coursework and in communication-related careers. Focus is on writing mechanics, style, documentation formats, database searching, making claims clearly, and supporting claims with evidence in ways that are appropriate to context, purpose and audience. (2)

COMA 214: Group Communication

Studies how people interact in groups. Introduces theoretical constructs regarding the role of groups in organizational and social settings. Provides experience in analyzing and improving group performance and interaction. (2)

COMA 222: Video Production

Analysis and application of program design, writing and production tools and techniques. Lecture and laboratory. *Prerequisite:* Communication core or consent of instructor. (2)

COMA 223: Audio Production

Introduction to the techniques and technologies related to contemporary audio production as used in television and radio broadcasting, the recording industry, film, and other media applications. (2)

COMA 225: Practicum

One semester hour credit may be earned each semester, but only four semester hours may be used to meet university requirements. Students put classroom theory to practical application by individually completing a project relating to an aspect of communication. An instructor in the area of interest must approve the project and agree to provide guidance. (1)

COMA 230: Writing for Journalism

Expands on the skills developed in COMA 213. Introduces the process of newsgathering as well as production in various media platforms. Emphasizes ethical decision-making in gathering information from sources and data.

Prerequisite: COMA 213. (2)

COMA 270: Professional Writing

Expands on the skills developed in COMA 213 and introduces the process of preparing professional documents including press releases, memoranda, business letters, and resumes. (2)

Prerequisite: COMA 213. (2)

COMA 301: Media & Cultural Criticism

This course examines the role of media in producing systems of meanings and artifacts that shape popular culture and ideology. Students learn to use critical perspectives as lenses for studying texts of popular culture and for writing cultural criticism for popular and specialized audiences. (4)

COMA 302: Media Ethics

Applies principles of moral philosophy to ethical issues involving those engaged within mass communication professions. Emphasis on encountering and resolving contemporary ethical issues in mass communication environments. ***Prerequisites:*** COMA 102 and 120. (2)

COMA 303: Gender and Communication – A

This course examines the relationship between gender and communication in human interaction and media representations. Comparison and contrast of male and female communication styles, language usage and speech practices. Role of media in shaping gender ideals and possibilities. ***Prerequisites:*** COMA 101, 102, 120 or consent of instructor. (4)

COMA 304: Intercultural Communication - C

Studies the nature of communication among people of diverse cultures. The course examines contemporary theory and research and examines a variety of cultural variables including: cultural backgrounds, perception, social organization, language, and nonverbal aspects of messages. ***Prerequisites:*** COMA 101, 102, 120 or consent of instructor. (4)

COMA 305: Argument and Advocacy

Studies how people use reason giving in social decision-making. Analysis of genres, forms, and techniques of arguers. Focus is on methods of creating, understanding, and criticizing arguments. (4)

COMA 306: Persuasion

The study of persuasion as a means of personal and social influence through rhetoric. Examines both rhetorical and social scientific traditions of study, ethical and social implications of contemporary persuasion in political, commercial and other contexts. Opportunity for original research projects.

Prerequisites: COMA 101, 102, 120, 213 or consent of instructor. (4)

COMA 311: Research Writing

Develops methods for gathering, interpreting, and evaluating data and then presenting findings written form. ***Prerequisites:*** COMA 101, 102, 120, 212, 213 or consent of instructor. (2)

COMA 312: Advanced Public Speaking

Focuses on improving skill in public speaking. Introduces theories and techniques for effectively participating in various speaking contexts. Provides experience through writing and delivering a range of different kinds of public speeches.

Prerequisites: COMA 101, 102, 120, 212, 213 or consent of instructor. (2)

COMA 313: Dialog

Explores the process of using dialog as a way of facilitating conflict resolution. Focus is on creating supportive communication climates and methods for listening.

Prerequisites: COMA 101, 102, 120, 212, 213 or consent of instructor (2)

COMA 314 : Intercultural Workshop

Designed to acquaint students with the influence of cultural backgrounds, perceptual systems, social organization, language, and nonverbal messages in intercultural communication. ***Prerequisites:*** COMA 101, 102, 120, 212, 213 or consent of instructor. (2)

COMA 320: Media Narrative I

Introduces the study of narrative techniques and their application to the production of media content. Includes information gathering, writing to format, and production activities across print, web, radio and television. Requires integrative participation with campus media.

Prerequisites: COMA 101, 102, 120, 222 or 223, and 230. (4)

COMA 321: The Book in Society

A critical study of the history of book culture and the role of books in modern society. Cross-listed with ENGL 311. (4)

COMA 322: Publishing Procedures

A workshop introduction to the world of book publishing, involving students in decisions about what to publish and how to produce it. Cross-listed with ENGL 312. (4)

COMA 323: Copy Editing

Selection and editing of news copy and headline writing. Selection, sizing and cropping of photographs. Functions of layout. Principles of newspaper design and their practical applications. ***Prerequisites:*** COMA 101, 102, 120, 212, 213, 230 or consent of instructor. (2)

COMA 325: Photojournalism

Studio class in photography with practical application to journalistic endeavors. Includes integrative participation with

campus media. **Prerequisites:** COMA 101, 102, 120, 212, 213, 230 or consent of instructor (2)

COMA 327: Media Production

This course integrates various multimedia applications associated with video production. Fundamentals of scriptwriting, video camera techniques, and non-linear editing. **Prerequisites:** COMA 222 or 223. (4)

COMA 329: Depth Reporting

Group reporting on a single issue for mass distribution across media platforms. Focuses on public and investigative journalism. **Prerequisites:** COMA 101, 102, 120, 212, 213, 230. (4)

COMA 340: Conflict and Communication

Studies the role of communication in the development and management of human and global conflict. Research and theories of prominent conflict and peace scholars along with significant case studies are used to analyze and understand sources of conflict and methods for building peace. **Prerequisites:** COMA 101 or consent of instructor. (4)

COMA 360: Public Relations Writing

Introduces principles and processes involved in writing for an organization's diverse publics. Integrates persuasive techniques and communication theory with writing and production practice. **Prerequisites:** COMA 101, 102, 120, 212, 213 or consent of instructor. (4)

COMA 361: Public Relations Principles & Practices

Introduces the theories, methods, and practice of public relations. Emphasizes technical and analytical skills. **Prerequisites:** COMA 101, 102, 120, 212, 213 or consent of instructor. (4)

COMA 362: Principles of Advertising

Introduces advertising theories and principles. Focuses on case studies and skills required in advertising practice. **Prerequisites:** COMA 101, 102, 120, 212, 213 or consent of instructor (4)

COMA 391/392/393: Communication Abroad

Exploration of communication systems and environments beyond the university in international cultural contexts. (1-4)

COMA 401: Visual Culture

Examines the central role of visual representation in contemporary culture and the ways in which we use, understand and are used by images. Emphasis on photography, film, television, new media, and commemorative art and architecture in the realms of advertising, politics, news, public advocacy and popular culture. Students will conduct research projects that analyze elements of visual culture. **Prerequisites:** COMA 101, 102, 120, 212, 213 or consent of instructor. (4)

COMA 420: Media Narrative II

Continues the study of narrative writing and production techniques with practical application to media content. Requires integrative participation with campus media. **Prerequisites:** COMA 320. (4)

COMA 421: Communication Law

Focuses on the principles of communication law and its application to various communication practices. Examines court cases, federal and state statutes and First Amendment theories. **Prerequisites:** COMA 101, 102, 120, 212, 213 or consent of instructor. (4)

COMA 422: Media Management

Study of media organizations and management of media operations. Exploration of audience and marketplace factors, ratings services, legal considerations, programming and promotion strategies. Introduction to managing careers, human resource development, and enhancing leadership skills. **Prerequisite:** COMA 320 (4)

COMA 423: Broadcast Production

Newsgathering, reporting, writing, and producing specifically for live and taped radio and television. Assignments include extensive production activities with electronic equipment in the field and the studio. Integrative participation with campus media. **Prerequisite:** COMA 320. (4)

COMA 424: Advanced Media Production

Students will engage all aspects of the production process for developing professional-quality print, broadcast and online products. Students will use hardware and software most currently available to construct contemporary media across a broad array of platforms. **Prerequisites:** COMA 101, 102, 120, 213, 222 and/or 223 and 302 (4)

COMA 425: Communication Practicum

One semester hour credit may be earned each semester, but only four semester hours may be used to meet university requirements. Students put classroom theory to practical application by individually completing a project relating to an aspect of communication. An instructor in the area of interest must approve the project and agree to provide guidance. (1)

COMA 430: Advocacy Writing

Research and writing of editorials, commentaries, personal opinion columns, op-ed pieces and other materials used in social activism contexts. **Prerequisites:** COMA 101, 102, 120, 212, 213 or consent of instructor. (4)

COMA 441: Conflict and Peacebuilding

Through the use of case studies and significant scholarship, this course focuses on, analyzes, and develops approaches for conflict and peacebuilding in interpersonal, community, and global contexts. **Prerequisites:** COMA 101 or consent of instructor. (4)

COMA 461: Public Relations Planning and Management

Examination of public relations issues such as campaign planning, issue management, crisis communication, and global public relations. Integrates theoretical foundations, and ethics. Focus on measurement and evaluation techniques. **Prerequisite:** COMA 361. (4)

COMA 462: Digital Message Production

Studies the principles and processes involved in preparing messages for print or online distribution. Integrates design concepts with technical applications. **Prerequisites:** COMA 101, 102, 120, 212, 213 or consent of instructor (4)

COMA 491, 492, 493: Independent Studies

Investigations or research in area of special interest not covered by regular courses; open to qualified junior or senior students. A student should not begin registration for independent study until the specific area for investigation has been approved by a departmental sponsor. (1-4)

COMA 543: Conflict and Negotiation

This course examines the sources and development of conflict and develops negotiation as a tool for managing conflict situations. Emphasis is on understanding conflict interactions and reaching agreement through negotiation. (3)

To view **Keystones, Internships and Capstones** courses, go to *School of Arts & Communication (SOAC)*, in the *PLU Directory of Approved Courses*, page 213.

To view **Sign Language** courses, go to the *PLU Directory of Approved Courses*, page 213.

To view **Theatre** courses, go the *PLU Directory of Approved Courses*, page 219.



Computer Science and Computer Engineering (CSCE)

A grade of C or higher is strongly recommended in all CSCE prerequisite courses

Term	Courses
Fall	120, 131, 144, 245, 270, 343, 346, 371, 386, 499A
J-Term	120, 400
Spring	120, 131, 144, 270, 320, 345, 367, 380, 480, 499B
Alternate Years	115, 340, 372, 391, 400, 410, 412, 436, 438, 444, 446, 449

CSCE 115: Solve It With the Computer – MR, NS

Teaches how computer use can be combined with mathematical reasoning to solve problems. Spreadsheet package and other computer tools to solve problems from elementary statistics, financial transactions, and other areas where mathematics and data are used in every day life. **Prerequisite:** Fulfillment of the PLU entrance requirement in mathematics. (4)

CSCE 120: Computerized Information Systems – NS

Introduction to computers including net-centric computing, computer ethics, operating systems, spreadsheets, graphics, and related topics. Includes a computer laboratory component. **Prerequisite:** MATH 128 or MATH 140 or equivalent. (4)

CSCE 131: Introduction to Engineering – NS

An introduction to the engineering profession and development of basic skills important to the profession, including problem solving, engineering design, graphics, use of computers, computer programming, engineering economics, and ethics in engineering. **Prerequisite:** Completion of college-preparatory mathematics. (2)

CSCE 144: Introduction to Computer Science – NS

An introduction to computer science including problem solving, algorithm design, object-oriented programming, numerical and non-numerical applications, and use of data files. Ethical and social impacts of computing. **Prerequisite:** Four years of high school mathematics or MATH 140 or equivalent. (4)

CSCE 190 FI: Privacy and Technology - F, NS

This course will explore the impact of technology on privacy. The goal is to provide students with insight into the importance of privacy in their daily lives and how to protect that privacy as it comes under attack from new technology. It will explore these issues from several different perspectives including a look at the history of privacy, the development of laws related to privacy, methods used to protect privacy, and developments in technology that threaten privacy. In the process students will study concepts from mathematics, computer science, history, political science, English, and military science. (4)

CSCE 199: Directed Reading

Supervised study of topics selected to meet the individual's needs or interests, primarily for students awarded advanced placement in computer science. Admission only by department invitation. (1-2)

CSCE 245: Electrical Circuits

Introduction to the fundamental concepts of DC and AC circuits analysis including Kirchoff's Laws, circuit theorems, first and second order circuits, and frequency response. Laboratory work is an integral part of the course. **Prerequisite:** MATH 151; PHYS 154 or consent of the instructor. (4)

CSCE 270: Data Structures

Study of object-oriented programming techniques and fundamental data structure abstractions and implementations including list, stack, queue, and trees with applications to sorting, searching, and data storage. **Prerequisite:** CSCE 144. (4)

CSCE 320: Software Engineering

An engineering approach to the development of large software packages. Topics include software requirements definition, object-oriented design and programming, specifications, and software testing. Consideration of societal and ethical issues surrounding software engineering. Major small group project. **Prerequisites:** CSCE 270, MATH 245. (4)

CSCE 330: Introduction to Artificial Intelligence

An introduction to concepts of artificial intelligence (AI), including expert systems, natural language processing, image understanding, and problem solving techniques. Consideration of the ethical and social dilemmas posed by AI. The programming languages LISP and PROLOG will be taught and used in several projects. **Prerequisite:** CSCE 270. (4)

CSCE 340: Formal Languages

Study of formal models of computation (finite automata, pushdown automata, and Turing machines). Study of formal language concepts such as regular expressions and grammars. There will be a significant programming component where students implement and test algorithms. **Prerequisite:** CSCE 270. (4)

CSCE 343: Programming Language Concepts

A study and comparison of features found in different computer languages. Imperative object-oriented, functional, and declarative languages will be studied. Programs written in several of the languages. Includes a computer laboratory component. **Prerequisite:** CSCE 270. (4)

CSCE 345: Analog Electronics

An introduction to analog integrated circuit design techniques, including single and multistage amplifiers, frequency response and feedback methods. Laboratory work is part of the course. **Prerequisite:** CSCE 245 (4)

CSCE 346: Digital Electronics

Analysis of digital design techniques, including coverage of combinational logic, flip flops, registers, counters, and timing circuits. The hardware description language VHDL will be taught and used in several projects. Includes a computer laboratory component. **Prerequisite:** CSCE 144. (4)

CSCE 348: Modeling and Simulation

An introduction to the fundamental concepts of mathematical modeling and computer simulation. The course will cover

building and validating abstract models and simulating them using simulation languages. **Prerequisite:** CSCE 144. Recommended: CSCE 270 and MATH 341. (4)

CSCE 367: Database Management

An introduction to the fundamental concepts necessary for design, use, and implementation of database systems. The entity-relationship and relational models are studied in detail. Individual, organization, and societal concerns related to accuracy and privacy of data. Major small group project. **Prerequisite:** CSCE 144 Recommended: CSCE 270. (4)

CSCE 371: Design and Analysis of Algorithms

Elementary data structures reviewed for efficiency under different conditions. Analysis of problems associated with searching and sorting. This course will also include analysis of advanced data structures including Hash Tables, and Height-balanced trees. It will include the study of algorithms for graph theory, heuristic search, and other topics selected by the instructor. There will be a significant programming component where students will implement and test algorithms. **Prerequisite:** CSCE 270, MATH 245. (4)

CSCE 380: Assembly Language and Computer Organization

Fundamentals of assembly language and computer organization. Topics include data and instruction formats, addressing, linking, macro definition, interrupt processing, computer architecture, and interface between assembly language and high-level programming languages. **Prerequisite:** CSCE 270. Strongly recommended: CSCE 346. (4)

CSCE 385: Computer Architecture

An introduction to the structure and operation of large computer systems. Topics include data representation, memory structure, I/O processing, multiprocessing systems such as parallel, pipeline, and stack machines. Examples of the architecture of several large systems are analyzed. **Prerequisite:** CSCE 380, MATH 245. (2)

CSCE 386: Computer Networks

An introduction to computer networks and computer communication protocols from the physical layer through the transport layer. Topics include connection oriented and connectionless networks, error detection and correction, LANs, sockets, and routing. Application layer topics can include HTTP, DNS, and email. **Prerequisite:** CSCE 270. Recommended: CSCE 346, MATH 341. (4)

CSCE 391: Problem Solving and Programming Seminar

Designed to improve advanced problem solving and programming skills, including advanced data structures. A goal of the course is participation in the regional ACM programming competition. Pass/Fail only. Students may take this course more than once. **Prerequisite:** CSCE 270 or consent of instructor. (1)

CSCE 400: Topics in Computer Science

Selected topic from the list below or topic of current interest in the discipline. Frequent topics are: Computer Security, Parallel

Computing, Graphical User Interface Programming, Parallel Processing Topologies, Genetic Algorithms, and Neural Networks. (1–4)

CSCE 410: Topics in Computer Engineering

Selected topic from the list below or topic of current interest in the discipline. Frequent topics are: Computer Security, Parallel Computing, Graphical User Interface Programming, Parallel Processing Topologies, Genetic Algorithms, and Neural Networks. (1–4)

CSCE 412: Computer Graphics

A study of the techniques and theory used to generate computer graphics. Both two- and three-dimensional representations will be covered. Course work includes several programming assignments plus a project. **Prerequisites:** CSCE 270, MATH 331. (4)

CSCE 436: Pattern Recognition

The use of the computer to recognize patterns in data. Topics include data mining, cluster analysis algorithms, learning algorithms, and pattern processing. Issues associated with making decisions from data analyzed by machines and the societal and privacy implications and ethical concerns involved in those kinds of decisions. Includes a major small group project. **Prerequisites:** CSCE 270, MATH 245. (4)

CSCE 438: Expert Systems

The development of AI systems that operate at the level of a human expert. Students will explore the structure of expert systems and use an expert system development tool. **Prerequisite:** CSCE 330 or consent of instructor. (4)

CSCE 444: Operating Systems

An introduction to computer operating systems including process scheduling, memory management, and file systems. Major small group project. **Prerequisite:** CSCE 380, MATH 245. Recommended CSCE 343. (4)

CSCE 446: VLSI Design

An introduction to the design of very large-scale integrated systems using computer-aided design methods. **Prerequisite:** CSCE 346. (2)

CSCE 449: Computer Science in the Secondary School

Methods and materials in secondary school computer science teaching. LOGO, PILOT, etc., may be considered. Does not count toward a major in computer science. **Prerequisite:** CSCE 144. (2)

CSCE 455: Compilers

An introduction to the organization, specification, and analysis of programming languages, including scanning, parsing, object code, run-time machine structures and optimization. **Prerequisites:** CSCE 380, MATH 245. (2)

CSCE 480: Microprocessors

Study of microprocessors and their use in microcomputer systems. Includes a computer laboratory component. **Prerequisites:** CSCE 346, 380. (4)

CSCE 495: Computer Science Research

Involvement in an ongoing research project in computer science under the supervision of a faculty member. **Prerequisite:** Consent of instructor. (1–4)

CSCE 499A and 499B: Capstone: Seminar – SR

Written and oral presentation of a project in a topic of interest by the student under the supervision of a faculty member. Students normally work in small groups (two to three students). Includes discussion of the skills needed for good research and technical communication of that research and a study of the social implications of computing. Completion of this course satisfies the core requirement for a senior capstone seminar/project. The capstone is a two semester sequence beginning in the fall semester; May graduates should start the course in the fall of their senior year and December graduates should begin the course in the fall of their junior year. There are two-semester hours given each term for a total of four-semester hours. Requirements and prerequisites depend on the major and degree. B.S. in Computer Science: Students design and implement a significant software program. **Prerequisite:** CSCE 320. B.S. in Computer Engineering: Students design and implement a significant hardware component. **Prerequisite:** CSCE 270, 345, 346. B.A. in Computer Science: Same as the B.S. in Computer Science or write a research paper. **Prerequisite:** CSCE 270. (2, 2)



Dance (DANC)

DANC 170: Introduction to Dance - AR

This is a survey dance course that explores the history, roots, and cultural significance of dance as an art form. (4)

DANC 222: Jazz Dance Level I - PE

Cross-listed with PHED 222. (1)

DANC 240: Dance Ensemble - PE

Cross-listed with PHED 240. (1)

DANC 362: Healing Arts of Mind and Body - A, AR (4)

See PHED 362 for description.

DANC 462: Dance Production

An advanced choreography course combining choreography, costume design, staging, and publicity techniques for producing a major dance concert. Cross-listed with PHED 462. (2)

Economics (ECON)

ECON 101: Principles of Microeconomics – S2, SO

Introduces the study of economic decision making by firms and individuals. Economic tools and concepts such as markets, supply and demand, and efficiency applied to contemporary issues. Students cannot take both ECON 101 and 111 for credit. (4)

ECON 102: Principles of Macroeconomics – S2, SO

Introduces the economy as a whole and major issues such as inflation, unemployment, economic growth, and international trade. **Prerequisites:** ECON 101 or 111. (4)

ECON 111: Principles of Microeconomics: Global and Environmental - S2, SO

Analysis of public policy and private behavior; appropriate pricing, resource valuation, taxes and subsidies, trade policies, sustainable development, and income growth and distribution. Students cannot take both ECON 101 and 111 for credit. (4)

ECON 301: Intermediate Microeconomic Analysis

Theory of consumer behavior; product and factor prices under conditions of monopoly, competition, and intermediate markets; welfare economics. **Prerequisites:** ECON 101 or 111, MATH 128 or 151, or consent of department. (4)

ECON 302: Intermediate Macroeconomic Analysis

National income determination including policy implications within the institutional framework of the U.S. economy. **Prerequisites:** ECON 102; MATH 128 or 151. (4)

ECON 311: Energy and Natural Resource Economics

An intensive economic analysis of natural resource scarcity and a comparison of actual, optimal and sustainable use of energy and natural resources. Comparative international analysis of the relative roles of markets and government in the development and allocation of natural resources over time.

Themes include dynamic efficiency, intergenerational fairness, and sustainability. Case studies of key natural resource sectors including: renewable and exhaustible energy, non-energy minerals, forestry, and fisheries. **Prerequisites:** ECON 101 or 111, or consent of instructor. (4)

ECON 313: Environmental Economics

Examines the theory of externalities, pollution regulation, open-access conditions as a basis for environmental degradation, methods of non-market valuation of environmental amenities, and valuation of a statistical life. Attention will be given to both domestic and global examples. **Prerequisites:** ECON 101 or 111, or consent of instructor. (4)

ECON 315: Investigating Environmental and Economic Change in Europe – S2, SO

An introduction to the environmental economic problems and policy prospects of modern Europe. Focus on economic incentives and policies to solve problems of air and water pollution, sustainable forestry, global warming, and wildlife management in Austria, Germany, Hungary, the Czech Republic, and Italy. (4)

ECON 321: Labor Economics – S2, SO

Analysis of labor markets and labor market issues; wage determination; investment in human capital, unionism and collective bargaining; law and public policy; discrimination; labor mobility; earnings inequality, unemployment, and wages and inflation. **Prerequisites:** ECON 101 or 111, or consent of instructor. (4)

ECON 322: Money and Banking – S2, SO

The nature and role of money; monetary theory; tools and implementation of monetary policy; regulation of intermediaries; banking activity in financial markets; international consequences of and constraints on monetary policy. **Prerequisite:** ECON 102 or consent of instructor. (4)

ECON 323: Health Economics – S2, SO

Analysis of health care markets including hospitals, providers, and insurer/managed care organizations; demand for care; economics of insurance; role of government and regulation; access to care; non-price competition; impact of new technology; analysis of reform. **Prerequisites:** ECON 101 or 111 (4)

ECON 325: Industrial Organization and Public Policy

An analysis of the structure, conduct, and performance of American industry and public policies that foster and alter industrial structure and behavior. **Prerequisites:** ECON 101 or 111, or consent of instructor. (4)

ECON 327: Public Finance - S2, SO

Public taxation and expenditure at all governmental levels; the incidence of taxes, the public debt and the provision of public goods such as national defense, education, pure air, and water. **Prerequisites:** ECON 101 or 111 or consent of instructor. (4)

ECON 331: International Economics

Regional and international specialization, comparative costs, international payments and exchange rates; national policies that promote or restrict trade. **Prerequisites:** ECON 101 or 111, or consent of instructor. (4)

ECON 333: Economic Development: Comparative Third World Strategies - C

Analysis of the theoretical framework for development with applications to alternative economic development strategies used in the newly emerging developing countries. Emphasis on comparison between countries, assessments of the relative importance of cultural values, historical experience, and government policies in the development process.

Prerequisites: ECON 101 or 111, or consent of instructor. (4)

ECON 335: European Economic Integration

An introduction to integration theory and its application to the problems and policy prospects for deepening European integration. Economic analysis of the development of economic institutions in the European Union. Topics include: German unification, enlargement, the European monetary system, Scandinavian participation, and relevance of the European integration model for the developing world.

Prerequisites: ECON 101 or 111 (4)

ECON 338: Political Economy of Hong Kong and China – S2, SO

In 1997, the British returned Hong Kong to China. This course examines the unique economic relationship that exists between the strongly capitalistic former colony and the People's Republic of China. Can these two diverse systems coexist? Will they eventually converge to a common system? Where does Taiwan fit into the picture? While in Hong Kong and southern China we will utilize the expertise of a series of speakers to explore the economy, history, and traditions of the area and to enhance the many experiential activities of the course. (4)

ECON 341: Strategic Behavior – S2, SO

An introduction to game theory and analysis of interactive decision processes. Interactive game playing, cases, and examples drawn primarily from economics, but also includes sports, political science, business, and biology. Prisoner's Dilemma, sequential games, Nash equilibrium, mixed and pure strategies, collective action and bidding strategies, bargaining.

Prerequisites: ECON 101 or 111. (4)

ECON 344: Econometrics

Introduction to the methods and tools of econometrics as the basis for applied research in economics. Specification, estimation, and testing in the classical linear regression model.

Prerequisite: ECON 101 or 111; ECON 102; STAT 231 or equivalent. Cross-listed with STAT 344. (4)

ECON 345: Mathematical Topics in Economics – S2, SO

An introduction to basic applications of mathematical tools used in economic analysis. **Prerequisites:** ECON 101 or 111, ECON 102 or consent of instructor. (4)

ECON 386: Evolution of Economic Thought

Economic thought from ancient to modern times; emphasis on the period from Adam Smith to J.M. Keynes; the classical economists, the socialists, the marginalists, the neoclassical economists, and the Keynesians. **Prerequisite:** ECON 101 or 111; ECON 102; ECON 301 or 302 (4)

ECON 491: Independent Studies

Prerequisites: ECON 301 or 302 and consent of the department. (1–4)

ECON 495: Internship

A research and writing project in connection with a student's approved off-campus activity. **Prerequisites:** ECON 101 or 111; ECON 301 or 302; sophomore standing; and consent of the department. (1–4)

ECON 498: Honors Thesis

Independent research supervised by one or more faculty members. Research proposal and topic developed by the student in the junior year. Application to enroll is made in the second semester of the junior year. **Prerequisite:** Economics major and consent of the department. (4)

ECON 499: Capstone: Senior Seminar – SR

Seminar in economic problems and policies with emphasis on encouraging the student to integrate problem-solving methodology with tools of economics analysis. Topic(s) selected by class participants and instructor. **Prerequisite:** ECON 301 or 302; senior standing; or consent of instructor. (4)

ECON 500: Applied Statistical Analysis

An intensive introduction to statistical methods. Emphasis on the application of inferential statistics to concrete situations. (3)

ECON 520: Economic Policy Analysis

An intensive introduction to the concepts of macroeconomics and microeconomics with an emphasis on policy formation within a global framework. (3)

**Education (EDUC)
Undergraduate**

EDUC 205: Multicultural Perspectives in the Classroom - A

Examination of issues of race, class, gender, sexual orientation, etc. as they relate to educational practices. (4)

EDUC 263: School Observation

Graded observation in schools. Concurrent with EDUC 262. (1)

EDUC 385: Comparative Education - C

Comparison and investigation of materials and cultural systems of education throughout the world. Emphasis on applying knowledge for greater understanding of diverse populations in the K-12 educational system. (4)

EDUC 390: Inquiry into Learning I: Investigation into Learning and Development

Investigation into theories of learning and development and into historical and current practices, values, and beliefs that influence efforts to shape learning in educational settings. Topics include: self as learner, theories of learning, others as learners, exceptionalities, technology, values, literacy and factors influencing learning and literacy (fieldwork included). Concurrent with EDUC 392. (4)

EDUC 391: Foundations of Learning

Investigation into theories of learning and development and into historical and current practices, values, and beliefs that influence efforts to shape learning in educational settings. Topics include: self as learner, theories of learning, others as learners, exceptionalities, technology, values literacy and factors influencing learning and literacy. Limited to music education majors. (3)

EDUC 392: Inquiry into Learning II: Investigation into Learning and Development

Continued investigation into theories of learning and development and into historical and current practices, values, and beliefs that influence efforts to shape learning in educational settings. Topics include: self as learner, theories of learning, others as learners, exceptionalities, technology, values, literacy and factors influencing learning and literacy (fieldwork included). Concurrent with EDUC 390. (4)

EDUC 394: Technology and Teaching: Laboratory

Laboratory in which students explore instructional uses of technology and develop and apply various skills and competencies. Concurrent with EDUC 390. (2)

EDUC 406: Mathematics in K-8 Education

Exploration of mathematical principles and practices consistent with NCTM curriculum standards. For elementary students. Practicum included, concurrent with EDUC 408 and EDUC 424. (4)

EDUC 408: Literacy in K-8 Education

Participation in the development of appropriate curricular strategies and instructional methods for supporting the diversity of learners' language/literacy growth. For elementary students. Practicum included, concurrent with EDUC 406 and EDUC 424. (4)

EDUC 410: Science/Health in K-8 Education

Strategies for teaching science by using inquiry methods and problem-solving techniques will be employed to explore interactive curricula from an environmental point of view. Issues of nutrition and health. Practicum included, concurrent with EDUC 412 and EDUC 425. (4)

EDUC 411: Strategies for Language/Literacy Development

Cross-listed with EDUC 511. (4)

EDUC 412: Social Studies in K-8 Education

Focus on drawing connections between the content of social studies curricula and the lived experiences of human lives. Practicum included. Concurrent with EDUC 410 and EDUC 425. (4)

EDUC 413: Language/Literacy Development: Assessment and Instruction

Cross-listed with EDUC 513. (4)

EDUC 424: Inquiry into Teaching I: Diverse Learners

Focus on general principles of instructional design and delivery with special emphasis on reading and language, assessment, adaptation, and classroom management. For elementary and secondary students not majoring in music or physical education. For elementary students, concurrent with EDUC 406 and EDUC 408. (4)

EDUC 425: Inquiry into Teaching II: Diverse Learners

Extension and expansion of ideas introduced in 424. Continued emphasis on instructional design and delivery with a focus on reading and language, assessment, adaptation, and classroom management. For elementary and secondary students outside of music and physical education, concurrent with EDUC 410 and EDUC 412. (4)

EDUC 427: Multicultural Children's Literature

Cross-listed with EDUC 527. (2)

EDUC 428: Children's Literature in the K-8 Curriculum

Cross-listed with EDUC 528. (2)

EDUC 429: Adolescent Literature in the Secondary Curriculum

Cross-listed with EDUC 529. (2)

EDUC 430: Student Teaching in K-8 Education - SR

Teaching in classrooms of local public schools under the direct supervision of School of Education faculty and classroom teachers. **Prerequisite:** Successful completion of Education courses Terms I-III. Concurrent with EDUC 450. (10)

EDUC 431: Children's Writing

Current theory and practice in the teaching and learning of writing in K-12 classrooms. Cross-listed with EDUC 530. (4)

EDUC 434: Student Teaching - Elementary (Dual) - SR

Designed for persons who do dual student teaching. Ten weeks of teaching in classrooms of local public schools under the direct supervision of School of Education faculty and classroom teachers. **Prerequisite:** Successful completion of Education courses Terms I-III. Concurrent with EDUC 450. (6)

EDUC 438: Strategies for Whole Literacy Instruction (K-12)

Cross-listed with EDUC 538. (4)

EDUC 444: English in the Secondary School

Instructional strategies, long- and short-range planning, curriculum, and other considerations specific to the disciplines. (4)

EDUC 445: Methods of Teaching Foreign Languages and English as a Second Language

Instructional strategies, long- and short-range planning, curriculum, and other considerations specific to the disciplines. Required for foreign language endorsement. (4)

EDUC 446: Mathematics in the Secondary School (4)

Instructional strategies, long- and short-range planning, curriculum, and other considerations specific to the disciplines. (4)

EDUC 447: Science in the Secondary School (4)

Instructional strategies, long- and short-range planning, curriculum, and other considerations specific to the disciplines. (4)

EDUC 448: Social Studies in the Secondary School (4)

Instructional strategies, long- and short-range planning, curriculum, and other considerations specific to the disciplines. (4)

EDUC 450: Inquiry into Learning and Teaching: Reflective Practice Seminar

A seminar for all education students (except music and physical education) focusing development of professionalism and competence in inquiry and reflective practice (elementary and secondary). Taken with student teaching Term IV Hub. (2)

EDUC 466: Student Teaching - Secondary (Dual) - SR

Designed for students who do dual student teaching. Ten weeks of teaching in classrooms of local public schools under the direct supervision of School of Education faculty and classroom teachers (taken with SPED 439, 5 hours, and EDUC 450, 4 hours) (secondary students). (7)

EDUC 468: Student Teaching - Secondary - SR

Teaching in public schools under the direction of classroom and university teachers. Prerequisites: formal application; senior standing; cumulative GPA of 2.50 or higher. Concurrent with EDUC 450. (10)

EDUC 470: Curriculum, Materials and Instruction for Teaching English as a Second Language

Application of language teaching methodology to various instructional situations. Cross-listed with LANG 470. (4)

EDUC 488: ST: Higher Education Leadership (1-4)

EDUC 490: Acquisition and Development of Language

Investigation of how young children acquire their first language and what they know as a result of this learning. Cross-listed with EDUC 510. (2)

EDUC 493: Effective Tutoring Methods

A practical course for students interested in applying theories of learning to one-on-one tutoring situations and receiving training about group dynamics and communication styles for presentations and group sessions. Readings, role-playing exercises, research, student presentations, class discussion, and continuous written reflection. (1)

EDUC 495: Internship (1 to 12)

EDUC 496: Laboratory Workshop

Practical course using elementary-age children in a classroom situation working out specific problems; provision will be made for some active participation of the university students.

Prerequisites: Conference with the instructor or the dean of the School of Education.

EDUC 497: Special Project

Individual study and research on education problems or additional laboratory experience in public school classrooms.

Prerequisite: Consent of the dean. (1-4)



Education (EDUC) - Graduate

EDUC 501: Workshops

Graduate workshops in special fields for varying lengths of time. (1-4)

EDUC 503: On-Campus Workshops in Education

On-campus graduate workshops in education for varying lengths of time; enrollment subject to advisor's approval.

EDUC 503A: Tutorial in Reading Instruction (1)

EDUC 506: Foundations of School Library Media

EDUC 510: The Acquisition and Development of Language and Literacy

Investigation of how young children acquire their first language and what they know as a result of this learning. (2)

EDUC 511: Strategies for Language/Literacy Development

Understanding the broad range of literacy development for learning to read and write in the primary grades. Focus on strategies in phonic knowledge, vocabulary, fluency, and comprehension; discussion of various approaches of assessment and differentiated instruction. Cross-listed with EDUC 411. (4)

EDUC 513: Language/Literacy Development: Assessment and Instruction

Understanding of a wide variety of strategies and tools for assessing and facilitating students' development in reading, writing, listening, and speaking. Prerequisite: EDUC 510; highly recommended to be taken at the end of the track sequence. Cross-listed with SPED 513. (4)

EDUC 520: Issues in Child Abuse and Neglect (1)

Issues of child abuse, neglect, harassment and violence. Includes identification and reporting procedures, and the legal and professional responsibilities of all mandated reporters. (1)

EDUC 527: Multicultural Children's Literature

Exploration of multi-cultural issues in the context of children's literature. (2)

EDUC 528: Children's Literature in K-8 Curriculum

Investigation of genres of contemporary children's literature and development of a personal repertoire for classroom use. (2)

EDUC 529: Adolescent Literature in the Secondary Curriculum

Genres in adolescent literature and exploration of strategies for integration of young adult materials across the middle and secondary school curriculum. (2)

EDUC 538: Strategies for Whole Literacy Instruction (K-12)

Understanding the broad range of literacy strategies critical to successfully reading to learn, with particular attention to adolescent literacy development. Focus on strategies to comprehend non-fiction, informational texts across grade and

content levels as well as narrative texts; use of assessment and differentiated instruction; applying research skills and strategies. Cross-listed with EDUC 438. (4)

EDUC 544: Inquiry in Communities, Schools, and Classrooms

Knowledge of evaluation techniques, including portfolios, and of research design; ability to interpret educational research; to identify, locate, and acquire typical research and related literature; to use the results of research or evaluation to propose program changes and write grants. (2)

EDUC 545: Inquiry and Action into Social Issues and Problems

Seminar synthesizing inquiry into social problems in educational and community settings. Critical examination of contemporary social issues that affect the success of youth and adults. (2)

EDUC 555A & B: Family and Community Engagement

Examines the roles and responsibilities of teachers in promoting family and community engagement strategies that establish social networks of shared responsibility for student learning and development. Topics covered include building safe, communicative and culturally responsive school climates, initiating effective family involvement practices and fostering successful school-community partnerships. (1)

EDUC 556: Secondary and Middle School Curriculum

A variety of facts of secondary and middle school programs: finance, curriculum, discipline, evaluation, classroom management, the basic education bill, legislative changes and special education. Critical issues in the education scene today. (3)

EDUC 558: Reflective Seminar in Teacher Leadership

Assists candidates in preparing and presenting their culminating inquiry project on instructional leadership. The course promotes reflective dialogue and analysis of the formal and informal learning opportunities presented in the program with special attention devoted to candidates' ongoing professional growth and development. (4)

EDUC 560: Practicum

Guided instructional assistance and tutoring in schools. Designed for MA/Cert Program. (2)

EDUC 561: Instructional Methodologies for Secondary Teachers

This course will introduce the instructional methodologies being used currently in secondary schools, including curriculum design, instructional strategies, the use of assessments, and specific methodologies for content area instruction. (4)

EDUC 562: Schools and Society

Individual and cooperative study of the socio-cultural and cultural, political, legal, historical, and philosophical foundations of current practices of schooling in America. Prerequisite: Admission to the MA/Cert program or consent of instructor. (2)

EDUC 563A: Integrating Seminar: Application of Technology Tools for Teachers

Students work cooperatively and individually to integrate education course work, field experience, and individual perspective during graduate degree programs. May be repeated for credit. (2)

EDUC 563B: Integrating Seminar: Internship (1)

EDUC 564: The Arts, Mind, and Body

An exploration of methods to facilitate creativity and meaning-making in the classroom through visual, musical, non-verbal/physical movement, and dramatic arts. (2)

EDUC 565: The Art and Practice of Teaching

Through application projects, micro-teaching experiences, and reading representing different perspectives, participants will practice and assess a variety of options for designing, implementing, and assessing lessons and units that integrate mathematics, science, social science, language arts, and physical education in K-8 classrooms. (6)

EDUC 568: Internship in Teaching

Internship in classroom settings. Fourteen weeks of teaching under the direct supervision of cooperating teachers and university supervisors. Designed for students in the MA/Cert program. (5)

EDUC 570: Introduction to Educational Leadership

Discussion of major leadership theories; qualities and skills necessary to develop as a strong educational research in successful leadership strategies. (2)

EDUC 571: Schools and Their Communities

Understanding the role of strong community/family relationships in successful educational leadership. Teaming and collaboration, building community resource networks, and understanding the role of diversity as critical strategies in effective educational leadership. (2)

EDUC 573A: Practicum I

Fieldwork in Educational Administration (1)

EDUC 573B: Practicum II

Fieldwork in Educational Administration (1)

EDUC 573C: Practicum III

Fieldwork in Educational Administration (1)

EDUC 573D: Practicum IV

Fieldwork in Educational Administration. (1)

EDUC 574: Instruction and Curriculum: Theory and Development

Theories and development of effective instructional methodology and best practices for successful student learning. Strategies for effective instructional leaders to support teachers and students in the learning and teaching processes. Includes strategies for at-risk and special education. (3)

EDUC 575: Managing School Change and Reform

The nature and challenges of the process of change in an educational setting; the role of federal and state legislation and its impact on special populations. (2)

EDUC 576: Personnel Development

Effective leadership strategies for professional development, mentoring/coaching, supervision; contract law, hiring and firing of school personnel. (3)

EDUC 577: School Finance

Budget and financial operations of a school and district. To include federal, state, and local support; financial planning and budget.; site-based budgeting; and purchasing, accounting, and auditing. (2)

EDUC 578: School Law

Overview of school law; impact on all legal aspects of schooling. Includes educational implications of constitutional, case, and statutory law as it affects teachers, students, parents, and others. Includes legal aspects on special education in the areas of due process, discipline, and instruction. (2)

EDUC 579: Leading Schools for Today

Overview and consideration of the wide range of issues educational leaders are faced with in today's schools. (2)

EDUC 580: Instructional Theory& Practice I: Culture, Context and Community

Addresses how learning is impacted by the social, cultural and economic context in which it occurs. The course examines the instructional implications of theory and research on culturally relevant and responsive teaching, classroom climate and community building, and other contextual factors that impact student academic achievement.(4)

EDUC 581: Instructional Theory and Practice II: Thinking, Doing and Knowing

Investigates how theory and research on cognition, learning and brain development inform instructional practice. In particular, the course examines the design of inclusive, developmentally appropriate and technologically enhanced instructional environments, effective teaching models in the subject matter disciplines, and the continuous integration of curriculum, instruction and assessment. (4)

EDUC 582: Instructional Leadership I: Standards-based Teaching, Learning & Assessment

Introduces candidates to the principles and practices of effective instructional leadership in K-12 schools. Topics covered include curriculum development and alignment as standards-based teaching, learning and assessment; the demonstration and assessment of instructional effectiveness; and the collection, analysis and presentation of student achievement data. (4)

EDUC 583: Instructional Leadership II: Teacher Development and the School Improvement Process

Examines the role of instructional leaders in the school improvement planning process and the development and stewardship of professional learning communities. Attention is specifically devoted to teachers' roles as mentors, coaches and facilitators, theories and best practices of adult learning and communication, team building, and teacher advocacy and development. (4)

EDUC 584: Schools and Districts as Learning Organizations

Analyzes how schools and school districts produce, manage and apply knowledge in pursuit of identified organizational reform goals and professional development initiatives. Topics covered include organizational change and capacity building, educational policy and reform, and the power and politics of organizational decision-making. (2)

EDUC 585: Comparative Education

Comparison and investigation of materials and cultural systems of education throughout the world. Emphasis on applying knowledge for greater understanding of the diverse populations in the K-12 educational system. (3)

EDUC 586: Sociology of Education

Viewing the educational system as a complex and changing social institution. Emphasis on value orientations from diverse human populations and their impact on K-12 education and educational issues. (3)

EDUC 587: History of Education

A study of great men and women whose lives and writings have shaped and continue to shape the character of American education. (3)

EDUC 588: ST: Leadership in Higher Education (1 to 4)

EDUC 589: Philosophy of Education

Philosophical and theoretical foundations of American education as well as the social philosophy of growing diverse populations in the K-12 schools. (3)

EDUC 590: Graduate Seminar

A workshop for all Master of Arts candidates in the School of Education. Candidates should register for this seminar for assistance in fulfilling requirements. No credit is given, nor is tuition assessed.

EDUC 593: Culminating Professional Portfolio

The Culminating Professional Portfolio (CPP) reflects a candidate's professional growth resulting from completed educational coursework and clinical experience. The CPP contains performance-based documentation of each candidate's knowledge, skills, dispositions, and professional behaviors. Rubrics are aligned with ISLLC and PESB Standards. Students present their electronic portfolios at a practitioner reviewed showcase conference. (3)

EDUC 595: Internship in Educational Administration

Students will register for 2 semester hours in each of two semesters. Internship in educational administration jointly planned and supervised by the School of Education and public and/or private school administrators in full compliance with state requirements. **Prerequisites:** Admission to the graduate program or to the credentialing program; completion of educational administration concentration; consultation with advisor. (2, 2)

EDUC 596: Graduate Seminar

Students register for one semester hour in each of two semesters. Professional seminars are scheduled and presented by candidates, their university professors, and professional colleagues in the schools in partnership. **Prerequisites:** Completion of coursework in educational administration concentration. (1,1)

EDUC 597: Independent Study

Projects of varying length related to educational issues or concerns of the individual participant and approved by an appropriate faculty member and the dean. (1-4)

EDUC 598: Studies in Education

A research paper or project on an educational issue selected jointly by the student and the graduate advisor. **Prerequisites:** Admission to the graduate program; EDUC 544, 545; minimum of 26 hours of coursework leading to the M.A.; consultation with the student’s advisor. Pass/Fail only. (3)

EDUC 599: Thesis

The thesis problem will be chosen from the candidate’s major field of concentration and must be approved by the candidate’s graduate committee. Candidates are expected to defend their thesis in a final oral examination conducted by their committee. (3 or 4)

**Educational Psychology (EPSY)
Undergraduate**

EPSY 361: Psychology for Teaching

Principles and research in human development and learning, especially related to teaching and to the psychological growth, relationships, and adjustment of individuals.

For Music Education Majors only. (3)

EPSY 368: Educational Psychology

Principles and research in human learning and their implications for curriculum and instruction. For secondary students who are not seeking certification in physical education or special education. Taken concurrently with EDUC 424. (4)

**Educational Psychology (EPSY)
Graduate**

EPSY 501: Workshops

Graduate workshops in special fields for varying lengths of time. (1-4)

EPSY 535: Foundations of Guidance

The focus is on developing an understanding of the services and processes available to assist individuals in making plans and decisions according to their own life pattern. (4)

EPSY 536: Affective Classroom Techniques

Exploration of various techniques designed to facilitate understanding of self and others; methods for working with students. **Prerequisite:** Student teaching or graduate status. Laboratory experience as arranged. (2)

EPSY 540: Teacher Portfolio Assessment

Introduces candidates to the art and practice of 21st Century evidenced-based professional portfolio development. The primary focus of the course is on the collection, analysis and presentation of candidates’ instructional impact on student learning according to the descriptors of practice featured in Standard V of the Washington State Professional Educators Standards Board “System of Preparing and Certifying Educators.” Candidates must demonstrate competency to pass this and other Summer classes - EDUC 580 and 581. (2)

EPSY 540X: Demonstrating Teacher Competency and Student Achievement

Addresses how learning is impacted by the social, cultural and economic context in which it occurs. The course examines the instructional implications of theory and research on culturally relevant and responsive teaching, classroom climate and community building, and other contextual factors that impact student academic achievement. (2-10)

EPSY 541A & B: Assessing Student and Staff Instructional Needs

Focuses on the ongoing assessment of student learning and staff instructional needs. Topics covered include planning the assessment-centered classroom, improving instructional practice through purposeful observation and mentoring, promoting and evaluating effective instructional strategies and aligning curriculum, instruction and assessment. (1)

EPSY 542: Group Dynamics and Instructional Leadership

Explores interpersonal dynamics that impact instructional leadership and community building in schools. Topics covered include modes of communication, group norms, role identification, intercultural understanding, social capital, emotional intelligence, conflict and conflict mediation. (4)

EPSY 550: Beginning Practicum

Learn and practice the basic counseling skills in a structured and closely supervised environment. Clients used in this practicum will be relatively high functioning and will usually be seen in an observation room. (3)

EPSY 565: Advanced Human Development

Consideration of the implications of the theory, concepts, and research from psychology on development, motivation, learning, and instruction. Emphasis will be on exploring ideas and processes that are directly related to classroom teaching. This course will help teachers understand the skills needed for teaching and become more aware of the complexities of learning and instruction. (4)

EPSY 566: Advanced Cognition, Development, and Learning

The study of principles and current thought and research in cognition, development, and learning. **Prerequisite:** Admission to the M.A./Cert program or consent of instructor. (2)

EPSY 575: Mental Health

Basic mental health principles as related to interpersonal relationships. Focus on self-understanding. Laboratory experiences as arranged. (4)

EPSY 583: Current Issues in Exceptionality

The characteristics of exceptional students and current issues involving the educator’s role in dealing with their special needs. (2-4)

EPSY 597: Independent Study

Projects of varying length related to educational issues or concerns of the individual participant and approved by an appropriate faculty member and the dean. (1-4)

EPSY 598: Studies in Education

A research paper or project on an educational issue selected

jointly by the student and the graduate advisor. It will be reviewed by the student's graduate committee. (2)

EPSY 599: Thesis

The thesis problem will be chosen from the candidate's major field of concentration and must be approved by the candidate's graduate committee. Candidates are expected to defend their thesis in a final oral examination conducted by their committee. (3 or 4)

English (ENGL) - Undergraduate

All literature courses fulfill the general education program requirement in literature.

• **Lower-Division Courses**

The following courses were designed for students who are not English majors, and for students considering an English major, to satisfy the general education program requirement in literature. Upper-division courses in literature offered by the Department of English will satisfy the general education program requirement in literature as well, but the following courses are particularly recommended. These lower-division courses in literature give primary attention to the act of reading in different contexts and genres. The courses emphasize for students the ways in which framing the reading experience by different kinds of questions reveals different texts, and enriches the imaginative experience of reading, leading more to insight on the part of the reader than final answers.

• **Topics in Literature**

ENGL 213, 216, 217

• **Genres**

ENGL 214

• **Traditions in Literature**

ENGL 231, 232, 233, 234, 241, 251

• **Upper-Division Courses**

Designed particularly for upper-division students, usually but not exclusively with the major in mind.

• **British Literature**

ENGL 301, 351, 353, 361, 362, 363, 364, 367

• **American Literature**

ENGL 342, 371, 372, 373, 374

• **Special Studies**

ENGL 333, 334, 335, 341, 343, 345, 355, 365, 375, 428, 451, 452, 491, 495

• **Writing, Language, and Theory**

WRIT 101, ENGL 221, 222, 224, 225, 227, 322, 323, 324, 325, 326, 327, 328, 329, 393, 399, 421, 425, 427, 429

• **Publishing and Printing Arts**

ENGL 311, 312, 313, 314

ENGL 213: Topics in Literature: Themes and Authors – LT

A variable-content course that focuses on the act of reading and interpreting texts. (4)

ENGL 214: Introduction to Major Literary Genres – LT

Introduction to one or more of the major literary genres (fiction, poetry, or drama). Focus of course varies with instructor and term. May be taken more than once for credit with approval of department chair. (4)

ENGL 216: Topics in Literature: Emphasis on Cross-Cultural Perspectives – C, LT (4)

A variable-content course that focuses on literature from non-Euro-American societies. Because course topics may vary considerably, course may be repeated for credit with approval of department chair. (4)

ENGL 217: Topics in Literature: Emphasis on Alternative Perspectives – A, LT

A variable-content course that focuses on literature that fosters an awareness and understanding of diversity in the United States. Because course topics may vary considerably, courses may be repeated for credit with approval of department chair. (4)

ENGL 221: Research and Writing – WR

Strategies for writing academic research papers are practiced, including developing appropriate research topics, locating and using a variety of relevant sources, substantiating generalizations, and using paraphrase and citation accurately. (2 or 4)

ENGL 222, 322: Travel Writing – WR

Writing about travel, while traveling or upon return. Students keep travel journals, produce short travel essays, and read selected travel writers. (4, 4)

ENGL 225: Autobiographical Writing – WR

Reading autobiography and writing parts of one's own, with an emphasis on how writing style and personal identity complement each other. (4)

ENGL 227: Introduction to Poetry and Fiction – WR

A beginning workshop in writing poetry or short fiction. Includes a study of techniques and forms to develop critical standards and an understanding of the writing process. **Prerequisite:** WRIT 101 or its equivalent, Advanced Placement, or consent of instructor. (4)

ENGL 231: Masterpieces of European Literature – LT

Representative works of classical, medieval, and early Renaissance literature. Cross-listed with CLAS 231. (4)

ENGL 232: Women's Literature – A, LT

An introduction to fiction, poetry, and other literatures by women writers. Includes an exploration of women's ways of reading and writing. (4)

ENGL 233: Post-Colonial Literature – C, LT

Writers from Africa, India, Australia, New Zealand, Canada, and the Caribbean confront the legacy of colonialism from an insider's perspective. Emphasis on fiction. (4)

ENGL 234: Environmental Literature – LT

Examines representations of nature in literature, and the ways in which humans define themselves and their relationship with

nature through those representations. Focuses on major texts from various cultures and historical periods. Includes poetry, fiction, and non-fiction. (4)

ENGL 241: American Traditions in Literature – LT

Selected themes that distinguish American literature from British traditions, from colonial or early national roots to current branches: for example, confronting the divine, inventing selfhood, coping with racism. (4)

ENGL 251: British Traditions in Literature – LT

Selected themes that define British literature as one of the great literatures of the world, from Anglo-Saxon origins to post-modern rebellions: for example, identity, society, and God; love and desire; industry, science, and culture. (4)

ENGL 300: English Studies Seminar

A variable content seminar (theme selected by instructor) focusing on the imaginative, critical, and social power of reading and writing. Students will read and write in a variety of genres, engage criticism and theory, and reflect on the broad question of why reading and writing matter. Required for all English majors before taking senior seminar. Strongly recommended for sophomore year or fall semester of junior year. (4)

ENGL 301: Shakespeare – LT

Study of representative works of the great poet as a central figure in the canon of English literature. (4)

ENGL 311: The Book in Society

A critical study of the history of book culture and the role of books in modern society. Cross-listed with COMA 321. (4)

ENGL 312: Publishing Procedures

A workshop introduction to the world of book publishing, involving students in decisions about what to publish and how to produce it. Cross-listed with COMA 322. (4)

ENGL 313: The Art of the Book I

This studio course explores the history, aesthetics and creative dimensions of book design and typography. Cross-listed with ARTD 331. (4)

ENGL 314: The Art of the Book II

Individual projects in typography and fine bookmaking. (4)

ENGL 323: Writing in Professional and Public Settings – WR

Students working in professional settings analyze the rhetorical demands of their job-related writing. (4)

ENGL 324: Free-Lance Writing – WR

A workshop in writing for publication, with primary emphasis on the feature article. (4)

ENGL 325: Personal Essay – WR

Students write essays on topics of their choice, working particularly on voice and style. (4)

ENGL 326: Writing for Children – WR

A workshop in writing fiction and non-fiction for children and teenagers, with an introduction to the varieties of contemporary children's literature. (4)

ENGL 327: Intermediate Poetry Writing – WR

An intermediate-level workshop that focuses on the analysis and writing of poems. **Prerequisite:** ENGL 227. (4)

ENGL 328: Theories of Reading and Writing – WR

Students are introduced to philosophical, social, and pragmatic issues confronting teachers of writing. Required for certification by the School of Education and Movement Studies. (4)

ENGL 329: Intermediate Fiction Writing - WR

An intermediate-level workshop that focuses on the analysis and writing of fiction. **Prerequisite:** ENGL 227. (4)

ENGL 333: Children's Literature – LT

An introduction to a rich literary tradition, with analysis in depth of such authors as H.C. Anderson, Tolkien, Lewis, Potter, Wilder, and LeGuin. (4)

ENGL 334: Special Topics in Children's Literature – LT

Content varies each year. Possible topics include genres, themes, historical periods, and traditions. May be repeated for credit with different topic. (4)

ENGL 335: Fairy Tales and Fantasy – LT

Fairy tales are told and interpreted; interpretive models and theories from several psychological traditions are explored. Fantasy is looked at both as image and as story. (4)

ENGL 341: Feminist Approaches to Literature – A, LT

Introduction to a variety of feminisms in contemporary theory as frameworks for reading feminist literature and for approaching traditional literature from feminist positions. (4)

ENGL 342: American Ethnic Literatures - A, LT

Attention to the literatures and popular traditions of America's ethnic communities. Includes African and Asian Americans, Native Americans and Latino/as. (4)

ENGL 343: Post-Colonial Literature and Theory – C, LT

Introduces perspectives of post-colonial theorists as a framework for understanding the relationship of colonialism and its legacies to the works of writers from Africa, the Caribbean, and other ex-colonial territories. (4)

ENGL 345: Special Topics in Literature and Difference - LT, C or A

A variable-content course, focusing on specific authors, themes, genres, or historical periods in literatures in English written by marginalized or under-represented groups. May be repeated for credit with approval of department chair. (4)

ENGL 351: English Medieval Literature – LT

A survey of the first two periods of English literature: Old English, including the epic Beowulf, and Middle English, ranging from the romance Sir Gawain and the Green Knight to the beginnings of English drama in Everyman. (4)

ENGL 353: Renaissance Literature – LT

Studies the Golden Age of English literature. Selected poets from Wyatt to Marvell, including Sidney, Spenser, Shakespeare, Donne, and Jonson; selected playwrights from Kyd to Webster; selected prose from More to Bacon and Browne. (4)

ENGL 355: Special Topics in Literature Before 1660 - LT

A variable-content course, focusing on specific authors, themes, genres, or historical periods written before 1660. May be repeated for credit with approval of department chair. (4)

ENGL 361: British Literature, 1660 - 1800 – LT

Surveys the lively drama, neoclassical poetry, gothic fiction, and early novel of a period marked by religious controversy and philosophical optimism. (4)

ENGL 362: British Literature, 1800 - 1914 – LT

A survey of the richly varied writers of 19th-century England seen in the context of a rapidly changing social reality—from romantic revolutionaries and dreamers to earnest cultural critics and myth-makers. (4)

ENGL 363: British Literature, 1914 - 1945 - LT

A survey of major developments in British literatures from 1914 to 1945. Includes focus on modernism and literatures of the two world wars. (4)

ENGL 364: British Literature, 1945 to the Present - LT

A survey of major developments in British literatures from 1945 to the present. Includes focus on postmodernism and post colonialism. (4)

ENGL 365: Special Topics in Literature Before 1914 - LT

A variable-content course, focusing on specific authors, themes, genres, or historical periods in Anglophone literatures written between 1608 and 1914. May be repeated for credit with approval of department chair. (4)

ENGL 371: American Literature Before 1860– LT

A survey of major developments in American literature, from the initial contact between European colonists and Native Americans, to the American Civil War. Focus includes colonial literature, early federal period, romanticism and transcendentalism, and literature of the sectional crisis over slavery. (4)

ENGL 372: American Literature, 1860 - 1914 – LT

A survey of major developments in American literature between the end of the Civil War and the outbreak of World War I. Focus includes major movements, such as realism and naturalism. (4)

ENGL 373: American Literature, 1914 - 1945 – LT

A survey of major developments in American literature between 1914 and 1945. Focus includes modernism, the Harlem Renaissance, and literatures of the two world wars and the Great Depression. (4)

ENGL 374: American Literature, 1945 to the Present - LT

A survey of major developments in American literature between 1945 and the present. Includes focus on postmodernism, and major authors and forms both conventional and experimental. (4)

ENGL 375: Special Topics in Literature, 1914 to the Present- LT

A variable-content course, focusing on specific authors, themes, genres, or historical periods in Anglophone literatures written since 1914. May be repeated for credit with approval of department chair. (4)

ENGL 385: Special Topics in Creative Nonfiction - WR

An open-topic course focusing on a specific subgenre of or topic in nonfiction prose writing. Possible topics might include the lyric essay, memoir, biography, environmental writing, social justice writing, etc. May be repeated for credit with approval of department chair. (4)

ENGL 387: Topics in Rhetoric, Writing, and Culture

Provides writers with a grounding in Rhetoric, the art of shaping discourse to respond to cultural context and to produce cultural and social effects. Strategies for generating discourse, appealing to audiences, and crafting a style will be studied in light of their historical origins, theoretical assumptions, social and ethical implications, and practical utility. Recommended for writing majors. (4)

ENGL 393: The English Language

Studies in the structure and history of English, with emphasis on syntactical analysis and issues of usage. (4)

ENGL 399: Critical Theory - LT, WR

Issues in literary studies and in rhetorical theory are discussed in relationship to influential movements such as reader-response, cultural studies, feminism, and deconstruction. Recommended for prospective graduate students. (4)

ENGL 421: Tutorial in Writing – WR

Guided work in an individual writing project. A plan of study must be approved before the student may register for the course. (1-4)

ENGL 425: Seminar: Nonfiction Writing – SR, WR

An advanced-level workshop in the writing of nonfiction prose. Focus (on genre or theme) varies with instructor. **Prerequisites:** ENGL 300 and one upper-division course from Lines 1, 3 or 4 of writing emphasis, or instructor permission (4)

ENGL 427: Seminar: Poetry Writing – SR, WR

An advanced-level workshop that focuses on the analysis and writing of poems. **Prerequisites:** ENGL 300 and 327, or instructor permission. (4)

ENGL 429: Seminar: Fiction Writing - SR, WR

An advanced-level workshop that focuses on the analysis and writing of fiction. **Prerequisites:** ENGL 300 and 329, or instructor permission. (4)

ENGL 451: Seminar: Major Authors – LT, SR

Concentrated study of the work, life, influence, and critical reputation of a major author in the English-speaking world. The course includes careful attention to the relations of the author to cultural contexts, the framing of critical approaches through literary theory, substantial library research, and a major writing project. (4)

ENGL 452: Seminar: Theme, Genre – LT, SR

Concentrated study of a major literary theme or genre, as it might appear in various periods, authors, and cultures. The course includes careful attention to practical criticism, the framing of critical approaches through literary theory, substantial library research, and a major writing project. (4)

ENGL 491: Independent Studies

An intensive course in reading. May include a thesis. Intended for upper-division majors. (4)

ENGL 495: Internship (1-12)

**English
(Graduate)**

ENGL 504: Summer Residency #1

16 hours of required workshops. 20 additional hours of lectures and mini-courses (topics in genre/topics in craft), readings. Design an independent course of study with a mentor for the upcoming year. (4)

ENGL 505: Summer Residency #2

16 hours of required workshops. 20 additional hours of lectures and mini-courses (topics in genre/topics in craft), readings. Design an independent course of study with a mentor for the upcoming year. (4)

ENGL 506: Summer Residency #3

16 hours of required workshops. 20 additional hours of lectures and mini-courses (topics in genre/topics in craft), readings. Design an independent course of study with a mentor for the upcoming year. (4)

ENGL 507: Summer Residency #4

Teaching a class based on critical paper or outside experience.

Public reading from creative thesis. Participation in workshops and classes. Graduation. (4)

ENGL 511: Writing Mentorship I

One-on-one correspondence with a professional mentor in a genre or genres of choice. Approximately 15 hours of work per week on creative and critical writing. 8 mailings. Emphasis on original work. 24 required texts with approximately 40 pages of critical writing. (4 credits fall, 4 credits spring)

ENGL 512: Writing Mentorship II

One-on-one correspondence with a professional mentor in a genre or genres of choice. Approximately 15 hours of work per week on creative and critical writing. 5 mailings. Continued emphasis on original work. 15 required texts with approximately 25 pages of critical writing. Implementation of a field experience (approximately 100 hours) to be set up in collaboration with the Director of the program, who will act as advisor on the project. (4 credits fall, 4 credits spring)

ENGL 513: Writing Mentorship III

One-on-one correspondence with a professional mentor in a genre or genres of choice. Approximately 15 hours of work per week on creative and critical writing. 3 mailings. Emphasis on critical paper (20-40 pages). (4)

ENGL 599: Thesis

One-on-one correspondence with a professional mentor in a genre of genres of choice. 3 mailings. Emphasis on organization of creative thesis (book-length manuscript), final revision, planning for public presentation (class or lecture). (8)



Environmental Studies (ENVT)

ENVT 104: Conservation of Natural Resources – NS, SM
Principles and problems of public and private stewardship of our resources with specific reference to the Pacific Northwest. Cross-listed with GEOS 104. (4)

ENVT 239: Environment and Culture
Study of the ways in which environmental issues are shaped by human culture and values. Major conceptions of nature, including non-western perspectives and issues in eco-justice. Critical evaluations of literature, arts, ethics, conceptual frameworks, history, and spirituality. Cross-listed with RELI 239. (4)

ENVT 350: Environmental Methods of Investigation
Study of a watershed using and integrating techniques and principles of environmental sciences, political science, economics, and ethics. Includes laboratory. **Prerequisites:** Line One completed or consent of instructor. (4)

ENVT 487: ST in Environmental Studies
Selected topics as announced by the program. Course will address interdisciplinary issues in environmental studies. (1-4)

ENVT 491: Independent Studies
Opportunity to focus on specific topics or issues in environmental studies under the supervision of a faculty member. (1-4)

ENVT 495: Internship in Environmental Studies
An internship with a private or public sector agency, organization, or company involved in environmental issues. By consent of the chair of Environmental Studies only. (4)

ENVT 499: Capstone: Senior Project – SR
An interdisciplinary research project of the student's design that incorporates materials and methods from earlier courses and has a focus reflecting the specific interest of the student. A substantial project and a public presentation of the results are required. **Prerequisite:** ENVT 350. (4)

French (FREN)

FREN 101, 102: Elementary French
Essentials of pronunciation, intonation, and structure; basic skills in listening, speaking, reading, and writing. Lab attendance required. (4, 4)

FREN 201, 202: Intermediate French – C
Review of basic grammar, development of vocabulary and emphasis on spontaneous, oral expression. Reading selections which reflect the cultural heritage and society of the Francophone world. Lab attendance required. (4, 4)

FREN 241: French Language and Caribbean Culture in Martinique
Offered on the campus of the Université des Antilles et de la Guyane in Martinique, includes daily intensive language study, a home stay, excursions and activities related to the history and culture of the French West Indies, meetings with writers and political figures, and a fieldwork project. May be counted towards French major or minor. **Prerequisite:** FREN 201 or permission of instructor. (4)

FREN 301, 302: Composition and Conversation – C
Advanced grammar, stylistics, composition, and conversation within the historical context of Francophone culture, history, and literature. **Prerequisite:** FREN 202. (4, 4)

FREN 321: Civilization and Culture – C
Development of French society from early times to the present, as portrayed in art, music, politics, and literature, within their socio-historical context. **Prerequisite:** FREN 202. (4)

FREN 341: French Language and Caribbean Culture in Martinique – C
See FREN 241 for description. May be counted towards French major or minor. **Prerequisite:** FREN 301 or permission of instructor. (4)

FREN 421, 422: Masterpieces of French Literature – C, LT
Social and aesthetic importance of works representative of major periods from the Middle Ages through the nineteenth century. May include Christine de Pizan, Rabelais, Montaigne, Molière, Pascal, Voltaire, Rousseau, Hugo, and Baudelaire. **Prerequisite:** FREN 302. (4, 4)

FREN 431, 432: 20th-Century French Literature – C, LT
Social and aesthetic importance of selected 20th-century writers from France and other francophone countries. May include Gide, Camus, Sartre, Beckett, Aimé Césaire, Miriam Bâ, Assia Debbas. **Prerequisite:** FREN 302. (4, 4)

FREN 499: Capstone: Senior Project – SR (4)



Geosciences (GEOS)

<i>Term</i>	<i>Courses</i>
Fall	GEOS 326, 327, 330, 332, 335, 498
January Term	GEOS 328, 331
Spring	GEOS 201, 324, 325, 329, 334, 350, 499
Alternate Years	GEOS 324, 325, 326, 327, 328, 329, 330, 331, 332, 334, 335, 350

GEOS 101: Our Changing Planet – NS, SM

Exploration of earth systems, including cycles in and connections among the lithosphere, hydrosphere, atmosphere and biosphere. Discussion of changes in and human impacts to these systems that have taken place through time. Includes labs and field trips. (4)

GEOS 102: General Oceanography – NS, SM

Oceanography and its relationship to other fields; physical, chemical, biological, climactic, and geological aspects of the sea. Includes labs and field trips. (4)

GEOS 103: Earthquakes, Volcanoes, and Geologic Hazards – NS, SM

Study of the geologic environment and its relationship to humans, with emphasis on geologic features and processes that create hazards when encroached upon by human activity, including earthquakes, volcanic eruptions, landslides and avalanches, and solutions to problems created by these hazards. Includes labs and field trips. (4)

GEOS 104: Conservation of Natural Resources – NS, SM

Principles and problems of public and private stewardship of our resources with special reference to the Pacific Northwest. Includes labs and field trips. Cross-listed with ENVT 104. (4)

GEOS 105: Meteorology – NS, SM

A full, balanced, and up-to-date coverage of the basic principles of meteorology. Examination of the impacts of severe weather on humans and the environment. Includes labs. (4)

GEOS 106: Geology of National Parks - NS

Study of the significant geologic features, processes, and history as illustrated by selected National Parks. Relationship between human history and geology and the impact of geology on our lives will be included. (4)

GEOS 107: Global Climate Change - NS

A survey of current climate change research. Students will develop and apply a fundamental understanding of earth systems through evaluation of geologic and other scientific evidence for long- and short-term climate change. (4)

GEOS 201: Geologic Principles – NS, SM

A survey of geologic processes as they apply to the evolution of the North American continent, including the interaction of humans with their geologic environment. Students participate actively in classes that integrate laboratory and field study of rocks, minerals, fossils, maps and environmental aspects of geology and emphasize developing basic skills of geologic

inquiry. This course meets state education certification requirements for content in physical and historical geology. Includes labs and field trips. (4)

GEOS 324: Igneous Petrology

Applied and theoretical study of the genesis, nature, and distribution of igneous rocks, at microscopic to global scales. Includes labs. **Prerequisites:** GEOS 201, 326, or consent of instructor. (2)

GEOS 325: Structural Geology

The form and spatial relationships of various rock masses and an introduction to rock deformation; consideration of basic processes to understand mountain building and continental formation; laboratory emphasizes practical techniques which enable students to analyze regional structural patterns. Includes labs. **Prerequisite:** GEOS 201 or consent of instructor. (4)

GEOS 326: Optical Mineralogy

Theory and practice of mineral studies using the petrographic microscope, including immersion oil techniques, production of thin sections, and determination of minerals by means of their optical properties. Includes labs. **Prerequisite:** GEOS 201 or consent of instructor. (2)

GEOS 327: Stratigraphy and Sedimentation

Formational principles of surface-accumulated rocks, and their incorporation in the stratigraphic record. This subject is basic to field mapping and structural interpretation. Includes labs. **Prerequisite:** GEOS 201 or consent of instructor. (4)

GEOS 328: Paleontology, NS, SM

A systematic study of the fossil record, combining principles of evolutionary development, paleohabitats and preservation, with practical experience of specimen identification. Includes labs. **Prerequisite:** GEOS 201 or consent of instructor. (4)

GEOS 329: Metamorphic Petrology

Consideration of the mineralogical and textural changes that rocks undergo during orogenic episodes, including physical-chemical parameters of the environment as deduced from experimental studies. Includes labs. **Prerequisites:** GEOS 201, 326 or consent of instructor. (2)

GEOS 330: Maps: Images of the Earth

Maps as a basic tool for communicating spatial information. An introduction to cartographic principles, processes and problems, with emphasis on selection, presentation and interpretation of information. Includes discussions of topographic maps, Global Positioning Systems, digital maps, remotely sensed images and aerial photographs. Includes labs. **Prerequisite:** Previous science (geosciences preferred) or consent of instructor. (4)

GEOS 331: Maps: Computer-aided Mapping and Analysis

Computer-based Geographic Information Systems, digital maps, and data sources. The creation, interpretation, and analysis of digital maps from multiple data sources. Analysis of spatial information from sciences, social sciences, and humanities using sets of digital maps. Includes labs. **Prerequisite:** Previous science (geoscience preferred), math or

computer science course or consent of instructor. GEOS 330 or familiarity with maps recommended. (4)

GEOS 332: Geomorphology

Study of the processes that shape the Earth's surface with emphasis on the effects of rock type, geologic structure, and climate on the formation and evolution of landforms. Includes labs. **Prerequisite:** GEOS 201 or consent of instructor. (4)

GEOS 334: Hydrogeology

Study of the hydrologic cycle, investigating surface and groundwater flow, resource evaluation and development, wells, water quality and geothermal resources. Emphasis on water problems in the Puget Sound area, with additional examples from diverse geologic environments. Includes labs. **Prerequisite:** GEOS 201 or consent of instructor. (4)

GEOS 335: Geophysics

Study of the physical nature of the earth, its properties and processes, employing techniques from seismology, heat flow, gravity, magnetism, and electrical conductivity. Emphasis on understanding the earth's formation, structure, and plate tectonics processes as well as geophysical exploration techniques. Includes labs. **Prerequisites:** GEOS 201, one semester of calculus, physics (high-school-level or above), or consent of instructor. (4)

GEOS 350: Marine Geology

Study of the 70% of the earth beneath the oceans, focusing on the extensive discoveries of the past few decades. Emphasis on marine sediments, sedimentary processes, plate tectonic processes, and the historical geology of the oceans. Includes labs. **Prerequisite:** GEOS 102, or 201, or consent of instructor. (4)

GEOS 390: Field Trip

Field and on-campus study of major geologic sites in western U.S. Trips take place during spring break or at end of spring semester. **Prerequisite:** GEOS 201 or consent of instructor. 300- level geology courses preferred. (1)

GEOS 491: Independent Studies

Investigations or research in areas of special interest not covered by regular courses. Requires regular supervision by a faculty member. (1-4)

GEOS 495: Internship (1 to 12)

GEOS 497: Research

Experimental or theoretical investigation, in close cooperation with a faculty member. Open to upper-division students. (1-4)

GEOS 498: Seminar

Discussion of professional papers and introduction to directed research for the Capstone project. Required of all majors in their senior year. December graduates should complete the sequence (GEOS 498-499) in their final full year. (1)

GEOS 499: Capstone: Seminar – SR

Culminating experience applying geological methods and theory through original literature or field or laboratory research

under the guidance of a faculty mentor, with written and oral presentation of results. Required of all majors in their senior year. **Prerequisite:** GEOS 498. (2)

German (GERM)

GERM 101,102: Elementary German

Basic skills of oral and written communication in classroom and laboratory practice. Use of materials reflecting contemporary German life. (4, 4)

GERM 201, 202: Intermediate German – C

Continued practice in oral and written communication in classroom and laboratory. Use of materials which reflect contemporary life as well as the German cultural heritage. (4, 4)

GERM 231, 331: Language, Art and Culture in the New Germany

This interdisciplinary course based in Cologne, Germany, combines German language instruction and an authentic home stay experience with language immersion and close cultural study of the three main German-speaking countries, Germany, Austria and Switzerland. (4, 4)

GERM 301, 302: Composition and Conversation – C

Intensive review of grammar with emphasis on idiomatic usage; use of contemporary authors as models of style. Conversation on topics of student interest.

Prerequisite: GERM 202 or equivalent. (4, 4)

GERM 321: German Civilization to 1750 – C

From the Middle Ages to the Enlightenment. A survey of German culture and its expression in creative works of art, music and literature, with particular emphasis on Martin Luther and the Protestant Reformation.

Prerequisite: GERM 202. (4)

GERM 322: German Civilization Since 1750 – C

From the Enlightenment to the present. This survey covers representative works and trends in German politics, philosophy, literature, art and music, with emphasis on the Age of Goethe and Beethoven. **Prerequisite:** GERM 202. (4)

GERM 421: German Literature From the Enlightenment to Realism – C, LT

Representative works of German literature from about 1750 to 1890, including Sturm and Drang, Classicism and Romanticism. Readings will include such authors as Goethe, Schiller, Büchner, and Keller. **Prerequisite:** GERM 302. (4)

GERM 422: 20th Century German Literature – C, LT

Representative works from Naturalism to the present, including Expressionism and Socialist Realism. Works from both east and west, and will include such authors as Brecht, Kafka, Thomas Mann, Rilke, and Seghers. **Prerequisite:** GERM 302. (4)

GERM 499: Capstone: Senior Project – SR (4)

Global Studies (GLST)

GLST 495: Internship

A project, usually undertaken during a study-abroad experience and supervised by a PLU faculty member, that combines field experience, research, and writing on issues related to the student's issue concentration in Global Studies. Local internships that involve transnational issues and constituencies will also be considered. **Prerequisite:** Prior consent of the chair of the Global Studies Committee and of the supervising PLU faculty member. (1-12)

GLST 499: Capstone: Research Seminar – SR

Required of all students majoring in Global Studies, this is a capstone seminar that culminates in the writing of an extensive research paper.

Prerequisite: ANTH/HIST/POLS 210. (4)



Greek (GREK)

GREK 101, 102: Elementary Greek

Basic skills in reading classical, koine, and patristic Greek. (4, 4)

GREK 201, 202: Intermediate Greek – C

Review of basic grammar, reading in selected classical and New Testament authors. (4, 4)

Health Education (HEED)

HEED 262: Big Fat Lies – A

Investigation of body weight as both a source of social prejudice and as a health issue. Issues of body image, social expectations and ideals, and discrimination are addressed in the first half and topics such as metabolism, dieting, heart disease, diabetes and cancer are addressed as they relate to obesity in the second half. (4)

HEED 266: Nutrition, Health & Performance

An examination of the role of dietary choices in the maintenance of health, the prevention of disease and the optimizing of physical performance. Topics covered include: consumer nutrition skills, basic nutrients and nutritional science, energy balance, sport and performance nutrition including the use of supplements and ergogenic aids, lifespan nutrition, global nutrition and food safety. (4)

HEED 281: Injury Prevention and Therapeutic Care

Prevention, treatment, and rehabilitation of all common injuries sustained in athletics; physical therapy by employment of electricity, massage, exercise, light, ice, and mechanical devices. (2)

HEED 292: First Aid

Meets requirements for the American Red Cross Standard First Aid and Personal Safety. (2)

HEED 360: Professional Practicum

Students work under the supervision of a coach, teacher, recreation supervisor, or health care provider.

Prerequisite: Departmental approval. (1 or 2)

HEED 366: Health Psychology

This course examines how human physiology and psychology interact and influence personal health choices and behavior change. Topics surveyed include behavior change models; nicotine, alcohol and drug use and abuse; stress and stress management; psychological factors in the prevention, development and treatment of chronic disease; death and dying. (4)

HEED 395: Comprehensive School Health

This course explores the integrated nature of comprehensive school health programs. Students will use their health knowledge and resources to effectively communicate essential health content with an emphasis placed on environmental health, intentional and unintentional injury prevention, consumer health and sexuality education. The course addresses program planning, implementation and evaluation based on the needs of the learner. **Prerequisites:** PHED 279, HEED 266 and HEED 366. (4)

HEED 425: Health Promotion/Wellness Intervention Strategies

Examination of strategies for improving the state of wellness through healthier lifestyles. (2)

HEED 495: Internship

Pre-professional experiences closely related to student's career and academic interests. **Prerequisites:** Declaration of major, sophomore status, and 10 hours in the major. (2–8)

HEED 499: Capstone: Senior Seminar – SR (2–4)

Hispanic Studies (HISP)

HISP 101, 102: Elementary Spanish

Essentials of pronunciation, intonation, and structure; basic skills in listening, speaking, reading, and writing. Lab attendance required. Students with more than two years of high school Spanish must enroll in HISP 102. (4, 4)

HISP 201, 202: Intermediate Spanish – C

A continuation of elementary Spanish; reading selections which reflect the Spanish cultural heritage as well as contemporary materials. Lab attendance required. (4, 4)

HISP 231, 331: Intensive Spanish in Latin America – C

An intensive Spanish course offered in a Latin American country and geared to students at the intermediate (equivalent to HISP 201 or 202) and advanced (equivalent to 301) language level. Course includes four and one half hours of class per day for a four-week period, a home stay, a service project, excursions, and guest lectures on a variety of topics related to the history and culture of the host country. Placement at the HISP 231 or 331 levels is determined by the student's background and experience in Spanish. **Prerequisite:** HISP 102. (4)

HISP 301: Hispanic Voices for Social Change – C

HISP 301 is a content-based intensive reading and writing course that offers an examination of diverse texts from different times and places in Spanish speaking countries, to focus on how people establish different yet coherent strategies of resistance and adaptation which in turn respond to experiences of social injustice, inequality, geographical displacement and human rights violations in their respective communities. **Prerequisite:** HISP 202. (4)

HISP 321: Civilization and Culture of Spain – C

Development of Spanish society from early times to the present as reflected in architecture, painting, and literature, within their socio-historical context. **Prerequisite:** HISP 301 (or concurrent enrollment). (4)

HISP 322: Latin American Civilization and Culture – C

Historic, artistic, literary, sociological, and geographic elements shaping the development of the Latin American region. **Prerequisite:** HISP 301 (or concurrent enrollment). (4)

HISP 325: Introduction to Hispanic Literary Studies – C, LT

Acquaints students with techniques of literary analysis, as applied to examples of narrative, poetry, drama, and essay in the Spanish and Latin American literary traditions. Reading, writing, and speaking-intensive. Ongoing review of advanced grammar. **Prerequisite:** HISP 301. (4)

HISP 341: The Latino Experiences in the U.S. – A, LT

Exploration of the histories, experiences, and contributions of the Latino peoples in the United States as they appear in Latino literature and film. Course content is enriched through related service learning experience. Readings are in English. May count toward major, but not toward minor in Hispanic Studies. (4)

HISP 401: Introduction to Hispanic Linguistics – C

HISP 401 is an advanced-level content-based course with an in-depth analysis of Spanish syntax, phonology, and morphology along with the evolution of the Spanish language, including the study of dialects and the history of indigenous languages. **Prerequisite:** HISP 301. (4)

HISP 421: Masterpieces of Spanish Literature – C, LT

A concentrated study of major writers and movements in HISP literature from its origins to 1898. **Prerequisite:** HISP 325. (4)

HISP 422: 20th-Century Literature of Spain – C, LT

Drama, novel, essay, and poetry of Spain from the "Generation of 1898" to the present. **Prerequisite:** HISP 325. (4)

HISP 423: Special Topics in Spanish Literature and Culture – C, LT

An opportunity to pursue an in-depth study of a specific aspect or topic in Spanish literature, such as Spanish women writers or the relationship of film to other types of cultural production. May be repeated for credit with different topic. **Prerequisite:** HISP 325. (4)

HISP 431: Latin American Literature, 1492-1888 – C, LT

A study of representative genres from the colonial period to the end of the 19th century. **Prerequisite:** HISP 325. (4)

HISP 432: 20th-Century Latin American Literature – C, LT

Development of the literature of Mexico, Central and South America from the Modernista movement (1888) to the present. **Prerequisite:** HISP 325. (4)

HISP 433: Special Topics in Latin American Literature and Culture – C, LT

An opportunity to pursue an in-depth study of a specific aspect or topic in Latin American literature and culture, such as Latin American women writers, Latino narrative, or Latin American film and literature. May be repeated for credit with different topic. **Prerequisite:** HISP 325. (4)

HISP 441: U.S. Latino Literature – A, LT

Course introduces students to critical concepts in the field of Latino/a literature. through an examination of narrative texts from different times and places, we will focus on how U.S. Latino/a writers reinscribe native roots, cultures and languages in order to respond to the uncertainties of geographical displacement. For Hispanic Studies majors and for English majors with prior approval from the Chair of the English Department. (4)

HISP 499: Capstone: Senior Project – SR (2 or 4)

History (HIST)

Courses in the Department of History are offered in the following fields:

<i>American Field</i>	HIST 245, 247, 251, 252, 253, 287, 294, 305, 352, 355, 357, 359, 370, 381, 387, 460, 461, 471, 487, 494
<i>European Field</i>	HIST 107, 108, 288, 321, 322, 323, 324, 325, 327, 329, 332, 334, 360, 362, 364, 388, 488, 497
<i>Non-Western Field</i>	HIST 109, 205, 210, 215, 220, 231, 232, 289, 310, 335, 336, 337, 338, 339, 340, 344, 380, 389, 496, 489
<i>All Fields</i>	HIST 301, 401, 491, 495

HIST 107: Western Civilizations – SI, SO

Surveys the history of western civilizations from ancient Mesopotamia to medieval Europe. Major themes include empire building, religion, law, art, and literature. Students learn to investigate historical problems, use sources, and write historical essays. Civilizations include ancient Sumer, Egypt, Israel, Persia, Greece, Rome, Byzantium, Islamic civilization, and early medieval Europe. (4)

HIST 108: Western Civilizations – SI, SO

Analysis of institutions and ideas of selected civilizations. Europe from the Renaissance to the present. (4)

HIST 109: East Asian Societies – C, SI, SO

The broad sweep of East Asian history is examined with foci on the founding Chinese dynasty, unification wars in Korea, and the rape of Nanking in 1937. Throughout, students will confront scholarly fertile and politically tendentious topics which are analyzed via short essays, examinations, maps quizzes, original research, and role-playing exercises. (4)

HIST 210: Global Perspectives: The World in Change – C, SI, SO

A survey of global issues: modernization and development; economic change and international trade; diminishing resources; war and revolution; peace and justice; and cultural diversity. (Although this course is cross-listed with ANTH 210 and POLS 210, students receive history credit only when this course has a faculty member from history) (4)

HIST 215: Modern World History – C, SI, SO

Surveys major features of the principal existing civilizations of the world since 1450: East Asia, India and southern Asia, the Middle East, Eastern Europe, Western civilization, sub-Saharan Africa, and Latin America. (4)

HIST 220: Modern Latin American History – C, SI, SO

Introduction to modern Latin American history, from 1810 to the present. (4)

HIST 231: World War Two in China and Japan, 1931–1945 – C, SI, SO

This course unfolds multiple themes surrounding the East Asian experience of World War II, including mobilization, the

establishment of collaboration governments, and the military impacts of Japanese occupation. Students will engage with memoirs, films, scholarly works, website memorials, and contemporary literature. (4)

HIST 232: Tibet in Fact and Fiction – C, SI, SO

The history of Tibet, emphasizing Tibet's relationship with China and the West. How have outsiders imagined Tibet, and how have stereotypes affected international relationships? Students will explore the present crisis stemming from China's occupation of Tibet, and also confront the powers of myth, the emergence of China as a world power, and the agonies of globalization. (4)

HIST 245: American Business and Economic History, 1607-1877 – SI, SO

Surveys the history of the American economy from pre-Columbian Indian societies through the English mercantilist system, the American Revolution, the Industrial Revolution, the Civil War to the end of Reconstruction. Investigates influence of non-economic factors such as warfare, slavery, and the social standing of women on economic trends. (4)

HIST 247: American Business and Economic History, 1877 - Present, SI, SO

Surveys the history of American business and the economy from the rise of big business and labor unions after the American Civil War through the era of globalization. Topics include technological change, government regulation, business organization, economic thought, business ethics, the role of the entrepreneur, and the place of women and minorities in American business society. (4)

HIST 251: Colonial American History – SI, SO

The history of what became the United States, from the settlement of America to the election of Thomas Jefferson as the third President of the United States in 1800. It will pay particular attention to three periods - the years of settlement, the era of adjustment to an imperial system around the turn of the 18th century, and the revolt against that system in the second half of the 18th century, which culminated in the creation of the American union. Emphasizes certain themes: the origins of racism and slavery, the course of the religious impulse in an increasingly secularized society, and finally, the ideological and constitutional transition from royal government and the rights of Englishmen to republicanism, and popular sovereignty. (4)

HIST 252: 19th-Century U.S. History – SI, SO

Political, economic, and social transformations in the U.S. during the nineteenth century. Two main themes: struggles over expansion of the American nation-state and over expansion and contraction of the national community. The Civil War is explored as pivotal, but the limitations of its effect are also examined.. (4)

HIST 253: 20th-Century U.S. History – SI, SO

Trends and events in domestic and foreign affairs since 1900; affluence, urban growth, and social contrasts. (4)

HIST 260: Early Modern European History, 1400-1700 - SI, SO

The foundations of early modern Europe, an era associated with Renaissance and Reformation movements, technological innovation, economic expansion, the revival of learning and visual culture, and the exploration of new geographic worlds. Particular attention to artistic innovation, Protestant and Catholic renewal movements, and the exploration and colonization of the New World. (4)

HIST 301: Introduction to Historical Methods and Research - SI

Focus on historical methodology, research techniques, and the writing of history from a wide range of historical primary sources. Required for all history majors before taking the senior seminar. **Prerequisite:** Sophomore standing or consent of instructor. (4)

HIST 305: Slavery in the Americas - A, SI

The comparative history of how slavery (and freedom) were constituted over time and in different parts of the Americas. Topics covered include: Atlantic slave trade, Native slavery, development of slavery and racism, rise of antislavery thought, plantation society, slave resistance and revolts, and the reconstruction of society after emancipation. **Prerequisite:** Sophomore standing or consent of instructor. (4)

HIST 310: Contemporary Japan - SI

Major domestic, political, economic, and socio-cultural developments since 1945. Special attention given to U.S.-Japan interactions. **Prerequisite:** Sophomore standing or consent of instructor. (4)

HIST 321: Greek Civilization - SI

The political, social, and cultural history of Ancient Greece from the Bronze Age to the Hellenistic period. Special attention to the literature, art, and intellectual history of the Greeks. Cross-listed with CLAS 321. **Prerequisite:** Sophomore standing or consent of instructor. (4)

HIST 322: Roman Civilization - SI

The history of Rome from the foundation of the city to CE 337, the death of Constantine. Emphasis on Rome's expansion over the Mediterranean and on its constitutional history. Attention to the rise of Christianity within a Greco-Roman context. Cross-listed with CLAS 322. **Prerequisite:** Sophomore standing or consent of instructor. (4)

HIST 323: The Middle Ages - SI

Surveys the history of Western Europe during the Middle Ages, from late antiquity (c. 200) to the High Middle Ages (c. 1300). Major themes include the late Roman Empire, early Christianity and monasticism, Germanic and Anglo-Saxon culture, Carolingian Europe, the First Crusade, trade networks and economic revival, and medieval Judaism. **Prerequisite:** Sophomore standing or consent of instructor. (4)

HIST 324: The Italian Renaissance - SI

Political, cultural, and religious developments in Renaissance Italy from the formation of the Italian communes (c. 1200) to the death of Michelangelo (1564). Central themes include the development of merchant societies, Dante's *Divine Comedy*,

Humanism, the Italian Wars, and the painting of Giotto, Masaccio, Botticelli, and Leonardo da Vinci. **Prerequisite:** Sophomore standing or consent of instructor. (4)

HIST 325: European Reformations - SI

Examines Protestant and Roman Catholic reform movements in sixteenth-century Europe as part of an overall process that redefined the role of religion in society and prepared Europe in decisive ways for the modern era. Themes include late-medieval religion and church/state tensions, and the reforms of Luther, Zwingli, Calvin, and Loyola. **Prerequisite:** Sophomore standing or consent of instructor. (4)

HIST 327: The Vikings - SI

This course examines Old Norse culture and history during the Viking period (approximately 750-1100), focusing on Viking expansion and interactions with external European, Asian and American societies, conversion to Christianity and the emergence of medieval kingdoms, and on how our historical understanding of the Vikings is produced. Cross-listed with SCAN 327. **Prerequisite:** Sophomore standing or consent of instructor. (4)

HIST 329: Europe and the World Wars: 1914-1945 - SI

World War I; revolution and return to "normalcy;" depression and the rise of fascism; World War II. **Prerequisite:** Sophomore standing or consent of instructor. (4)

HIST 332: Tudor England - SI

Political, social, and religious developments in early modern England during the Tudor monarchies (1485-1603). Themes include the economic and demographic changes in England, Scotland, and Wales; Henry VIII's "Great Matter"; the Protestant Reformation and Anglicanism; Thomas More's *Utopia*; wars with France and Spain; and film study. Typically offered in J-term. **Prerequisite:** Sophomore standing or consent of instructor. (4)

HIST 334: Modern Germany, 1848-1945 - SI

The Revolutions of 1848 and unification of Germany; Bismarckian and Wilhemian empires; Weimar Republic and the rise of National Socialism; the Third Reich. **Prerequisite:** Sophomore standing or consent of instructor. (4)

HIST 335: History of the Caribbean - C, SI

Survey of the major aspects of Central American and Caribbean history from colonial to modern times. Use of selected case studies to illustrate the region's history. Study in inter-American relations. **Prerequisite:** Sophomore standing or consent of instructor. (4)

HIST 337: The History of Mexico - C, SI

The political, economic, social, and cultural changes that have taken place in Mexico from 1350 to the present. **Prerequisite:** Sophomore standing or consent of instructor. (4)

HIST 338: Modern China - C, SI

The beginning of China's modern history, with special emphasis on the genesis of the Chinese revolution and China's position in an increasingly integrated world. **Prerequisite:** Sophomore standing or consent of instructor. (4)

HIST 339: Revolutionary China – C, SI

Beginning in 1911, an examination of the course of the Chinese revolution, China’s liberation, and the changes since 1949.

Prerequisite: Sophomore standing or consent of instructor. (4)

HIST 340: Modern Japan – C, SI

Study of how Japan became the modern “miracle” in East Asia. Primary focus on traditions that enabled Japan to change rapidly, the role of the challenge of the West in that change, the industrialization of Japan, the reasons for war with the U.S., and the impact of the war on contemporary Japan and its social and economic institutions. **Prerequisite:** Sophomore standing or consent of instructor. (4)

HIST 344: The Andes in Latin American History – C, SI

The history of the Andean countries (Peru, Bolivia, Ecuador) from the 15th through the 20th centuries. **Prerequisite:** Sophomore standing or consent of instructor. (4)

HIST 352: The American Revolution – SI

Study of the era of the American Revolution from the end of the Seven Year’s War in 1763 through Thomas Jefferson’s defeat of John Adams in 1800. Focuses on both American and British political, social, economic, and ideological conflicts that brought on the Revolution; the military strategy and tactics that won the war for the Americans and lost it for the British; the making of the Constitution and the opposition to it; and the challenges that faced the American people living in the new Republic. **Prerequisite:** Sophomore standing or consent of instructor. (4)

HIST 355: History of U.S. Popular Culture – SI

Examines popular culture in the U.S. through historical analyses of consumer-oriented technologies, commercialization, advertising, and mass media in the 19th and 20th centuries. Key themes include profit-making as a component of creating or disseminating culture, the international reach of U.S. media and advertising, and the blurring of citizenship with consumerism. **Prerequisite:** Sophomore standing or consent of instructor. (4)

HIST 357: African American History – A, SI

Experiences, struggles, ideas, and contributions of African-Americans as they developed within and strongly shaped the course of U.S. (and global) history. It focuses simultaneously on major social and legal issues like slavery or Jim Crow segregation and African-Americans’ actions and identities framed in the context of systemic white supremacy. It also examines and evaluates aspects of daily life and personal experiences and expressions of individual African-Americans between the 17th century and contemporary times. **Prerequisite:** Sophomore standing or consent of instructor. (4)

HIST 359: History of Women in the United States – A, SI

A focused, thematic examination of issues and evidence related to women’s experiences from the colonial period to the present. **Prerequisite:** Sophomore standing or consent of instructor. (4)

HIST 360: Holocaust: Destruction of the European Jews – A, SI

Investigation of the development of modern anti-Semitism, its relationship to fascism, the rise of Hitler, the structure of

the German dictatorship, the evolution of Nazi Jewish policy, the mechanics of the Final Solution, the nature of the perpetrators, the experience and response of the victims, the reaction of the outside world, and the post-war attempt to deal with an unparalleled crime through traditional judicial procedures. **Prerequisite:** Sophomore standing or consent of instructor. (4)

HIST 362: Christians in Nazi Germany

This course will study the response of Christians in Germany to Hitler and the Holocaust, analyzing why some Christians opposed the regime but also why a large number found Hitler’s ideology and policies attractive. **Prerequisite:** Sophomore standing or consent of instructor. (4)

HIST 364: England and the Second World War - SI

This course will consider England’s entry into the war, the evacuation from Dunkirk, the Battle of Britain, the arrival of American troops, the air war, the invasion of Normandy, and the implications of the Holocaust, especially in terms of the Kindertransport of Jewish children to safety in England. **Prerequisite:** Sophomore standing or consent of instructor. (4)

HIST 370: Environmental History of the U.S. – SI

Uses historical methods to investigate the interrelationship between people and their environment in the United States. Explores the ways in which humans have interacted with, shaped, and been shaped by their physical environments in the past. Examines the fact that nature, too, has a history, one profoundly shaped by humans. **Prerequisite:** Sophomore standing or consent of instructor. (4)

HIST 381: The Vietnam War and American Society – SI

Through the lectures, assigned readings, films and discussions, the course will explore the Vietnam War from the perspectives of the North and South Vietnamese, American elected officials in Washington, D.C., John Q. Public watching the war every night on TV, and the average GI fighting in the highlands and jungle. The lectures are designed to provide an explanation of the origins and development of American involvement in Vietnam from President Eisenhower’s decision to support the French to President Nixon’s Vietnamization policy and the peace negotiations. They will also examine the consequences and legacy of America’s involvement in Vietnam. **Prerequisite:** Sophomore standing or consent of instructor. (4)

HIST 387: Special Topics in U.S. History - SI

This course provides specific opportunities for students to examine chronologically, topically or geographically focused areas of study in U.S. History. **Prerequisite:** Sophomore standing or consent of instructor. (4)

HIST 388: Special Topics in European History - SI

This course provides specific opportunities for students to examine chronologically, topically or geographically focused areas of study in European History. **Prerequisite:** Sophomore standing or consent of instructor. (4)

HIST 389: Special Topics in Non-West History - SI

This course provides specific opportunities for students to examine chronologically, topically or geographically focused

areas of study in Non-West History. **Prerequisite:** Sophomore standing or consent of instructor. (4)

HIST 401: Workshops – SI

Workshops in special fields for varying periods of time. **Prerequisite:** Sophomore standing or consent of instructor. (1–4)

HIST 460: History of the Western and Pacific Northwestern U.S. – A, SI

How “the West” was defined and geographically situated has changed greatly over time. Yet, “the West” - as both a place and an idea - has played a critical role in the development of the American nation. course explores historiography and the evolving definitions and understandings of region in the United States. **Prerequisite:** Sophomore standing or consent of instructor. (4)

HIST 491: Independent Studies

Prerequisite: Sophomore standing or consent of instructor. (1–4)

HIST 494: Seminar: American History – SR

Prerequisite: HIST 301. (4)

HIST 495: Internship

A research and writing project in connection with a student’s approved off-campus work or travel activity, or a dimension of it. **Prerequisite:** Sophomore standing plus one course in history, and consent of the department. (1–6)

HIST 496: Seminar: The Third World – C, SR

This research seminar alternates its focus from East Asia one year to the Caribbean/Latin America the next. **Prerequisite:** HIST 301. (4)

HIST 497: Seminar: European History – SR

Prerequisite: HIST 301. (4)

International Honors (IHON)

IHON 111: Authority and Discovery – H1

Explores through varying disciplinary approaches the historical roots of contemporary global issues through a deep study of selected moments of the past before and during the Italian Renaissance, the Reformation, and the Scientific Revolution. At least one unit on the Far East, the development of Islam, Africa, or other non-western areas of the world are frequently included. (4)

IHON 112 (190): Liberty and Power – H1

Explores through varying disciplinary approaches the historical roots of contemporary global issues through a deep study of selected moments of the past through the Enlightenment, the American and French Revolutions, and the Industrial Revolution. Evolutionary science, medical advances, women’s rights movements, socialism, imperialism, and romanticism in literature and the arts are among topics of study. At least one unit on the Far East and other areas of the non-western world are frequently included. (4)

IHON 251: Imaging the Self – H2

The study of literary and visual arts drawn from different world cultures that reveal how the self is discovered and constructed through images and other forms of creative expression, accompanied by reflection on and creative expression of one’s own cultural identity and understanding of self. (4)

IHON 252: Imaging the World – H2

An exploration of how humans in different parts of the world perceive, interpret, and shape their own worlds and cultural identities. (4)

IHON 253: Gender, Sexuality, and Culture – A, H2

Uses multicultural, international, and feminist perspectives to examine issues such as socialization and stereotypes, relationships and sexuality, interpersonal and institutional violence, revolution and social change in the U.S. and in other selected international contexts. (4)

IHON 254: Topics in Gender – H2

Examines specific topics in gender studies with selected comparative examples from international contexts. (4)

IHON 257: The Human Experience - H2

The Human Experience course is an interdisciplinary study of selected topics that illuminates what it means to be human. Topics will vary by instructor and term, but each section of the course will draw from two or more of the following disciplines: English, philosophy, religion, and languages and literatures. (4)

IHON 258: Self, Culture, and Society - H2

This course is an interdisciplinary study of specific international issues that illuminates aspects of individual and collective human behavior, history, culture, and institutions. Topics will vary by instructor and term, but each section of the course will draw from two or more of the following disciplines: anthropology, economics, history, political science, psychology, and sociology. (4)

IHON 260: The Arts in Society - H2

An interdisciplinary study of the role of the arts in society and the influence of society on the arts. Drawing upon examples of the visual arts, music, and drama, from various historical periods and different world cultures, this course challenges students to think critically about how creative expression is valued and is of value in society. (4)

IHON 261: Twentieth-Century Origins of the Contemporary World – H2

Investigates how life on earth and – through scientific and technological innovations – the earth itself witnessed fundamental change during the 20th century. Major events will serve as touchstones for explaining processes leading from nationalism to postmodern globalization, as expressed through political, economic, biological, artistic, and other lenses. (4)

IHON 262: The Experience of War – H2

An interdisciplinary survey of modern and contemporary warfare, drawing on poetry, novels, war memoirs, art, music, and film, and stressing the experiences and decisions of people who have participated in war as combatants or civilians. (4)

IHON 263: The Cultures of Racism – A, H2

Examines different forms of racism and their manifestations in countries with troubled histories such as the United States of America, South Africa, and Haiti. (4)

IHON 264: Human Rights – H2

Examines human rights practices and instruments, both western and non-western, from historical, philosophical, contemporary, political, and pragmatic perspectives. Challenges students to think shrewdly about particular international human rights strategies that can gain real political legitimacy and achieve actual protection. (4)

IHON 265: Twentieth Century Mass Movements – H2

Uses a comparative approach to study the histories of ideological and religious movements occurring during and after World War II. Potential examples for investigation include the Nazi persecution and extermination of European Jews and related Christian resistance, the American civil rights movement, and recent movements in the Middle East and Africa. (4)

IHON 271: Post-Colonial Issues – H2

Explores post colonial issues such as political instability, relationships to land, media and publications procedures and access, development of racial stereotypes, and formation of national identity in selected regions of the world. (4)

IHON 272: Cases in Development – C, H2

Traces the origins, models, perspectives, and contexts for interpreting the phenomenon of development in selected areas of the world. Focuses additionally on how people in developing parts of the world think and act to bring about social change. Taught abroad on occasion. (4)

IHON 273: Cultural Globalization – H2

An exploration of the flow of cultural expression and shifting personal and ethnic identities and values created by today's accelerated global interdependence. Case studies and background readings reveal the complexities and tensions inherent in the exchange of language, music, imagery, and other cultural expressions, and the way people throughout the world experience their everyday lives. (4)

IHON 281: Energy, Resources and Pollution – H2

Considers worldwide usage of energy and natural resources, and the degradation caused by pollution using scientific, social scientific, political, and ethical approaches. (4)

IHON 282: Population, Hunger, and Poverty – H2

Examines population growth, food supply, and poverty as they relate to global environmental problems. (4)

IHON 283: Conservation and Sustainable Development – H2, SM

An examination of the relationships among people, natural resources, conservation and sustainable development in a global society. Comparative studies about how historical, political, societal, economic, biological, and political factors affect contemporary resource management and policy. Laboratories, set within the context of conservation biology, include computer simulations and field studies. (4)

IHON 287: Special Topics in Natural Sciences - H2

Special topics in the Natural Sciences. (4)

IHON 326: The Quest for Social Justice: Systems and Reality – H3

Uses systems (holistic models) to comprehend the search for justice by humankind in the past, the present, and for the future, calling upon students to identify and articulate their own assumptions and perspectives on social justice. (4)

IHON 327: Personal Commitments, Global Issues – H3

Examines the place of religious and philosophical commitments and traditions as resources in social actions and movements designed to transform suffering. analysis particular global problems in depth from multiple ethical and disciplinary frameworks. Asks students to identify and articulate their own assumptions about what constitutes effective ethical action. (4)

Languages (LANG)

LANG 271: Literature around the World - LT

study of canonical, marginal, and/or emerging works of literature that together articulate a crucial development within an established tradition or shed light on contemporary challenges within a community, be it local, global, or virtual. All readings in English. (4)

LANG 272: Literature and Social Change in Latin America - C, LT

Readings in English translation of fiction from modern Latin America. Discussions focus on social and historical change and on literary themes and forms in works by authors such as Carlos Fuentes and Gabriel García Márquez. (4)

LANG 446: Theories of Language Acquisition

Principles of language acquisition with specific classroom applications. Special attention given to the needs of different language groups in acquiring English. Comparison of sound systems and structures of languages ESL teachers are most likely to encounter. Required for minor in English as a Second Language. (4)



Latin (LATN)

LATN 101, 102: Elementary Latin

Basic skills in reading Latin; an introduction to Roman literature and culture. (4, 4)

LATN 201, 202: Intermediate Latin – C

Review of basic grammar; selected readings from Latin authors. (4, 4)

Mathematics (MATH)

<i>Term</i>	<i>Courses</i>
Fall	MATH 105, 115, 123, 128, 140, 151, 152, 253, 317, 331, 341, 381, 433, 446, 499A
January Term	MATH 107, 203
Spring	MATH 105, 115, 128, 140, 151, 152, 245, 253, 317, 321, 331, 342, 348, 351, 356, 455, 480, 449B
Alternate Years	Odd Years: MATH 203, 348, 351 Even Years: MATH 342, 356

A grade of C or higher is required in all prerequisite courses. A placement test and background survey are required before registering for beginning mathematics courses if prerequisites have not been completed at PLU.

MATH 105: Mathematics of Personal Finance – MR, NS

Emphasizes financial transactions important to individuals and families: annuities, loans, insurance, interest, investment, time value of money. **Prerequisite:** PLU math entrance requirement. (4)

MATH 107: Mathematical Explorations – MR, NS

Mathematics and modern society. Emphasis on numerical and logical reasoning. Designed to increase awareness of applications of mathematics, to enhance enjoyment of and self-confidence in mathematics, and to sharpen critical thought in mathematics. Topics selected by the instructor. **Prerequisite:** PLU math entrance requirement. (4)

MATH 115: College Algebra and Trigonometry - MR, NS

A review of algebra emphasizing problem solving skills. The notion of function is introduced via examples from polynomial, rational, trigonometric, logarithmic and exponential functions. We also explore inverse trigonometric functions, identities, graphing and solution of triangles. Appropriate as preparation for MATH 123, 128 and 140. **Prerequisites:** PLU math placement exam and two years of high school algebra. (4)

MATH 123: Modern Elementary Mathematics – MR, NS

Concepts underlying traditional computational techniques; a systematic analysis of arithmetic; an intuitive approach to algebra and geometry. Intended for elementary teaching

majors. **Prerequisites:** A qualifying score on the math placement test or a grade of C or higher in MATH 115. (4)

MATH 128: Linear Models and Calculus, An Introduction – MR, NS

Matrix theory, linear programming, and introduction to calculus. Concepts developed stressing applications, particularly to business. **Prerequisites:** Two years of high school algebra or MATH 115. Cannot be taken for credit if MATH 151 (or the equivalent) has been previously taken with a grade of C or higher. (4)

MATH 140: Analytic Geometry and Functions – MR, NS

Different types of functions, their properties and graphs, especially trigonometric functions. Algebraic skill, problem solving, and mathematical writing are emphasized. Prepares students for calculus. **Prerequisites:** MATH 115 or equivalent high school material. (4)

MATH 151: Introduction to Calculus – MR, NS

Functions, limits, derivatives and integrals with applications. Emphasis on derivatives. **Prerequisites:** Math analysis or pre-calculus in high school or MATH 140. (4)

MATH 152: Calculus II – MR, NS

Continuation of 151. Techniques and applications of integrals, improper integrals, ordinary differential equations and power series, with applications. **Prerequisite:** MATH 151. (4)

MATH 203: History of Mathematics - NS

A study in the vast adventure of ideas that is mathematics from ancient cultures to the 20th century. The evolution of the concepts of number, measurement, demonstration, and the various branches of mathematics in the contexts of the varied cultures in which they arose. **Prerequisites:** MATH 152 or consent of instructor. (4)

MATH 245: Discrete Structures - NS

Topics of relevance to computer scientists and computer engineers, including quantified logic, sets, relations, functions, recursion, combinatorics, and probability. Tools of logical reasoning, such as induction, proof by contradiction, and predicate calculus will be taught and applied. **Prerequisite:** MATH 152 (4)

MATH 253: Multivariable Calculus - NS

An introduction to vectors, partial derivatives, multiple integrals, and vector analysis. **Prerequisite:** MATH 152. (4)

MATH 291: Directed Study

Supervised study of topics selected to meet the individual's needs or interests; primarily for students awarded advanced placement. Admission only by departmental invitation. (1–4)

MATH 317: Introduction to Proof in Mathematics - NS

Introduces the logical methods of proof and abstraction in modern mathematics. Explores mathematical topics, including discrete mathematics, while familiarizing students with proof-related concepts such as mathematical grammar, logical equivalence, proof by contradiction, and proof by induction. **Prerequisite:** MATH 152. (4)

MATH 321: Geometry - NS

Foundations of geometry and basic theory in Euclidean, projective, and non-Euclidean geometry. **Prerequisites:** MATH 152 or consent of instructor. (4)

MATH 331: Linear Algebra - NS

Vectors and abstract vector spaces, matrices, inner product spaces, linear transformations. Proofs will be emphasized. **Prerequisites:** MATH 152 and one of MATH 245, 253, or 317. (4)

MATH 341: Introduction to Mathematical Statistics - NS

Data description, probability, discrete and continuous random variables, expectation, special distributions, statements of law of large numbers and central limit theorem, sampling distributions, theory of point estimators, confidence intervals, hypothesis tests, regression (time permitting). Cross-listed with STAT 341. **Prerequisite:** MATH 152. (4)

MATH 342: Probability and Statistical Theory

Continuation of MATH 341. Topics may include: joint and conditional distributions, correlation, functions of random variables, moment generating functions, inference in regression and one-way ANOVA, Bayesian and non-parametric inference, convergence of distributions. Cross-listed with STAT 342. **Prerequisite:** MATH 341. (4)

MATH 348: Applied Regression Analysis and ANOVA

Linear and multiple regression with inference and diagnostics; analysis of variance; experimental design with randomization and blocking. Substantial use of statistical software and emphasis on exploratory data analysis. Cross-listed with STAT 348. **Prerequisites:** MATH 341 or consent of instructor. (4)

MATH 351: Differential Equations - NS

An introduction to differential equations emphasizing the applied aspect. First and second order differential equations, systems of differential equations, power series solutions, non-linear differential equations, numerical methods. **Prerequisite:** MATH 253. (4)

MATH 356: Numerical Analysis - NS

Numerical theory and application in the context of solutions of linear, nonlinear, and differential equations, matrix theory, interpolation, approximations, numerical differentiation and integration and Fourier transforms. **Prerequisites:** MATH 152 and CSCE 144. (4)

MATH 381: Seminar in Problem Solving

Designed to improve advanced problem solving skills. A goal is participation in the Putnam Competition. Pass/Fail only. May be taken more than once for credit. **Prerequisites:** MATH 152 or consent of instructor. (1)

MATH 411: Mathematics of Risk

This non-GUR course introduces students to the mathematics underpinning financial investment in the presence of uncertainty. Students will investigate the employ probability models to assign values to individual financial instruments and to portfolios over short and long term time frames. both analytic solutions and numerical solutions via software will

be developed. Case studies will play a role in the course.

Prerequisites: MATH 152, 341 and 342; ECON 101 or 301; BUS 335; or consent of the instructor (4)

MATH 433 Abstract Algebra

The algebra of axiomatically defined objects, such as groups, rings and fields with emphasis on theory and proof.

Prerequisites: MATH 317, 331. (4)

MATH 446: Mathematics in the Secondary School

Methods and materials in secondary school math teaching. Basic mathematical concepts; principles of number operation, relation, proof, and problem solving in the context of arithmetic, algebra, and geometry. Cross-listed with EDUC 446. **Prerequisites:** MATH 253 or 331. (4)

MATH 455: Mathematical Analysis

Theoretical treatment of topics introduced in elementary calculus. **Prerequisite:** MATH 253, 331; 317 or 433 (with consent of instructor MATH 433 may be taken concurrently). (4)

MATH 480: Topics in Mathematics

Selected topics of current interest or from: combinatorics, complex analysis, differential geometry, dynamical systems chaos and fractals, graph theory, group representations, number theory, operations research, partial differential equations, topology, transform methods, abstract algebra, analysis. May be taken more than once for credit. Prerequisites vary depending on the topic. (1-4)

MATH 495A: Financial Mathematics Internship

A research and writing project in conjunction with a student's approved off-campus activity. An oral presentation comparable in length with those required for MATH 499 is obligatory.

Prerequisites: Senior (or second semester junior) financial mathematics major; and approval from the department prior to the commencement of the internship.

MATH 499A: Capstone: Senior Seminar I – SR

Preparation for oral and written presentation of information learned in individual research under the direction of an assigned instructor. Discussion of methods for communicating mathematical knowledge. Selection of topic and initial research. With Math 499B meets the senior seminar/project requirement. **Prerequisite:** Senior (or second semester junior) math major. (1)

MATH 499B: Capstone: Senior Seminar II – SR

Continuation of MATH 499A with emphasis on individual research and oral and written presentation. With MATH 499A meets the senior seminar/project requirement.

Prerequisite: MATH 499A. (1)



Marriage and Family Therapy (MFTH) - Graduate

MFTH 500: Human Development

Individual personality development, normal and abnormal manifestations, over the life span. (4)

MFTH 503: Systems Approach to Marriage and Family Therapy

An introduction to the systems paradigm and post-modern ideas for treatment strategy and intervention. (4)

MFTH 504: Family Development

Exploration of how family life cycle stages are affected by divorce, remarriage, ethnicity, feminist issues, and other unplanned events. (4)

MFTH 505: Research Methods in Marriage and Family Therapy

Basic research concepts including formulating research questions, research design, analysis of data, and theory construction. Emphasis on understanding and evaluating rather than conducting research. (4)

MFTH 507: Comparative Marriage and Family Therapy

Intensive comparative study of the theoretical rationale of the prominent schools of thought within the field of marriage and family therapy. *Prerequisite:* MFTH 503. (4)

MFTH 510: Human Sexuality and Sex Therapy

An overview of the nature of sexual health and the treatment of common sexual dysfunctions. *Prerequisite or co-requisite:* MFTH 503. (2)

MFTH 511: Psychosocial Pathology: Relationship to Marriage and the Family

Exploration of the treatment techniques and assumptions of leading family therapists regarding such psychosocial

dysfunctions as divorce, family violence, delinquency, psychosomatic symptoms, drug addiction, and disturbed adolescents. *Prerequisite:* MFTH 503. (4)

MFTH 512: Professional Studies in Marriage and Family Therapy

Study of professional ethics and Washington State laws which affect clinical practice, including family law, legal responsibilities, and interprofessional cooperation. (3)

MFTH 519 Practicum I

Prerequisite: MFTH 507 and 512; may be taken concurrently when schedule allows. (2)

MFTH 521: Practicum II (2)

MFTH 523: Practicum III (2)

MFTH 525: Practicum IV

The four semesters of practicum are part of a continuous process toward developing specific therapeutic competencies in work with individuals, couples, and families. The practical present a competency-based program in which each student is evaluated regarding: 1) case management skills; 2) relationship skills; 3) perceptual skills; 4) conceptual skills; 5) structuring skills; and 6) professional development skills. practical requirements include 100 hours of supervision of 500 client contact hours. Faculty are AAMFT-approved Supervisors or the equivalent and use live supervision and video tapes of student sessions as the primary methods of clinical supervision. (2)

MFTH 527: Extended Practicum V

For students who wish to complete their required practical in five rather than four semesters. This course is an extension of the previously described practical courses. (2)

MFTH 520: Theory I (2)

MFTH 522: Theory II (2)

MFTH 524: Theory III

The three semesters of theory taken in conjunction with MFTH 519, 521, and 523 constitute an in-depth study of one approach toward marriage and family therapy with an emphasis on applying theory in practice. (2)

MFTH 526: Development of a Personal Integrated Theory

The fourth semester of theory taken in conjunction with MFTH 525 is an in-depth study of the student's preferred ideas, style, methods, and values. Students develop an integrated personal approach to marriage and family therapy that synthesizes their learning in the program. (2)

MFTH 590: Graduate Seminar

Selected topics as announced. *Prerequisite:* Consent of instructor. (1-4)

MFTH 598: Research Project (1-4)

MFTH 599: Thesis (4)



Military Science Basic (MILS)

MILS 111, 112: Introduction to Military Science

An introduction to the United States Army. Includes an introduction to military science and its organization, leadership, land navigation, map reading, operation orders, and the traditions of the United States Army. Provides a look at the military as a profession and its ethical base. Course includes Army Physical Fitness Test and training. (2, 2)

MILS 211, 212: Introduction to Leadership

A continuation of basic officer skills. Areas of emphasis are team building, squad tactics, operations orders, land navigation, ethics and professionalism, total fitness and military first aid. (2, 2)

MILS 311, 312: Leadership and Management

A survey of leadership/management and motivational theories. Orientation on the competencies required for the small unit leader. Includes tactics, communications and land navigation. (3, 3)

MILS 411, 412: Professionalism and Ethics

Covers Army values, ethics, and professionalism, responsibilities to subordinates, self, and country, law of land warfare, and the resolution of ethical/value dilemmas. Also covers logistic and justice systems and the interaction of special staff and command functions. (3)

Music (MUSI)

MUSI 101: Introduction to Music – AR

Introduction to music literature with emphasis on listening, structure, period, and style. Designed to enhance the enjoyment and understanding of music. Not open to majors. (4)

MUSI 102: Understanding Music Through Melody – AR

Introduction to the musical arts through exploration of melody as a primary musical impulse in a variety of musical styles. Designed to enhance the enjoyment and understanding of all music through increased sensitivity to melody. Not open to majors. (4)

MUSI 103: History of Jazz – AR

Survey of America's unique art Form-Jazz: With emphasis on history, listening, structure, and style from early developments through recent trends. (4)

MUSI 104: Music and Technology – AR

Survey of the impact of technology on the musical arts, from the evolution of musical instruments and the acoustic space through the audio/video/computer technology of today. (4)

MUSI 105: The Arts of China – AR, C

Exploration of a number of Chinese art forms, primarily music but also including calligraphy, painting, tai chi, poetry, Beijing opera, film and cuisine. (4)

MUSI 106: Music of Scandinavia – AR, C

Survey of Scandinavian music from the Bronze Age to the present, with primary focus on the music of Norway, Sweden, and Denmark. (4)

MUSI 111: Music Fundamentals I – AR

Develops skills in reading and notating music. Rudiments of musical theory: key signatures, clefs, and major scales. Requires previous musical experience and the ability to read music. Partially fulfills the general university requirements in arts; may be combined with MUSI 113 in a single semester to complete the general university requirements in arts. (2)

MUSI 113: Music Fundamentals II – AR

A continuation of MUSI 111. Minor scales, intervals, triads and diatonic 7th chords. Partially fulfills the general university requirement in arts; may be combined with 111 in a single semester to complete the general university requirement in arts. **Prerequisite:** MUSI 111 or consent of instructor. (2)

MUSI 115: Introduction to Keyboarding – AR

Beginning skills in keyboard performance. Requires no previous keyboard experience. Prerequisite for Music 116; intended for music majors or minors in preparation for keyboard requirements in the music core. Consent of instructor required. (1)

MUSI 116: Basic Keyboarding – AR

A continuation of MUSI 115. **Prerequisite:** MUSI 115 or consent of instructor. (1)

MUSI 120A, B: Music and Culture – AR, C

Introduction to ethnomusicological considerations of a variety of music traditions. Requires no previous music experience. Required for music majors and minors; prerequisite course for MUSI 124; **co-requisite (Fall term):** MUSI 111/113 or consent of department chair, (spring term): MUSI 124 or consent of department chair. (4)

MUSI 121: Keyboarding I – AR

Development of keyboarding skills, including sight-reading, group performance, and harmonization of simple melodies. **Prerequisite:** 116 or consent of instructor. (1)

MUSI 122: Keyboarding II – AR

A continuation of MUSI 121. **Prerequisite:** MUSI 121 or consent of instructor. (1)

MUSI 124: Theory I – AR

An introduction to the workings of music, including common-practice harmony, jazz theory, and elementary formal analysis. **Prerequisite:** MUSI 113 or consent of instructor. (3)

MUSI 125: Ear Training I – AR

Development of aural skills, including interval recognition, sight-singing, rhythmic, melodic and harmonic dictation. (1)

MUSI 126: Ear Training II – AR

Continuation of MUSI 125. **Prerequisite:** MUSI 125 or consent of instructor. (1)

MUSI 201A, B, or C: Private Instruction: Jazz – AR

Prerequisite: Two semesters of non-jazz study (MUSI 202-219) or permission of the Director of Jazz Studies. (1, 2, 3 or 4). Special fee in addition to tuition. See pages 76, 121.

Private Instruction Credit Hours: A - One; B - Two; C - Three or Four
MUSI 202A, B, or C: Piano - AR
MUSI 203A, B, or C: Organ - AR
MUSI 204 A, B or C: Voice - AR
MUSI 205A, B, or C: Violin/Viola - AR
MUSI 206A, B, or C: Cello/Bass - AR
MUSI 207A, B, or C: Flute - AR
MUSI 208A, B, or C: Oboe/English Horn - AR
MUSI 209A, B, or C: Bassoon - AR
MUSI 210A, B, or C: Clarinet - AR
MUSI 211A, B, or C: Saxophone - AR
MUSI 212A, B, or C: Trumpet - AR
MUSI 213A, B, or C: French Horn - AR
MUSI 214A, B, or C: Trombone - AR
MUSI 215A, B, or C: Baritone/Tuba - AR
MUSI 216A, B, or C: Percussion - AR
MUSI 217A, B, or C: Guitar - AR
MUSI 218A, B, or C: Harp - AR
MUSI 219A, B, or C: Harpsichord - AR

MUSI 223: Theory II – AR

A continuation of MUSI 124. **Prerequisite:** MUSI 124 or consent of instructor. (3)

MUSI 224: Jazz Theory Laboratory – AR

Introduction to jazz harmony, structure, style, and improvisation. **Prerequisite:** MUSI 223 or consent of instructor. (1)

MUSI 225: Ear Training III – AR

A continuation of MUSI 126. **Prerequisite:** MUSI 126 or consent of instructor. (1)

MUSI 226: Ear Training IV – AR

A continuation of MUSI 225. **Prerequisite:** MUSI 225 or consent of instructor. (1)

MUSI 234: Music History I – AR

The evolution of Western music from the early Christian era through the Middle Ages, Renaissance, and Baroque eras. **Prerequisite:** MUSI 223 or consent of instructor. (3)

MUSI 240: Foundations of Music Education

Introduction to the basics of teaching music, including philosophy, content, student characteristics, and the nature and organization of musical learning. For students preparing to become music specialists (music education majors only). (3)

MUSI 241, 242: String Laboratory

Methods and materials of teaching and playing string instruments in the public schools. (1, 1)

MUSI 243, 244: Woodwind Laboratory

Methods and materials of teaching and playing woodwind instruments in the public schools. (1, 1)

MUSI 245, 246: Brass Laboratory

Methods and materials of teaching and playing brass instruments in the public schools. (1, 1)

MUSI 247: Percussion Laboratory

Methods and materials of teaching and playing percussion instruments in the public schools. (1)

MUSI 248: Voice Laboratory

Methods and materials of vocal pedagogy and solo vocal performance in the public schools. (1)

MUSI 327A, B or C: Composition - AR

A systematic approach to contemporary musical composition; students create and notate works for solo, small and large ensembles. May be repeated for additional credit. Private instruction; special fee in addition to tuition. (1, 2, 3 or 4)

MUSI 333: Music History II – AR

The evolution of Western music in the Classic and Romantic eras. **Prerequisite:** MUSI 234 or consent of instructor. (3)

MUSI 334: 20th-Century Music – AR

The evolution of Western art music in the 20th century in response to new theoretical constructs, new technologies, and popular and cross-cultural influences. **Prerequisite:** MUSI 333 or consent of instructor. (3)

MUSI 336: Making Music

Continued study, development and application of music skills through composition, counterpoint, improvisation, conducting, and orchestration. **Prerequisite:** MUSI 224, 226, or consent of instructor. (3)

MUSI 337: Analyzing Music

Application of theoretical knowledge toward developing analytical skills in a variety of musical cultures, styles, and genre. **Prerequisite:** MUSI 224 or consent of instructor. (3)

MUSI 338: Researching Music

Introduction to the main research tools available for gathering information about music. Applications in formal research, criticism, program and liner notes, and verbal presentations explored. **Prerequisite:** MUSI 120, 124, or consent of instructor. (3)

MUSI 340: Fundamentals of Music Education

Detailed planning of curricula for various musical skills at different grade levels, including improvisation laboratory. **Prerequisite:** MUSI 240. (2)

MUSI 341: Music for Classroom Teachers

Methods and procedures in teaching elementary school music as well as infusing the arts in the curriculum. Offered for students preparing for elementary classroom teaching (non-music education majors). (2)

MUSI 343: Methods and Materials for Secondary General Music

Methods and materials for teaching general music in the secondary school. (2)

MUSI 345: Conducting I – AR

Introduction to basic patterns, gestures, and conducting techniques. (1)

MUSI 346: Conducting II

Continuation of MUSI 345; observation of advanced conducting students in laboratory ensemble. (1)

MUSI 347: Adaptive Music

Techniques and strategies to meet the needs, interests, limitations, and capacities of students who have restrictions placed on their musical activity. (1)

MUSI 348: Practicum in Music Education

Field experience teaching in elementary, middle or junior high school; provides laboratory experience in teaching prior to full student teaching experience. **Prerequisite:** MUSI 340; recommended: enroll fall semester preceding student teaching. (1)

MUSI 349: Electronic Music Practice Lab – AR

Application of electronic techniques to compositional process. Assigned studio time on a regular basis. Special fee in addition to tuition. **Prerequisite:** Consent of instructor. (1)

MUSI 351: Accompanying – AR

Practice in accompanying representative vocal and instrumental solo literature from all periods. Special fee in addition to tuition. (1 or 2)

MUSI 352: Organ Improvisation – AR

Basic techniques of improvisation, particularly as related to hymn tunes. Private instruction: Special fee in addition to tuition. **Prerequisite:** Consent of instructor. (1)

MUSI 353: Solo Vocal Literature – AR

Survey of solo vocal literature. (2)

MUSI 354: History of Musical Theatre – AR

A general survey of the evolution of “Drama per Musica” from opera to musical comedy including in-depth study of selected scores. (2)

MUSI 355: Diction I (English/Italian) - AR

An introduction to the International Phonetic Alphabet (IPA) and its practical applications for singers of English and Italian texts. (1)

MUSI 356: Diction II (French/German)

Continuation of MUSI 355 with applications for singers of French and German texts. (1)

MUSI 358: Early Music Laboratory

Exploration of solo and small ensemble literature from the Baroque period and earlier, focusing on range of repertoire, performance practices, and period instruments. Rehearsal and performance augmented by listening, research, and writing. **Prerequisite:** MUSI 234 or consent of instructor. (1)

MUSI 360: Choir of the West – AR

A study of a wide variety of choral literature and technique through rehearsal and performance of both sacred and secular music. Auditions at the beginning of fall semester. (1)

MUSI 361: University Chorale – AR

A study of choral literature and technique through rehearsal and performance of both sacred and secular music. Auditions at the beginning of fall semester. (1)

MUSI 362: University Men’s Chorus – AR

The study and performance of repertoire for men’s voices. Emphasis on individual vocal and musical development. (1)

MUSI 363: University Singers – AR

The study and performance of repertoire for women’s voices. Emphasis on individual vocal and musical development. (1)

MUSI 365: Chapel Choir – AR

Repertoire experience with appropriate literature for ongoing church music programs of a liturgical nature. Regular performances for university chapel worship. Participation without credit available. (1)

MUSI 366: Opera Workshop – AR

Production of chamber opera and opera scenes. Participation in all facets of production. **Prerequisite:** Consent of instructor. (1)

MUSI 368: University Choral Union – AR

Rehearsal and performance of major works in the choral/orchestral repertoire. Open to the community as well as PLU students; membership by audition. Special fee in addition to tuition. (1)

MUSI 370: University Wind Ensemble – AR

Study and performance of selected wind and percussion literature using various size ensembles. Membership by audition. (1)

MUSI 371: University Concert Band – AR

Study of selected band literature through rehearsal and performance. Designed for the general university student. **Prerequisite:** having played instrument through at least junior year of high school or consent of instructor. (1)

MUSI 375: University Jazz Ensemble – AR

Study of selected big band literature through rehearsal and performance. Membership by audition. (1)

MUSI 378: Vocal Jazz Ensemble – AR

Study of selected vocal jazz literature through rehearsal and performance. Membership by audition, concurrent registration in MUSI 360, 361, 362 or 363 required. (1)

MUSI 380: University Symphony Orchestra – AR

Study of selected orchestral literature through rehearsal and performance. Membership by audition. (1)

MUSI 381: Chamber Ensemble – AR

Reading, rehearsal, and performance of selected instrumental chamber music. Sections offered in string, brass, woodwind, early instruments, guitar, jazz and world music. **Prerequisite:** Consent of instructor. (1)

MUSI 383: Piano Ensemble – AR

Techniques and practice in the performance of two-piano and piano duet literature; includes sight reading and program planning. (1)

**MUSI 390: Intensive Performance Study:
Ensemble Tour – AR**

Intensive study and rehearsal of tour repertoire; off-campus tour of major performance venues; special fee in addition to tuition. **Prerequisite:** Consent of instructor. (4)

**MUSI 391: Intensive Performance Study:
Conservatory Experience**

Intensive study and practice of solo repertoire; special fee in addition to tuition. **Prerequisite:** Consent of instructor. (4)

MUSI 395, 396, 397: Music Centers of the World - AR

Exploration of music and other arts in environments off campus. Offered January Term to facilitate study abroad, or in cultural centers of the United States. (4, 4, 4)

MUSI 401A, B or C : Private Instruction: Jazz – AR

Prerequisite: Two semesters of non-jazz study (202–219) or permission of the Director of Jazz Studies. (1, 2, 3 or 4)
Special fee in addition to tuition. See pages 76, 121.

Private Instruction Credit Hours: A - One; B - Two; and C - Three or Four
MUSI 402A, B, or C: Piano - AR
MUSI 403A, B, or C: Organ - AR
MUSI 404A, B, or C: Voice - AR
MUSI 405A, B, or C: Violin/Viola - AR
MUSI 406A, B, or C: Cello/Bass - AR
MUSI 407A, B, or C: Flute - AR
MUSI 408A, B, or C: Oboe/English Horn - AR
MUSI 409A, B, or C: Bassoon - AR
MUSI 410A, B, or C: Clarinet - AR
MUSI 411A, B, or C: Saxophone - AR
MUSI 412A, B, or C: Trumpet - AR
MUSI 413A, B, or C: French Horn - AR
MUSI 414A, B, or C: Trombone - AR
MUSI 415A, B, or C: Baritone/Tuba - AR
MUSI 416A, B, or C: Percussion - AR
MUSI 417A, B, or C: Guitar - AR
MUSI 418A, B, or C: Harp - AR
MUSI 419A, B, or C: Harpsichord - AR

MUSI 420: Private Instruction - Pedagogy

Methods and materials for teaching specific instrumental media in the studio; special fee in addition to tuition. (2)

MUSI 421A, B or C: Advanced Keyboard Skills

Focused study of specialized keyboard skills required in various music major programs. Private instruction: special fee in addition to tuition. May be repeated for additional credit. **Prerequisite:** Successful completion of Keyboard Proficiency and sophomore B.M. or B.M.E. Jury. (1)

**MUSI 427A, B or C: Advanced Orchestration/
Arranging – AR**

Continuation of MUSI 336 on an individual basis. **Prerequisite:** MUSI 336 or consent of instructor. May be

repeated for additional credit. Private instruction: Special fee in addition to tuition. (1, 2, 3 or 4)

MUSI 430: Piano Literature I – AR

Study of representative piano repertoire from the 18th and early 19th century. (1)

MUSI 431: Piano Literature II – AR

Study of representative piano compositions of the late 19th and 20th century. (1)

MUSI 440: Methods and Materials for K-9 Music I

Study of skill acquisitions, music concepts, and analyzing the range of available resources, including ethnic music and computer assisted instruction. Offered for music education majors only. **Prerequisite:** MUSI 340. (2)

MUSI 441: Methods and Materials for K-9 Music II

Continuation of MUSI 440, including emphasis on Orff-Schulwerk and Kodaly techniques. Offered for music education majors only. **Prerequisite:** MUSI 440. (2)

MUSI 443: Methods of Secondary Choral Music

The organization and administration of the secondary school choral program. **Prerequisite:** MUSI 340. (1)

MUSI 444: Materials for Secondary Choral Music

Survey of choral literature appropriate for the various age and experience levels of students in grades 4-12, including sources and research techniques. **Prerequisite:** MUSI 340. (2)

MUSI 445: Conducting III

Refinement of patterns, gestures, and conducting techniques; application to appropriate vocal and instrumental scores. **Prerequisite:** MUSI 346 or consent of instructor; Section A: Instrumental; Section B: Choral. (1)

MUSI 446: Conducting IV

Continuation of MUSI 445; application and development of skills in laboratory ensemble. **Prerequisite:** MUSI 445 or consent of instructor; Section A: Instrumental, Section B: Choral. (1)

MUSI 447: Methods of School Band Music

The organization and administration of the secondary school band program. **Prerequisite:** MUSI 340. (1)

MUSI 448: Materials for School Band Music

Survey of wind-percussion literature appropriate for the various age and experience levels of students in grades 4-12, including sources and research techniques. **Prerequisite:** MUSI 340. (2)

MUSI 451: Piano Pedagogy I – AR

Teaching techniques for prospective teachers of piano, including techniques for individual and group instruction. Methods and materials from beginning to intermediate level. (1)

MUSI 452: Piano Pedagogy II

Teaching techniques for prospective teachers of piano, including techniques for individual and group instruction. Methods and materials from intermediate to advanced levels. (1)

MUSI 453: Vocal Pedagogy – AR

Physiological, psychological, and pedagogical aspects of singing. (2)

MUSI 454: Instrumental Pedagogy

Methods and materials for teaching specific instrumental media in the studio. Offered on demand for string, wind, guitar, harp, organ and percussion. (2)

MUSI 455: String Pedagogy

Teaching techniques for prospective teachers of strings with emphasis on individual student instruction. Methods and materials from beginning through advanced levels. (2)

MUSI 456: Methods and Materials for School Strings

The organization and administration of school string programs, elementary through secondary (2)

MUSI 457: Instrumental Music for Choral Educators

Materials and methods for teaching instrumental music to an ensemble setting. Offered for choral music education majors only. (2)

MUSI 458: Choral Music for Instrumental Educators

Materials and methods for teaching choral music in an ensemble setting. Offered for instrumental music education majors only. (2)

MUSI 469: Student Teaching Seminar

Student teaching experiences shared and analyzed; exploration of related issues regarding entering the public school music teaching profession. Concurrent enrollment with EDUC 468 required. (2)

MUSI 499: Capstone: Senior Project – SR

A culminating project of substantial proportions, presented in a public forum, undertaken in the senior year. For the Bachelor of Arts degree, the project integrates musical studies with a broader liberal arts context; for the Bachelor of Musical Arts degree, the project integrates musical studies with the cognate field; for Bachelor of Music Education and Bachelor of Music degrees, the project consists of a juried recital. Private instruction; Special fee in addition to tuition. **Prerequisite:** Consent of instructor. (1–4)



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Natural Sciences (NSCI)

The following course is offered under Natural Sciences. Other courses suitable for satisfying general university requirements and GenEd program elements may be found in the listings for each of the departments in the division.

NSCI 210: Natural History of Hawaii – NS, SM

The Hawaiian Islands are an active museum of geology and tropical island plant and animal life. The islands, the most isolated in the world, have native plants and animals—95 percent of which occur nowhere else. Students are expected to participate actively in daily lectures and fieldwork involving the geologic formation of Hawaii and its subsequent population by plants and animals, stressing the impact of human intervention. (4)

Norwegian (NORW)

NORW 101, 102: Elementary Norwegian

Basic skills in speaking, reading, listening and writing are introduced and practiced in an interactive classroom atmosphere. Readings introduce contemporary Norwegian culture and society. (4, 4)

NORW 201, 202: Intermediate Norwegian – C

Continuing development of written and oral skills, with a review of basic grammar, development of short essay writing, an emphasis on conversation, and an introductory overview of Norwegian history and society. Readings also offer insights into contemporary culture and provide springboards for students to express their own opinions.

Prerequisite: NORW 102. (4, 4)

NORW 301: Conversation and Composition – C

Review of grammar, and development of advanced written and oral skills. Contemporary fiction, non-fiction and film serve as models of style and usage, and as the basis for conversation and writing. **Prerequisite:** NORW 202. (4)

NORW 302: Advanced Conversation and Composition – C

Emphasizes the finer points of grammar and stylistics, focusing on the production of advanced written compositions and further refinement of conversational skills. Readings are drawn from literature spanning the last two centuries, and serve as the springboard for discussion. **Prerequisite:** NORW 301. (4)

NORW 499: Capstone: Senior Project – SR (4)



Nursing (NURS) Undergraduate

All courses unless otherwise specified, are open only to accepted nursing students.

NURS 100: Medical Terminology

Provides sound basis for individuals in health care to learn important words, their origins, derivatives, and abbreviations. Focuses on utilization of terms as applied to anatomical, physiological, and pharmacological topics. Pronunciation of terms emphasized. Knowledge from this course can be applied to any health care profession. Open to non-nursing majors, required for Health Services minor. (1 or 2)

NURS 220: Competencies I

Focuses on the core knowledge and competencies of therapeutic communication, and technical skills associated with health management. **Prerequisite:** Admission to the School of Nursing. (4)

NURS 260: Professional Foundations I

Focuses on nursing as a profession and discipline. The nursing process is introduced as a framework for critical thinking and caring. Open to non-nursing students with permission of instructor. **Prerequisite:** NURS 220. (4)

NURS 270: Health Assessment and Promotion

Focuses on the core knowledge and competencies necessary to perform health assessments and promote health across the life span. **Prerequisites:** Prior or concurrent with NURS 260 and 280. (4)

NURS 280: Human Pathological Processes

Focuses on human responses to major forms of pathophysiology. **Prerequisite for majors:** BIOL 201, 206 and CHEM 105. Non-majors must receive permission from the instructor. (4)

NURS 320: Competencies II

Focuses on the core knowledge and competencies of advanced technical skills associated with health management. **Prerequisites:** NURS 260, 270, 280, achievement of Junior I status. (2)

NURS 330: Pharmacology and Therapeutic Modalities for Nursing

Focuses on pharmacological principles of major drug classifications, therapeutic modalities, and alternatives to pharmacological interventions. **Prerequisite for majors:** NURS 280, achievement of Junior I status. Non-majors must receive permission from the instructor. (4)

NURS 340: Nursing Situations with Individuals: Adult Health I

Focuses on the core knowledge and competencies necessary to apply the nursing process to situations with individuals experiencing selected alterations in health. **Prerequisites:** Prior or concurrent enrollment in NURS 320 and 330, achievement of Junior I status. (4)

NURS 350: Nursing Situations with Individuals: Mental Health

Focuses on the core knowledge and competencies necessary to apply the nursing process to situations with individuals experiencing mental health issues. **Prerequisite:** Prior or concurrent enrollment in NURS 330, achievement of Junior I status. (4)

NURS 360: Nursing Research and Informatics

Examines principles of nursing and health care research, technologies, and databases that support evidence-based nursing practice. **Prerequisites:** Prior or concurrent with NURS 340 or 350 and STAT 231, achievement of Junior II status. (4)

NURS 365: Culturally Congruent Health Care – A

Focuses on core knowledge and competencies necessary to give culturally congruent care to people from diverse populations. Compares beliefs, values, and practices pertaining to health, care expressions, and well-being. Open to non-nursing students with instructor permission. **Prerequisite for majors:** NURS 270, achievement of Junior II status. (4)

NURS 370: Nursing Situations with Families: Childbearing

Focuses on the core knowledge and competencies necessary to apply the nursing process to situations with childbearing families. **Prerequisites:** NURS 320, 330, 340, 350, achievement of Junior II status. (4)

NURS 380: Nursing Situations with Families: Childrearing

Focuses on the core knowledge and competencies necessary to apply the nursing process to situations with infants, children, adolescents and their families. **Prerequisites:** NURS 320, 330, 340, 350, achievement of Junior II status. (4)

NURS 399: Nursing Portfolio Workshop

Portfolio writing designated to prepare registered nurses to complete a portfolio documenting prior experiential learning acquired in nursing practice. Open to ADN to B.S.N. students only. (4)

NURS 420: Introduction to Leadership and Resource Management in Nursing

Focuses on core knowledge and competencies related to beginning leadership and resource management skills. **Prerequisites:** NURS 360, 370, 380, achievement of Senior I status. (4)

NURS 430: Nursing Situations with Communities

Focuses on the core knowledge and competencies necessary to apply the nursing process to situations with the community as client. Prior or concurrent enrollment in NURS 420, achievement of Senior I status. (5)

NURS 440: Nursing Situations with Individuals: Adult Health II

Focuses on the core knowledge and competencies necessary to apply the nursing process to situations with individuals experiencing complex alterations in health. **Prerequisites:** NURS 360, 370, and 380, achievement of Senior I status. (4)

NURS 441: Senior Seminar

Exploration and integration of core knowledge and competencies related to complex alterations in the health of individuals experiencing complex alterations in health. **Prerequisites:** Prior or concurrent enrollment in NURS 440 and achievement of Senior I status. (1)

NURS 460: Health Care Systems and Policy

Analysis of the social, political, legal, and economic factors that influence health care including trends in health policy and ethical issues relevant to health care delivery. Open to non-nursing students with permission of the instructor. **Prerequisite for majors:** NURS 260, Senior II. (2)

NURS 478: Elective Clinical Experience

An exploration and application of nursing knowledge and roles in a selected clinical environment. Pass/fail option. Open to students who have completed their junior-level nursing courses and have received permission of the faculty. (1–4)

NURS 480: Professional Foundations II

Critical evaluation of role transition into professional nursing. **Prerequisite:** Concurrent enrollment in NURS 499, achievement of Senior II status. (2)

NURS 493: Internship Abroad (1–4)

NURS 499: Capstone: Nursing Synthesis – SR

Synthesis of core knowledge, competencies, professional values, and leadership skills in nursing situations mentored by a professional nurse preceptor. **Prerequisites:** NURS 420, 430, 440, 441, prior or concurrent enrollment in NURS 460 and 480, achievement of Senior II status. (6)

**Nursing (NURS)
Graduate**

NURS 523: Role of the Advanced Practice Nurse

Facilitates the development and transition into the advanced practice role through the analysis of legal, ethical, professional, social and practice perspectives. Roles of consultant, researcher, administrator, and expert clinician are explored. (3)

NURS 524: Advanced Health Promotion

Identification of health risks and protective strategies for diverse populations. (2)

NURS 525: Theoretical Foundations

Preparation for critique, evaluation, and use of a range of relevant theories that provide guiding perspectives for the provision of client-centered, clinically measurable advanced nursing practice. (3)

NURS 526: Nursing Leadership and Management

Introduction to policy, organization, and financing of health care. Preparation for provision of quality cost-effective care, participation in the design and implementation of care, and assumption of the leadership role in managing resources. (3)

NURS 527: Evaluation and Outcomes Research

Preparation for the critique and use of new knowledge to provide, change, and evaluate advanced nursing practice focused on client-centered, clinically demonstrable care. (3)

NURS 530: Resource Management

Management of resources in the planning, coordination, and/or delivery of health care with an outcome perspective at the

system level. Financial and human resources and systems management will be examined from a quality perspective. (3)

NURS 531: Care and Outcomes Manager Practicum I

Direct and/or indirect care given in a defined specialty setting with focus on evaluation and outcomes. **Prerequisite:** NURS 523. Variable credit with School of Nursing approval. (1-5)

NURS 532: Care and Outcomes Manager Practicum II

Direct care or indirect clinical management, supervision, or education to achieve client goals by implementing approaches, interventions, outcomes, and evaluation method. **Pre- or Co-requisite:** NURS 538. Variable credit with School of Nursing approval. (1-3)

NURS 533: Informatics in Nursing

Enhancing clinical practice, research and education through the integration of computer science, information science and nursing science. (2)

NURS 538: Program Development

Integrate theoretical models, clinical parameters, and program planning principles through the construction of a detailed program for care and outcomes management. Clinical component present. **Pre- or co-requisite:** NURS 530 and prerequisite NURS 531. (3)

NURS 550: Curriculum and Instruction

Examination of the theory and practice of curriculum planning, development, implementation, and evaluation. Theoretical and philosophical principles of the teaching/learning process. Analysis of adult teaching strategies and the process of self and student evaluations. (3)

NURS 580: Advanced Pathophysiology

Focuses on normal physiologic and pathologic mechanisms of disease. Primary components of the foundation for clinical assessment, decision making, and management. (3)

NURS 582: Advanced Health Assessment

Development and performance of the skills needed for advanced health assessment of individuals, families, or communities throughout the lifespan. **Prerequisites:** Basic health assessment skills. (2-4)

NURS 583: Clinical Pharmacotherapeutics

Focuses on the pharmacokinetic basis for and pharmacotherapeutic management of simple and complex disease processes. Includes ethical, legal, and procedural aspects of prescriptive authority. **Pre- or co-requisite:** NURS 580. (3)

NURS 584: Family Nurse Practitioner I

Application of theory and research in the management of health problems across the lifespan. Demonstration of diagnostic reasoning related to health care conditions. Seminar and clinical. **Prerequisites:** NURS 582, and Pre- or co-requisite: NURS 583. (6)

NURS 585: Family Nurse Practitioner II

Application of theory and research in the management of increasingly complex health problems across the lifespan. Demonstration of diagnostic reasoning for a wide range

of acute and chronic conditions. Seminar and clinical.

Prerequisite: NURS 584. (6)

NURS 591: Independent Study

Opportunities for advanced study in selected topic related to student's area of interest. Consent of dean required. (1-4)

NURS 593: Advanced Specialty Practice

Application of advanced practice nursing in clinical specialty practice. **Prerequisite:** Completion of all core requirements. (1-6)

NURS 596: Scholarly Inquiry in Nursing Practice

Development and submission of professional paper or project related to one's area of specialization based on an evaluation and outcomes model. Cross-listed with NURS 599. (2)

NURS 599: Thesis

Faculty-guided application of the research process. May involve replication of previous study, secondary analysis of research data, an evaluation project, or an original investigation. **Prerequisites:** Completion of core courses, approval by School of Nursing. Minimum program requirement is four credits. Once enrolled, must continue to enroll for at least one credit each semester of the academic year until thesis is completed. Capstone course. (4)

Physical Education (PHED)

PHED 100: Personalized Fitness Programs – PE

To stimulate student interest in functional personally designed programs of physical activity; assessment of physical condition and skills; recommendation of specific programs for maintaining and improving physical health. Should be taken as a first-year student. (1)

PHED 150: Adaptive Physical Activity – PE

An individualized activity program designed to meet the needs interests, limitations, and capacities of students who have had restrictions placed on their physical activity. (1)

PHED 151-199: Individual and Dual Activities – PE

151 (Beginning Golf), 155 (Bowling), 157 (Personal Defense), 162 (Beginning Tennis), 163 (Beginning Badminton), 164 (Pickleball), 165 (Racquetball/Squash), 170 (Skiing), 173 (Basic Mountaineering), 175 (Snow-boarding), 177 (Weight Training), 182 (Low-Impact Aerobics), 183 (Power Aerobics), 186 (Step Aerobics), 192 (Intermediate Tennis), 197 (Advanced Weight Training). (1 each)

PHED 200-219: Aquatics – PE

200 (Individualized Swim Instruction), 201 (Swimming for Non-swimmers), 205 (Skin and Scuba Diving), 207 (Basic Sailing), 210 (Intermediate Swimming), 212 (Conditioning Swimming), 216 (Lifeguard Training, 2 credits). (1 each)

PHED 222-240: Rhythms – PE

222 (Jazz Dance Level I), 223 (Yoga), 224 (Salsa and Swing Dance), 225 (Ballroom Dance), 234 (Relaxation Techniques), 240 (Dance Ensemble). (1 each)

PHED 241-250: Team Activities – PE

241 (Basketball and Softball), 244 (Co-ed Volleyball), 250 (Directed Sports Participation)

PHED 275: Water Safety Instruction – PE

The American Red Cross Water Safety Instructor’s course.
Prerequisite: Swim test required. Fulfills one semester hour towards PE GUR. (2)

PHED 276: Special Topics in Physical Activity - PE

Selected activities as announced by the department. Provides opportunities for activities not otherwise part of the regular activity course offerings. (1)

PHED 277: Foundations of Physical Education

The relationship of physical education to education; the biological, sociological, psychological, and mechanical principles underlying physical education and athletics. Should be the initial professional course taken in the Department of Movement Studies and Wellness Education. (2)

PHED 279: Teaching Physical Activity

Generic teaching and management strategies, design of instructional materials and techniques for implementing them, and strategies for working with diverse learners in physical activity settings. This course is a prerequisite for all teaching methods courses and should be taken prior to or in conjunction with the Education Hub. (2)

PHED 293: Teaching Methods: Fitness Activities

Overview, application and evaluation of fitness activities, such as: aerobics (water, high- and low-impact, step, slide), weight training, calisthenics circuits, continuous interval training.
Prerequisite: PHED 279. (2)

PHED 294: Teaching Methods: Invasion Games

Games in which a team tries to invade the other team’s side or territory by putting an implement into a goal. Activities will include: basketball, soccer, lacrosse, hockey, and football.
Prerequisite: PHED 279. (2)

PHED 297: Teaching Methods: Net Games

Players attempt to send an object into the playing area on the other side of a net or barrier. Activities include volleyball, tennis, badminton, pickleball, and racquetball.
Prerequisite: PHED 279. (2)

PHED 298: Teaching Methods: Target and Fielding Games

Participants strike, hit, kick, or throw at targets or objects. Activities include golf, bowling, archery, softball, kickball, and track and field. **Prerequisite:** PHED 279. (2)

PHED 310: Socioeconomic Influences on Health in America – A

Examination of the culture, social environment, and pressures that create a health vulnerability with the American population. (4)

PHED 314: Team Building for High Performance Teams

Activities designed to facilitate the development of team camaraderie and effectiveness. Creative, fun, challenging, and applied team building activities, combined with traditional training tools to help create learning experiences for

students to actively enhance team cohesion and group productivity. (4)

PHED 315: Body Image – A

Topics include: the connection between women and food, cultural definitions of beauty, eating disorders, nutrition, and biosocial factors affecting weight. (4)

PHED 319: Tramping the Tracks of New Zealand – PE

Backpacking several of New Zealand’s world renowned tracks and hiking up ancient volcano craters, to glacial mountain lakes, and along sandy ocean beaches. Fulfills one semester hour towards PE GUR. (4)

PHED 322: Physical Education in the Elementary School

Organization and administration of a developmental program for grades K-6; sequential and progressive programming; large repertoire of activities. Observation and/or practicum in public schools required. (2 or 4)

PHED 324: Physical Activity and Lifespan

The emphasis in this course will be on the role that physical activity plays in successful aging. An understanding of the influence of social learning on physical activity behavior through the lifespan and effective strategies for health promotion and activity programming with adult populations will be addressed. (4)

PHED 326: Adapted Physical Activity

Emphasizes the theory and practice of adaptation in teaching strategies, curriculum, and service delivery for all persons with psychomotor problems, not just those labeled “disabled.” (4)

PHED 334: Applied Training and Conditioning

This course presents physiological and kinesiological applications to physical training and addresses fundamental training principles as they relate to physical fitness in the areas of cardiovascular fitness, muscular strength and endurance, flexibility and body composition. Focus is on training for safe and effective physical performance for both genders of all ages and activity interests. (2)

PHED 360: Professional Practicum

Students work under the supervision of a coach, teacher, recreation supervisor, or health care provider. **Prerequisite:** Departmental approval. (1 or 2)

PHED 361: Coaching Practicum

Students work under the supervision of a coach. **Prerequisite:** Departmental approval. (1 or 2)

PHED 362: Healing Arts of the Mind and Body – A, PE

Designed to introduce alternative therapies of mind-body processes. History, roots, practice, and cultural significances of several therapies and practices. Fulfills one semester hour towards PE GUR. Cross-listed with DANC 362. (4)

PHED 383: Exercise Testing and Prescription

Provides students involved in the promotion of physical activity with the basic knowledge necessary to safely conduct exercise, health and fitness assessments in a variety of

community settings. Topics will include: history of assessment and its role in physical activity promotion; purpose and methods for pre-evaluation and screening; assessment and evaluation techniques; prescriptive program development for health and fitness; bio-psycho-social implications of assessment and evaluation. (3)

PHED 384: Foundations of Health and Fitness Management

Provides students involved in the promotion of physical activity with the basic knowledge necessary to understand how health and fitness are managed in a variety of community settings. Topics will include: historical and philosophical basis of community-based health and fitness management; organizational assessment and evaluation issues; strategies for behavioral change; strategies for program development, implementation and marketing; specific examples of different community-based health and fitness management programs. (3)

PHED 386: Social Psychology of Sport and Physical Activity

Questions of how social psychological variables influence motor behavior and how physical activity affects the psychological make up of an individual will be explored. (4)

PHED 387: Special Topics in Physical Education

Provides the opportunity for the exploration of current and relevant issues in the areas of physical education and exercise science. (1-4)

PHED 390: Applied Exercise and Sport Psychology

A practical, individually-oriented course designed to teach athletes, trainers, coaches, and teachers a comprehensive variety of skills and techniques aimed at enhancing sport performance. Psychological topics include: managing anxiety, imagery, goal setting, self-confidence, attention control, injury interventions, self-talk strategies, and team building. (4)

PHED 411: Coaching Effectiveness

Presents foundational knowledge essential for coaching effectiveness and success in any sport at a youth, club, or school level. This course integrates sport science research with emphasis on practical applications. Organization of this course will be based on topics such as: coaching philosophy and ethics, communication and motivation, principles of teaching sport skills and tactics, evaluation, and team administration, organization, and management including liability prevention. The course is designed to meet or exceed NCACE, NASPE, PCA, and ASEP standards. (4)

PHED 462: Dance Production

An advanced choreography course combining choreography, costume design, staging, and publicity techniques for producing a major dance concert. (2)

PHED 478: Motor Learning and Human Performance

Provides basic theories, research, and practical implications for motor learning, motor control, and variables affecting skill acquisition. (4)

PHED 480: Exercise Physiology

Scientific basis for training and physiological effect of exercise on the human body. Lab required. **Prerequisite:** BIOL 205, 206. (4)

PHED 486: Applied Biomechanics/Kinesiology

Opportunity to increase knowledge and understanding about the human body and how the basic laws of mechanics are integrated in efficient motor performance. (3)

PHED 490: Curriculum, Assessment, and Instruction

An integrated and instructionally aligned approach to curriculum design, assessment, development and implementing instructional strategies consistent with the Washington Essential Academic Learning Requirements. Intended as the final course prior to a culminating internship, a practicum in the school setting is required in conjunction with the four semester hour course. (4)

PHED 495: Internship – SR

Pre-professional experiences closely related to student's career and academic interests. **Prerequisites:** Declaration of major, junior status, and ten hours in the major. (2-8)

PHED 499: Capstone: Senior Seminar – SR (2-4)



Philosophy (PHIL)

PHIL 121: The Examined Life – PH

Introduces philosophy by considering perennial topics and issues, such as what makes an action right or wrong and whether belief in God is reasonable. Includes a focus on developing skills in critical and systematic thinking. (4)

PHIL 125: Ethics and the Good Life – PH

Major moral theories of Western civilization, including contemporary moral theories. Critical application to selected moral issues. (4)

PHIL 220: Women and Philosophy – A, PH

An examination and critique of historically important theories from Western philosophy concerning women's nature and place in society, followed by an examination and critique of the writings of women philosophers, historic and contemporary. (4)

PHIL 223: Biomedical Ethics – PH

An examination of significant controversies in contemporary biomedical ethics, of major moral philosophies, and of their interrelationships. (4)

PHIL 224: Military Ethics – PH

An examination of major ethical theories (Aristotle, Stoicism, Kant and Mill) and their applications to current moral issues in warfare and the military including: morality of war, laws of war, military culture and the warrior ethos, the role of the military in international affairs and terrorism. (4)

PHIL 225: Business Ethics – PH

Application of moral theories and perspectives of relevance to business practices. Examination of underlying values and assumptions in specific business cases involving, e.g., employer-employee relations, advertising, workplace conflict, and environmental and social responsibilities. Pass/fail options do not apply to business majors either declared or intending to declare. (4)

PHIL 227: Philosophy and Race - PH

An examination of philosophical assumptions behind concepts of race. Beginning with the question “what is race?” the course addresses the notion of racial identities, metaphysical issues surrounding racial designations, and the ethical/political effects of such questions. (4)

PHIL 228: Social and Political Philosophy – PH

An examination of major social and political theories of Western philosophy (including Plato, Hobbes, Locke, Rousseau, Mill, Marx). Includes feminist and non-Western contributions and critiques. Can count for a Political Science minor. (4)

PHIL 230: Philosophy, Animals, and the Environment – PH

Examines issues such as resource distribution and consumption, obligations to future generations and the nonhuman life. Various moral theories are examined and applied to ethical issues such as preservation of endangered species, animal experimentation, factory farming, resource consumption, pollution, and population growth. Concepts such as wilderness, nature/natural, and consciousness are also addressed. (4)

PHIL 233: Formal Logic

Principles of sound reasoning and argument. Development and practical use of formal logical systems, with a focus on symbolic logic. Includes an introduction to inductive and abductive reasoning. Not for philosophy core requirement; counts toward Option III of the College of Arts and Sciences requirement. (4)

PHIL 238: Existentialism and the Meaning of Life - PH

An introduction to the philosophical movement known as Existentialism. The course will explore themes central to human experience (such as alienation, guilt, suffering, joy and boredom), with a goal of asking how existentialism engages these ideas relative to the question of human meaning. As an introductory course we will survey specifically the major thinkers of this tradition and illustrate how existentialism connects to other areas such as religion, psychology and literature. (4)

PHIL 239: Philosophy of Love and Sex - PH

An examination of philosophical issues surrounding theories and attitudes concerning intimacy, with special attention given to the ethical issues involving love and sex. (4)

PHIL 240: Science, Reason and Reality - PH

Investigates influential 20th-century understandings of science’s aims, methods, and limits. Includes concerns raised by Thomas Kuhn and others about the rationality of science and its ability to provide objective knowledge. (4)

PHIL 253: Creation and Evolution – PH

Examination of the controversy surrounding the origin of life. Includes a historical introduction to the controversy; investigation into the nature of science, faith, evidence, and facts; and critical evaluation of three major origin theories: creationism, theistic evolution, and non-theistic evolution. (4)

PHIL 287: Special Topics in Philosophy - PH

Explores an area of contemporary interest through the lens of philosophical inquiry. Acquaints students with the questions, methods, and skills of philosophy. May be repeated once for credit. (4)

PHIL 328: Philosophical Issues in the Law – PH

An examination of philosophical issues in law using actual cases as well as philosophical writings. Topics may include the nature of law, judicial reasoning, rights, liberty, responsibility, and punishment. **Prerequisite:** One previous philosophy course, or POLS 170, or permission of instructor. (4)

PHIL 330: Studies in the History of Philosophy – PH

In-depth study of major figures, texts, and topics in a selected historical period. These may include: ancient, sixteenth to eighteenth century, Kant and the nineteenth century. May be repeated for credit. (4)

PHIL 331: Ancient Philosophy - PH

The development of philosophical thought and method from the Presocratic period to the end of the fourth century CE. Emphasis on Plato and Aristotle. (4)

PHIL 332: Themes in Contemporary Philosophy – PH

In-depth study of selected themes and issues in 20th- and 21st-century philosophy. These may include: Analytic, Pragmatism, and Continental. May be repeated for credit. (4)

PHIL 333: Early Modern Philosophy - PH

The development of European and British philosophy from the 17th through the early 19th centuries. Figures may include Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. (4)

PHIL 334: Kant and the Nineteenth Century - PH

An examination of Kant’s critical project and the philosophical responses that followed. Special attention given to Fichte, Hegel, Schelling, Marx, Kierkegaard, and Nietzsche. (4)

PHIL 335: The Analytic Tradition - PH

The development of Anglo-American philosophy from the late 19th century to the mid-20th century. Figures include Moore, Russell, Ayer, and Wittgenstein. **Prerequisite:** One philosophy course. (4)

PHIL 336: Pragmatism and American Philosophy - PH

An examination of such figures as Peirce, James, and Dewey, as well as extensions and critiques of pragmatism

(such as Alain Locke, Jane Addams, Josiah Royce, Alfred N. Whitehead). Links with current feminist and continental thought will be explored. (4)

PHIL 338: Continental Philosophy - PH

Focus on recent issues in contemporary Continental philosophy such as hermeneutics, phenomenology and existentialism, and critical social theory. (4)

PHIL 350: God, Faith, and Reason – PH

Classical and contemporary views of traditional issues regarding the nature and rationality of religious belief, with a focus on monotheistic religions and a unit on religious pluralism. **Prerequisite:** One course in philosophy or religion. (4)

PHIL 353: Topics in Philosophy – PH

Study of selected topics in philosophy, such as value theory, science, metaphysics, epistemology, feminism, film or health care. May be repeated for credit. (2-4)

PHIL 493: Honors Research Project

The writing of an honors thesis and final completion of the reading program in primary sources required for the honors major. Presentation of thesis to department majors and faculty. (4)

PHIL 499: Capstone: Advanced Seminar in Philosophy – SR

Exploration in a seminar format of an important philosophical issue, thinker, or movement. Topic to be announced at the time course is offered. **Prerequisite:** Three philosophy courses or consent of instructor. May be repeated once for credit. (4)



Physics (PHYS)

Fall	PHYS 110, 125, 135, 153, 154, 163, 164, 240, 331, 333, 356, 499A
Spring	PHYS 126, 136, 153, 154, 163, 164, 210, 223, 321, 332, 334, 336, 354, 499B
Summer	PHYS 110, 125, 126, 135, 136
Alternate Years	PHYS 321, 332, 334, 336, 401, 406

A grade of C- or better is required in all prerequisite courses.

PHYS 110: Astronomy – NS, SM

Stars and their evolution, galaxies and larger structures, cosmology, and the solar system. Emphasis on observational evidence. Evening observing sessions. **Prerequisites:** MATH 115 or Math placement score of 115 or above. (4)

PHYS 125: College Physics I – NS, SM

An introduction to the fundamental topics of physics. It is a non-calculus sequence, involving only the use of trigonometry and college algebra. Concurrent registration in (or previous completion of) PHYS 135 is required. **Prerequisites:** MATH 128 or 140 (or equivalent by placement exam) with a C- or higher. (4)

PHYS 126: College Physics II – NS, SM

An introduction to fundamental topics of physics. It is a non-calculus sequence, involving only the use of trigonometry and college algebra. Concurrent registration in (or previous completion of) PHYS 136 is required. **Prerequisite:** PHYS 125 with a C- or higher.

PHYS 135: College Physics I Laboratory

Basic laboratory experiments are performed in conjunction with the College Physics sequence. Concurrent registration in PHYS 125 is required. (1)

PHYS 136: College Physics II Laboratory

Basic laboratory experiments are performed in conjunction with the College Physics sequence. Concurrent registration in PHYS 126 is required. (1)

PHYS 153: General Physics I – NS, SM

A calculus-level survey of the general fields of physics, including classical mechanics, wave motion, and thermodynamics. Concurrent registration in (or previous completion of) PHYS 163 is required. Concurrent registration in (or previous completion of) MATH 152 is strongly recommended. **Prerequisite:** MATH 151 with a C- or higher. (4)

PHYS 154: General Physics II – NS, SM

A calculus-level survey of the general fields of physics, including electricity and magnetism, and optics. Concurrent registration in (or previous completion of) PHYS 164 is required. **Prerequisites:** MATH 152, PHYS 153 with a C- or higher. (4)

PHYS 163: General Physics I Laboratory

Basic laboratory experiments are performed in conjunction with the General Physics sequence. Concurrent registration in PHYS 153 is required. (1)

PHYS 164: General Physics II Laboratory

Basic laboratory experiments are performed in conjunction with the General Physics sequence. Concurrent registration in PHYS 154 is required. (1)

PHYS 210: Musical Acoustics - NS, SM

A study of sound and music using physical methods; vibrating systems; simple harmonic motion; wave motion; complex waves and Fourier synthesis; wave generation in musical instruments; physiology of hearing; architectural acoustics; electronic recording and amplification. Includes weekly laboratory. No prerequisites in physics or mathematics beyond the PLU entrance requirements are assumed. (4)

PHYS 223: Elementary Modern Physics

A selected treatment of various physical phenomena which are inadequately described by classical methods of physics. Interpretations which have been developed for these phenomena since approximately 1900 are presented at an elementary level. **Prerequisites:** PHYS 154 and MATH 253. (4)

PHYS 240: Engineering Statics

Engineering statics using vector algebra; equilibrium of rigid bodies; equivalent force and moment systems; centroids and center of gravity; trusses and frames; methods of virtual work; shear and bending moment diagrams; moments of inertia. **Prerequisite:** PHYS 153. (4)

PHYS 321: Introduction to Astrophysics

Application of physics to the study of stellar structure, galactic astronomy, and cosmology. Introduction to observational techniques. **Prerequisites:** PHYS 154 and MATH 253. Concurrent enrollment in PHYS 223 is recommended. (4)

PHYS 331: Electromagnetic Theory

Electrostatics, dipole fields, fields in dielectric materials, electromagnetic induction, and magnetic properties of matter, in conjunction with the development of Maxwell's equations. **Prerequisites:** PHYS 153, 154 and MATH 253. (4)

PHYS 332: Electromagnetic Waves and Physical Optics

Proceeding from Maxwell's equations, the generation and propagation of electromagnetic waves is developed with particular emphasis on their application to physical optics. **Prerequisite:** PHYS 331. (4)

PHYS 333: Engineering Thermodynamics

Classical, macroscopic thermodynamics with applications to physics, engineering, and chemistry. Thermodynamic state variables, cycles, and potentials; flow and non-flow systems; pure substances, mixtures, and solutions; phase transitions; introduction to statistical thermodynamics. **Prerequisites:** PHYS 153 and MATH 253. (4)

PHYS 334: Engineering Materials Science

Fundamentals of engineering materials including mechanical, chemical, thermal, and electrical properties associated with metals, polymers, composites, and alloys. Focus on how useful material properties can be engineered through control of microstructure. **Prerequisites:** PHYS 154; CHEM 115. (4)

PHYS 336: Classical Mechanics

Applications of differential equations to particle dynamics; rigid body dynamics, including the inertia tensor and Euler's equations; calculus of variations; Lagrange's equations and the Hamiltonian formulation of mechanics; symmetries and conservation laws. **Prerequisites:** PHYS 154 and MATH 253. (4)

PHYS 354: Mathematical Physics I

Ordinary differential equations, Laplace transforms, functions of a complex variable, and contour integration are developed in the context of examples from the fields of electromagnetism, waves, transport, vibrations, and mechanics. **Prerequisites:** PHYS 154 and MATH 253. (4)

PHYS 356: Mathematical Physics II

Fourier analysis, boundary-value problems, special functions, and eigenvalue problems are developed and illustrated through applications in physics. **Prerequisite:** PHYS 354. (4)

PHYS 401: Introduction to Quantum Mechanics

The ideas and techniques of quantum mechanics are developed. Concurrent registration in (or previous completion of) PHYS 356 is required. (4)

PHYS 499A: Advanced Laboratory I - SR

Selected experiments from both classical and modern physics are performed using state of the art instrumentation. With 499B meets the senior seminar/project requirement. (1)

PHYS 499B: Advanced Laboratory II - SR

Continuation of PHYS 499A with emphasis on design and implementation of a project under the guidance of the physics staff. With PHYS 499A meets the senior seminar/project requirement. **Prerequisite:** PHYS 499A. (1)



Political Science (POLS)

POLS 101: Introduction to Politics – SI, SO

A general introduction to political issues, ideals and processes using case studies. (4)

POLS 151: American Government – SI, SO

A survey of the constitutional foundations of the American political system and of institutions, processes, and practices relating to participation, decision-making, and public policy in American national government. (4)

POLS 170: Introduction to Legal Studies – SI, SO

An examination of the nature of law, judicial process, and participant roles in the legal system. (4)

POLS 210: Global Perspectives: The World in Change – C, SI, SO

A survey of global issues: modernization and development; economic change and international trade; diminishing resources; war and resolution; peace and justice; and cultural diversity. (Although this course is cross-listed with ANTH 210 and HIST 210, students receive political science credit only when this course has a faculty member from political science.) (4)

POLS 231: Current International Issues – SI, SO

A survey course in international relations with emphasis on current events. (4)

POLS 322: Scandinavia and World Issues - SI, SO

This course explores globalization, de-centering of power, the declining sovereignty of nation-states, and the interaction of economic, political, and cultural factors in the global production of social life. Key topics include migration, sustainability, and international conflict as they related to Scandinavian societies, institutions, and states. Cross-listed with SCAN 322. (4)

POLS 325: Political Thought – SI, SO

A survey of the origin and evolution of major political concepts in ancient, medieval, and early modern times. Can count for a Philosophy major or minor. (4)

POLS 326: Recent Political Thought – SI, SO

A critical examination of the major ideologies of the modern world. (4)

POLS 331: International Relations – SI, SO

A systematic analysis of the international system highlighting patterns in state interaction. Intensive writing course. (4)

POLS 332: International Conflict Resolution - SI, SO

This course will study several examples of peace processes and compare them with conflict reduction/resolution models. At any given time in recent years, over thirty violent conflicts, most of them internal but some also external, tear apart societies, produce extensive suffering, and threaten regional stability. Several strategies have been tried, some relatively successfully,

to end such violence and begin the long, difficult process of achieving peace. Intensive writing course. **Prerequisite:** Any political science course but particularly recommended are POLS 101, 210, and 331. (4)

POLS 338: American Foreign Policy – SI, SO

The role of the United States in international affairs. An analysis of the major factors in the formulation and execution of the United States foreign policy and its impact on other powers. (4)

POLS 345: Government and Public Policy – SI, SO

An integrated approach to the nature of public policy, with emphasis on substantive problems, the development of policy responses by political institutions, and the impacts of policies. Intensive writing course. (4)

POLS 346: Environmental Politics and Policy – SI, SO

An examination of environmental problems from political perspectives, including international and domestic political contexts and methods of evaluating policies. (4)

POLS 347 Political Economy – SI, SO

An examination of the ways that politics and economics coincide. Topics include the development of capitalism, socialist approaches, international issues, regional examples, and methods of study. **Prerequisite:** POLS 101 and ECON 101 or 102 or 111. (4)

POLS 353: United States Citizenship and Ethnic Relations – A, SI, SO

This course will focus on the political incorporation in the United States polity of a variety of ethnic communities by studying the evolution of United States citizenship policy. Intensive writing course. (4)

POLS 354: State and Local Government – SI, SO

Governmental structures, processes, and policy at state, local, and regional levels of the American system. Intensive writing course. (4)

POLS 356: Creating Community: Public Administration - SI, SO

This course examines public service and civic engagement. It is designed to teach students about public administration by exploring methods of building community through public service. Major issues in public administration will be covered as well as its central importance in the implementation of public policies and in sustaining a democratic polity. (4)

POLS 361: Political Parties and Elections – SI, SO

Study of party and electoral systems with particular emphasis on American parties and elections. Examination of party roles in elections and government; party financing; interest groups and political action committees; and voting behavior. Intensive writing course. (4)

POLS 363: Politics and the Media – SI, SO

The role of mass media in American government, politics, and policy. Attention to political culture, public opinion, polls and surveys, press freedom and responsibility, and governmental regulation, secrecy, and manipulation. (4)

POLS 364: The Legislative Process – SI, SO

A study of theory, organization, and procedure of the Congress and other legislative bodies in the United States. (4)

POLS 368: The American Presidency – SI, SO

Study of the nation's highest political office in terms of the roles and expectations of the office, styles of leadership, presidential decision-making, powers and limitations, and the interaction of personality and institution. (4)

POLS 371: Judicial Process – SI, SO

An examination of legal processes in various adjudicatory settings. Primary attention given to judicial processes focusing on American civil and criminal law. (4)

POLS 372: Constitutional Law – SI, SO

The constitutional basis of governmental powers in the United States with special emphasis given to judicial review, separation of powers, federalism, interstate commerce, and political and constitutional restrictions on governmental power. Intensive writing course. (4)

POLS 373: Civil Rights and Civil Liberties – SI, SO

The constitutional basis of rights and liberties in the United States with special emphasis given to freedom of expression and association, religious freedom, rights in criminal proceedings, due process, and equal protection. Intensive writing course. (4)

POLS 374: Legal Studies Research – SI, SO

Introduction to various methods of legal analysis, research, and writing. (4)

POLS 380: Politics of Global Development - SI, SO

Designed to provide information, concepts, and alternative perspectives needed to study development as a global issue within the international political context. Examples of how general world trends manifest themselves in specific countries will be covered as well as case studies of successful development projects. Intensive writing course. **Prerequisite:** Any political science course, but particularly recommended are POLS 101, 210, and 331. (4)

POLS 381: Comparative Legal Systems – C, SI

Study of legal systems around the world as they actually work within their respective political, economic, social, and cultural contexts. Intensive writing course. (4)

POLS 383: Modern European Politics – SI, SO

A study of the origins and development of the European Union and an examination of the governmental systems and political cultures of key European states, including France, Germany, Italy, and the United Kingdom. (4)

POLS 384: Scandinavian Government and Politics – SI, SO

This course examines the governmental structures and political processes of the Scandinavian countries. It does so in the context of the region's historical development, its political cultures and ideologies, the distinctive Scandinavian model of political economy and welfare, and the place of Scandinavia in the international system. (4)

POLS 385: Canadian Government and Politics – SI, SO

The governmental system and political life of Canada, with special attention to the constitution, political parties, nationalism and separatism in Quebec, self-government of native peoples, and comparative study of Canadian and U.S. political cultures. Intensive writing course. (4)

POLS 386: The Middle East – C, SI, SO

Contrasts the history and aspirations of the Arab Nations with the reality of European dominance and its legacy, the formation of the present Arab states and Israel. Intensive writing course. (4)

POLS 401: Workshops and Special Topics – SI, SO (1-4)

POLS 431: Advanced International Relations – SI, SO

Examines various theories of international conflict management, including in-depth analysis of historical examples. The development of international law and international governmental organizations are also considered. **Prerequisite:** POLS 331. (4)

POLS 450: Internship in Politics - SI

Internship in the political dimensions of non-governmental organizations. By departmental consent only. (1-8)

POLS 455: Internship in International and Comparative Politics

Internship overseas or with a US agency or organization that engages in international issues and activities. By departmental consent only. (1-8)

POLS 458: Internship in Public Administration – SI

An internship with a government department or agency. By departmental consent only. (1-8)

POLS 464: Internship in the Legislative Process – SI

An opportunity to study the process from the inside by working directly with legislative participants at the national, state or local level. By department consent only. (Internships with the Washington State Legislature are open only to juniors and seniors with at least one year at PLU.) (1-12)

POLS 471: Internship in Legal Studies – SI

An internship with a private or public sector agency or office engaged in legal research, litigation, or law enforcement. By departmental consent only. (4)

POLS 499: Capstone: Senior Seminar – SR

Intensive study into topics, concepts, issues, and methods of inquiry in political science. Emphasis on student research, writing, and presentation. By departmental consent only. (4)



Psychology (PSYC)

PSYC 101: Introduction to Psychology – S2, SO

An introduction to the scientific study of behavior and mental processes. Topics include learning, memory, perception, thinking, development, emotion, personality, mental illness, and social behavior. (4)

PSYC 110: Study Skills

Effective techniques for college study. Note-making, study methods, examination skills, time management, educational planning. Class work supplemented by individual counseling. Does not meet general university requirements or psychology major or minor requirements. (1)

PSYC 113: Career and Educational Planning: Finding Your Way

Personal decision-making process applied to career and educational choices, self-assessment, exploration of the world of work, educational planning, reality testing, and building career-related experience. Does not meet general university requirements or psychology major or minor requirements. (1)

PSYC 213: Transitions: Life After College

This is a course designed for juniors and seniors. Students will explore life and work after college, specifically career opportunities, graduate school options, cover letters, resume writing, interviews, and job search techniques. This course does not meet general university requirements or psychology major or minor requirements. (1)

PSYC 221: The Psychology of Adjustment

Problems in personal adjustment to everyday issues. Exploration of possible coping solutions. **Prerequisite:** PSYC 101. (2)

PSYC 242: Advanced Statistics and Research Design

A continuation of Statistics 231 and accompanying lab taught by members of the psychology department. Topics include single- and multi-factor experimental designs and analysis of variance, multiple regression, quasi-experiments, surveys, and non-parametric statistical techniques. Students will learn to use computer programs to carry out statistical analysis and will have the opportunity to design and conduct their own research study. Lecture and laboratory. **Prerequisite:** STAT 232 and accompanying lab taught by members of the psychology department. (4)

PSYC 310: Personality Theories

Strategies for the study of personality. Review of theories and research. Discussion of implications for counseling. **Prerequisite:** PSYC 101. (4)

PSYC 320: Development Across the Lifespan

Biological, cognitive, social, and emotional development from conception through adulthood to death. **Prerequisite:** PSYC 101. (4)

PSYC 330: Social Psychology

The study of how an individual's thoughts and behaviors are influenced by the presence of others. Research and theory

concerning topics such as person perception, attitudes, group processes, prejudice, aggression and helping behaviors are discussed. **Prerequisite:** PSYC 101. (4)

PSYC 335: Cultural Psychology

The study of the relation between culture and human behavior. Topics include cognition, language, intelligence, emotion, development, social behavior, and mental health. **Prerequisite:** PSYC 101. (4)

PSYC 345: Community Psychology

Intervention strategies that focus primarily on communities and social systems. Particular stress on alternatives to traditional clinical styles for promoting the well-being of communities and groups. **Prerequisite:** PSYC 101. (4)

PSYC 360: Psychology of Language

The study of language as a means of communication and structured human behavior. Topics include biological foundations of language, psycholinguistics, speech perception and production, sentence and discourse comprehension, nonverbal communication, language acquisition, bilingualism, language disorders. **Prerequisite:** PSYC 101. (4)

PSYC 370: Gender and Sexuality

Study of the social, biological and cultural factors that contribute to human sexuality and gender-related behavior. Topics include sexual identity, typical and atypical sexual behavior, reproduction, communication, intimate relationships, masculinity and femininity. **Prerequisite:** PSYC 101. (4)

PSYC 375: Psychology of Women – A

Exploration of psychological issues pertinent to women. Includes such topics as sex differences; psychological ramifications of menarche, child bearing, menopause, sexual harassment, and rape; women's experiences with work and achievement, love and sexuality, and psychological disorders. **Prerequisite:** PSYC 101. (4)

PSYC 380: Psychology of Work

Integrating career planning into the study of human behavior in work settings. Application and extension of psychological principles to the individual operating within an organization context - including measuring and facilitating job performance, worker motivation, human factors, and group processes. **Prerequisite:** PSYC 101. (4)

PSYC 385: Consumer Psychology

Social psychological principles applied to consumer attitude-formation and decision-making - e.g., perception of advertisements, influence of reference groups and opinion leaders, and learning effects upon repeat purchasing. Emphasis on audience, message, and media factors. **Prerequisite:** PSYC 101. (4)

PSYC 395: Research Laboratory

Experience in evaluating and conducting research in a designated area of psychology. May be offered from time to time as an elective to accompany various 300-level courses. **Prerequisite:** Consent of instructor. (2)

PSYC 401: Workshop

Selected topics in psychology as announced. (1–4)

PSYC 405: Workshop on Alternative Perspectives – A

Selected topics in psychology as announced which help fulfill the university requirement in alternative perspectives. (1 to 4)

PSYC 410: Psychological Testing

Survey of standardized tests; methods of development, standardization; limitations and interpretations of tests. **Prerequisites:** PSYC 101, STAT 232 or consent of instructor. (4)

PSYC 415: Abnormal Psychology

Models of psychopathology. Diagnosis and treatment of abnormal behaviors. **Prerequisites:** PSYC 101; STAT 232 or consent of instructor. (4)

PSYC 420: Adolescent Psychology

Physical development, mental traits, social characteristics, and interests of adolescents; adjustments in home, school, and community. **Prerequisite:** PSYC 320. (4)

PSYC 430: Peace Psychology

Theories and practices for development of sustainable societies through the prevention of destructive conflict and violence. Focus upon nonviolent management of conflict and pursuit of social justice by empowering individuals and building cultures of peace. **Prerequisite:** PSYC 330 or consent of instructor. (4)

PSYC 435: Theories and Methods of Counseling and Psychotherapy

Introduction to basic methods of counseling and psychotherapy, and examination of the theories from which these methods derive. **Prerequisites:** PSYC 310, 345, 410, or 415; or consent of instructor. (4)

PSYC 440: Human Neuropsychology

Study of the neuroanatomical and neurophysiological mechanisms of behavior and mental function. Topics include perception, voluntary action, spatial processing, language, memory, emotion, social behavior, and consciousness. **Prerequisite:** PSYC 101, 242. (4)

PSYC 441: Experimental Research Laboratory in Neuropsychology

Experiments and demonstrations related to neuropsychological phenomena. Emphasis on methodology in research on the brain and behavior. **Prerequisite:** PSYC 440 or concurrent enrollment in PSYC 440. (2)

PSYC 442: Learning: Research and Theory

A critical overview of the research data on human and animal learning, and of the theoretical attempts to understand those data. **Prerequisites:** PSYC 101, 242. (4)

PSYC 443: Experimental Research Laboratory in Learning

Experiments and demonstrations related to conditioning and learning in humans and animals. Emphasis on methodology in learning research. **Prerequisite:** PSYC 442 or concurrent enrollment in PSYC 442. (2)

PSYC 446: Perception

The study of our interactions with the physical world and the nature of our understanding of it. Includes such topics as color vision, dark adaptation, hearing music and speech, taste, smell, pain, and sensory physiology.

Prerequisites: PSYC 101, 242. (4)

PSYC 447: Experimental Research Laboratory in Perception

Experiments and demonstrations of perceptual events. Emphasis on methodology in perception research. **Prerequisites:** PSYC 446 or concurrent enrollment in PSYC 446. (2)

PSYC 448: Cognitive Psychology

The study of human thought. Topics include attention, perception, memory, knowledge and concept formation, language, problem-solving, and reasoning.

Prerequisites: PSYC 101, 242. (4)

PSYC 449: Experimental Research Laboratory in Cognition

Experiments and demonstrations related to human cognition. Emphasis on methodology in research on cognition.

Prerequisites: PSYC 448 or concurrent enrollment in PSYC 448. (2)

PSYC 483: Seminar

Selected topics in psychology as announced. **Prerequisite:** Consent of instructor. May be repeated for credit. (2–4)

PSYC 491: Independent Study

A supervised reading, field, or research project of special interest for advanced undergraduate students. **Prerequisite:** Consent of supervising faculty. (1-4)

PSYC 493: History and Systems of Psychology

Historical development, contemporary forms, and basic assumptions of the major psychological theories and traditions. **Prerequisites:** One of PSYC 440, 442, 446, or 448; and one of PSYC 310, 320, 330. (4)

PSYC 495: Internship

A practicum experience in the community in the clinical, social, and/or experimental areas. Classroom focus on case conceptualization and presentation. **Prerequisites:** Sophomore standing plus one course in psychology and consent of the department. (1–6)

PSYC 496: Research Practicum

Research experience under the direct supervision of a faculty member, students may design and/or conduct research in a designated area of psychology. May be repeated for up to 8 credits. **Prerequisites:** PSYC 101 or consent of instructor. (1-4)

PSYC 497: Teaching Apprenticeship

Teaching experience under the direct supervision of a faculty member. Course provides the opportunity to learn how to effectively communicate information, understand classroom management, and develop teaching skills. Students will serve as a teaching assistant for a psychology course. **Prerequisite:** Grade of B or better in class you will be a TA for, a minimum 3.0 overall G.P.A., junior standing at time the course is offered, consent of instructor. May be repeated for up to 4 credits. (1-4)

PSYC 499: Capstone Seminar – SR

Required for Psychology majors. Student will complete and present a project at an on-campus Psychology Research Conference held fall and spring terms. Students earning the B.S. degree must conduct empirical research projects whereas students earning the B.A. degree may choose nonempirical projects. The projects may emerge from ideas and experiences in an upper-division psychology course, advanced research activity, or in response to an internship completed by the student. **Prerequisites:** PSYC 242, senior standing, and permission of instructor. (4)

Recreation (RECR)

RECR 296: Teaching Methods: Recreation Activities

Learning to plan and implement a variety of recreational activities, including outdoor education.

Prerequisite: PHED 279. (2)

RECR 330: Programming and Leadership in Sport and Recreation

Examines the principles, procedures, techniques, and strategies essential to successfully program and lead experiences for diverse populations in sport, fitness, recreation and leisure service organizations. (4)

RECR 360: Professional Practicum

Students work under the supervision of a coach, teacher, recreation supervisor, or health care provider.

Prerequisite: Departmental approval. (1-2)

RECR 387: Special Topics in Recreation

Provides the opportunity for the exploration of current and relevant issues in the areas recreation studies. (1-4)

RECR 483: Management in Sport and Recreation

Examines the principles, procedures, techniques, and strategies essential to successfully manage human resources, finances and marketing in sport, fitness, recreation and leisure service organizations. (4)

RECR 491: Independent Studies

Prerequisite: Consent of the dean. (1-4)

RECR 495: Internship - SR

Pre-professional experiences closely related to student's career and academic interests. **Prerequisites:** Declaration of major, junior status, and a minimum of ten hours of RECR coursework (2-8)

RECR 499: Capstone: Senior Seminar – SR (2-4)

Religion (RELI)

RELI 121: The Christian Tradition – R2, RC

The study of selected theological questions and formulations examined in their social and historical contexts. (4)

RELI 131: The Religions of South Asia – C, R3, RG

Hinduism, Buddhism, Jainism, and Sikhism — their origins and development, expansion, and contemporary issues. (4)

RELI 132: The Religions of East Asia – C, R3, RG

Confucianism, Taoism, Chinese and Japanese Buddhism, Shinto, and the “new religions” of Japan — their origins, development, and contemporary issues. (4)

RELI 211: Religion and Literature of the Hebrew Bible – R1, RG

The literary, historical, and theological dimensions of the Old Testament, including perspectives on contemporary issues. (4)

RELI 212: Religion and Literature of the New Testament – R1, RC

The literary, historical, and theological dimensions of the New Testament, including perspectives on contemporary issues. (4)

RELI 220: Early Christianity – R2, RC

The origins, thought, and expansion of the Christian Church; the growth of Christian involvement in culture to the end of the papacy of Gregory I (604 CE). (4)

RELI 221: Medieval Christianity - R2, RC

A study of the ideas, practices, forms of community among Christians from 600-1350, with an emphasis on how they understood their relationship to God, each other, and the natural world. (4)

RELI 222: Modern Church History – R2, RC

Beginning with the Peace of Westphalia (1648), interaction of the Christian faith with modern politics, science, and philosophy; expansion in the world, modern movements. (4)

RELI 223: American Church History – R2, RC

Interaction of religious and social forces in American history, especially their impact on religious communities. (4)

RELI 224: The Lutheran Heritage – R2, RC

Lutheranism as a movement within the church catholic: its history, doctrine, and worship in the context of today's pluralistic and secular world. (4)

RELI 225: Faith and Spirituality – R2, RC

Reflection on Christian lifestyles, beliefs, and commitments. (4)

RELI 226: Christian Ethics – R2, RC

Introduction to the personal and social ethical dimensions of Christian life and thought with attention to primary theological positions and specific problem areas. (4)

RELI 227 (247, 257): Christian Theology – R2, RC

Survey of selected topics or movements in Christian theology designed to introduce the themes and methodologies of the discipline. RELI 247 for cross cultural GUR and RELI 257 for alternative perspective GUR. (4)

RELI 230: Religion and Culture – A, R3, RG

Explores the interrelation and interaction of religion and culture in a variety of world religious traditions. Incorporates recognized methodologies in academic religious studies. (4)

RELI 231: Myth, Ritual, and Symbol – R3, RG

The nature of myth and its expression through symbol and ritual. (4)

RELI 232: The Buddhist Tradition – C, R3, RG

Introduction to the history and practice of Buddhist tradition in its South Asian, East Asian, and Western cultural contexts. (4)

RELI 233: The Religions of China – C, R3, RG

Introduction to the major religious movements of China. (4)

RELI 234: The Religions of Japan – C, R3, RG

Introduction to the major religious traditions of Japan. (4)

RELI 235: Islamic Traditions – C, R3, RG

An introduction to the history, teachings, and practices of Islam. (4)

RELI 236: Native American Religious Traditions - A, R3, RG

Introduction to a variety of Native American religious traditions, emphasizing the way in which religion works to construct identity, promote individual and collective well being and acts as a means of responding to colonialism. Approaches the topic using academic religious studies methodologies. (4)

RELI 237: Judaism – C, R3, RG

Historical development of Judaism's faith and commitment from early Biblical times to the present. (4)

RELI 239: Environment and Culture – R3, RG

Study of the ways in which environmental issues are shaped by human culture and values. Major conceptions of nature, including non-western perspectives and issues in eco-justice. Critical evaluations of literature, arts, ethics, conceptual frameworks, history, and spirituality. Cross-listed with ENVT 239. (4)

RELI 246: Ethics and Diversity - Experimental C, RG

This course investigates how diverse religious traditions respond to the diversity of global cultures. Students will study the interaction of religious ethical traditions and comparatively analyze moral positions from multiple perspectives, building to their own constructive response to the variety of religious and cultural traditions in our world. (4)

RELI 301: Research in Religion

Introduces majors to the scholarly questions, literature, bibliographical assessment, forms of scholarly criticism in the field, and the necessary elements in the creation of a research paper in the field. Topic and content to be determined by the instructor. Required for majors. (4)

RELI 330: Old Testament Studies – R1, RG

Major areas of inquiry: the prophets, psalms, wisdom literature, mythology, theology, or biblical archeology. (4)

RELI 331: New Testament Studies – R1, RC

Major areas of inquiry: intertestamental, synoptic, Johannine, or Pauline literature, or New Testament theology. (4)

RELI 332: Jesus and His Early Interpreters – R1, RC

Historical survey of "Life of Jesus" research; form and redaction criticism of the gospel tradition; the religious dimensions of Jesus' life and thought. **Prerequisite:** One lower-division RELI course or consent of instructor. (4)

RELI 361 (341, 351): Church History Studies – R2, RC

Selected area of inquiry, such as Orthodox church history, religious experience among American minority communities, and the ecumenical movement. RELI 341 for cross cultural GUR and RELI 351 for alternative perspective GUR. (4)

RELI 362: Luther – R2, RC

The man and his times, with major emphasis on his writing and creative theology. (4)

RELI 364 (344, 354): Theological Studies – R2, RC

Selected topic or movement within Christian theology. RELI 344 for cross cultural GUR and RELI 354 for alternative perspective GUR. (4)

RELI 365: Christian Moral Issues – R2, RC

In-depth exploration from the perspective of Christian ethics of selected moral issues such as peace and violence, the environment, sexuality, political and economic systems, hunger, and poverty. (4)

RELI 367 (347, 357): Major Religious Thinkers, Texts, and Genres – R2, RC or RG

In-depth study of major figures, texts, or genres in Christian and non-Christian religious traditions, focusing especially on the theology and religious thought of these traditions. Fulfills either line 1 or 2 as appropriate. **Prerequisite:** Consent of instructor. (4)

RELI 368: Feminist and Womanist Theologies – A, R2, RC

A study of major theological themes and issues through global women's perspectives on gender. (4)

RELI 390 (393): Topics in Comparative Religions – R3, RG

Historical study of specific non-Christian religions such as the traditions of India and China, Judaism, and Islam. RELI 393 for alternative perspective GUR. (4)

RELI 391: Sociology of Religion – R3, RG

Multi-cultural investigation of religious experience, belief, and ritual in relation to their social settings with particular attention to new forms of religion in America. Cross-listed with SOCI 391. (4)

RELI 392: God, Magic, and Morals – C, R3, RG

Anthropology of religion. Cross-listed with ANTH 392. (4)

RELI 491: Independent Studies

For religion majors only and consent of the department is required. (1-4)

RELI 499: Capstone: Research Seminar – SR

Discussion of common readings and a major research and writing project with public presentation around the student's area of interest. (4)

Scandinavian Area Studies (SCAN)

SCAN 150: Introduction to Scandinavia

Introduction to studying and understanding the cultures and societies of the Nordic region (Denmark, Finland, Iceland, Norway, Sweden, Åland, the Faeroes and Greenland). In addition to brief geographical and historical overview, the course uses film, literature and art to investigate the contemporary societies from such perspectives as identity construction, the environment, international peace-building efforts, and the Sámi and minority populations. Taught in English. (4)

SCAN 241: Scandinavian Folklore - LT

Through reading of myths, folktales, ballads and legends, the course critiques the role of folk narrative as an expression of belief, identity and world view in traditional and contemporary Scandinavian societies. Examples of folk culture in music, art and film supplement the readings. Course conducted in English. (4)

SCAN 321: Topics in Scandinavian Culture and Society

This course concentrates on special topics such as Nordic colonialism, urban and rural space, the role of migrations in a changing society, and construction of national identity. Course taught in English, and may be repeated for credit for different topic areas. (4)

SCAN 322: Scandinavia and World Issues - S1

This course explores globalization, de-centering of power, the declining sovereignty of nation-states, and the interaction of economic, political, and cultural factors in the global production of social life. Key topics include migration, sustainability, and international conflict as they related to Scandinavian societies, institutions, and states. Cross-listed with POLS 322. (4)

SCAN 327: The Vikings - S1

This course examines Old Norse culture and history during the Viking period (approximately 750-1100), focusing on Viking expansion and interactions with external European, Asian and American societies, conversion to Christianity and the emergence of medieval kingdom, and on how our historical understanding of the Vikings is produced. Cross-listed with HIST 327. (4)

SCAN 341: Topics in Scandinavian Literature - LT

Selected literary works provide an in-depth study of specific topics critical to our study of Scandinavian cultures and societies in the global community, including conflict and peace, immigrants' stories, and the outsider in Scandinavian literature and film. Course is taught in English and open to non-majors. (4)

SCAN 422: Modernity and Its Discontents - LT

This course examines literary responses to modernity from the nineteenth century to today, including such movements as Romanticism, the Modern Breakthrough, Modernism and Postmodernism. Readings include drama, novels, short stories, poetry, and criticism. Course is conducted in English, readings are in translation for non-majors. (4)

SCAN 495: Internships (2-4)

SCAN 499: Capstone: Senior Project - SR

A research paper, internship or other approved project. Open only to Scandinavian Area Studies majors. (4)

Sign Language (SIGN)

SIGN 101, 102: Sign Language – A

An introduction to the structure of American Sign Language and to the world of the hearing impaired. Basic signing skills and sign language vocabulary; finger spelling; the particular needs and problems of deaf people. (4, 4)

Arts and Communication, School of (SOAC)

SOAC 295: Pre-Internship

Provides first- and second-year students with an opportunity to apply curricular theory and practice to professional and social arenas. Students will work with the School of Arts and Communication internship coordinator to design and plan an internship, its learning goals and contract. (1)

SOAC 299: Keystone

The “Keystone” course is intended to introduce freshmen and sophomores to the process of educational assessment and program competencies. Focus is on integrating student learning objectives with student experience through initial development of portfolio projects and other assignments. Not repeatable. (1)

NOTE: A maximum of four combined credits in Keystone and Capstone credits may count toward the Communication Major. Keystone is a requirement for Communication and Theatre Majors, optional for Art and Music Majors.

SOAC 341: Integrating Arts in the Classroom

Methods and procedures for integrating the arts (music, visual, drama, dance) in the classroom and across the curriculum. Offered for students preparing for elementary classroom teaching. Meets state certification requirements in both music and art. (2)

SOAC 395: Pre-Internship

Provides junior-level and senior-level students with an opportunity to apply curricular theory and practice to professional and social arenas. Students will work with the School of Arts and Communication internship coordinator to design and plan an internship, its learning goals and contract. (1)

SOAC 399: Keystone

This “Keystone” course is intended for upper-division students to develop the process of educational assessment and program competencies. Focus is on integrating student learning

objectives with student experience through initial development of portfolio projects and other assignments. Not repeatable. (1)

SOAC 495: Internship

Provides junior-level and senior-level School of Arts and Communication students with an opportunity to apply curricular theory and practice to professional and social arenas. Students will work with the School of Arts and Communication internship coordinator to design and complete an internship, its learning goals and contract. May be repeated for credit. (1-12)

SOAC 496: Media Lab Internship

Junior- and senior-level students apply curricular theory and practice to professional and social arenas under the auspices of PLU's MediaLab. Students work with the SOAC coordinator to design and complete specific projects with predetermined learning goals and contracts. Course registration restricted to SOAC students who meet specific requirements. Repeatable. (1 -12)

SOAC 499: Capstone - SR

Capstone course for undergraduate degrees in the School of Arts and Communication (Art, Communication, Music and Theatre). Focus is on integrating student learning objectives with student experience through development and presentation of portfolio projects and other assignments. (2-4)

Sociology (SOCI)

SOCI 101: Introduction to Sociology – A, S2, SO

An introduction to the discipline of sociology. Features an analysis of contemporary American society with emphasis on the interconnections of race, class, and gender. Sociological concepts include socialization, social roles, stereotypes, power, and stratification. (4)

SOCI 232: Research Methods – S2, SO

An overview of the methods to explore, describe, and analyze the social world. General issues in the design and implementation of research projects, as well as specific issues that arise in conducting interviews and field observations, constructing and administering surveys, analyzing existing data, and planning program evaluations. Required for junior sociology and social work majors. **Prerequisites:** SOCI 101, junior status. Instructor consent is required. (4)

SOCI 240: Social Problems – A, S2, SO

Critical examination of poverty, discrimination, drugs, crime, homelessness, violence, and family breakdown. Course addresses contemporary social problems, an analysis of their social roots, and an evaluation of the policies designed to eradicate them. (4)

SOCI 296: Social Stratification – S2, SO

An examination of the forms, causes, and consequences of social stratification. The course focuses on inequality based on class, race, and gender, exploring how and why individuals have different access to society's valued resources, services, and positions, and the consequences of these opportunities (or

blocked opportunities) for different groups of people.

Prerequisites: SOCI 101 or 240. (4)

SOCI 326: Delinquency and Juvenile Justice

An examination of juvenile delinquency in relation to the family, peer groups, community and institutional structure. Includes consideration of processing of the delinquent by formal agencies of control. **Prerequisites:** SOCI 101 or consent of instructor. (4)

SOCI 330: The Family

An examination of the institution of the family from historical, multi-cultural, and contemporary perspectives, with emphasis on how families and family life are affected by social forces such as the economy, race and ethnicity, religion, and law. Topics include: relationships, love, authority, conflict, sexuality, gender issues, child rearing, communication patterns, and violence in the context of family life. **Prerequisites:** SOCI 101 or consent of instructor. (4)

SOCI 332: Race and Ethnicity - A, SI, SO

A critical examination of racial/ethnic structures and inequalities in the United States. The course will explore the social construction of race and ethnicity, the development of racial and ethnic identities, and how race and ethnic inequalities shape social institutions, such as the economy, families, education, and politics. **Prerequisites:** SOCI 101 or consent of instructor.(4)

SOCI 336: Deviance

A general introduction to a variety of nonconforming, usually secretive, and illegal behavior, such as corporate crime, drug dealing, prostitution, industrial spying, child abuse, and suicide, with emphasis on the conflict of values and life-experiences within a society. **Prerequisites:** SOCI 101 or consent of instructor. (4)

SOCI 343: Sociology of Health and Illness

An examination of medicine as a social institution from historical, contemporary, and multi-cultural perspectives. Includes attention to social structural factors affecting health, illness experience, health care providers and health care systems. **Prerequisites:** SOCI 101 or consent of instructor. (4)

SOCI 387: Special Topics in Sociology – S2, SO

Selected topics as announced by the department. **Prerequisite:** Departmental consent. (1-4)

SOCI 391: Sociology of Religion – S2, SO

An investigation of the American religious scene with particular emphasis on the new religious movements, along with attention to social settings and processes which these new religions reflect and produce. **Prerequisites:** SOCI 101 or one religion course or consent of instructor. Cross-listed with RELI 391. (4)

SOCI 413: Crime and Society

An examination of criminal behavior in contemporary society in relation to social structure and the criminalization process with particular attention to the issues of race, gender, and class. **Prerequisite:** SOCI 101 or 336, or consent of instructor. (4)

SOCI 440: Gender and Sexuality – A, S2, SO

An analysis of sexuality and gender from individual and cultural perspectives. Gender stereotypes and socialization; transsexuality and cross-gender systems; communication and relationships; sexual attitudes, behaviors, and lifestyles; work and family issues; violence; gender stratification and feminism. **Prerequisites:** SOCI 101 or WMGS 201, or consent of instructor. Core course for Women’s and Gender Studies minors. (4)

SOCI 491: Independent Studies

Readings or fieldwork in specific areas or issues of sociology under supervision of a faculty member. **Prerequisite:** Departmental consent. (1–4)

SOCI 495: Internship

Students receive course credit for working in community organizations and integrating their experiences into an academic project. Placements are usually arranged by the student and may include the public school system, private and public social service organizations, criminal justice system agencies, local and state governmental agencies, and businesses. Departmental consent is required. (1–4)

SOCI 496: Major Theories

An analysis of influential sociological theories of the 19th and 20th centuries with attention to the classic theories of Marx, Durkheim, and Weber, to the recent contemporary schools, and to the underlying patterns of thought which both unite and divide the sociological tradition. Required for senior majors. **Prerequisites:** 16 hours of sociology including SOCI 101 and 232, senior status, declared major or minor. Instructor consent is required. (4)

SOCI 499: Capstone: Senior Seminar – SR

Students design and carry through an independent research project involving the collection of data and the analysis of findings. Students demonstrate their mastery of the field by relating their research to the existing body of sociological literature and knowledge. Required for senior majors. **Prerequisites:** SOCI 232, 496; STAT 233; senior status; declared major or minor. (4)

Social Work (SOCW)

SOCW 101 (190): Introduction to Social Work – A, S2, SO

An introduction to human need and the field of social work. Provides an overview of services, models of service delivery, and professional social work values. Students visit agency settings and meet with social work practitioners. A volunteer experience in the field is a required component of this seminar-style course. (4)

SOCW 175: January on the Hill – A, S2, SO

An intense experience of community work on Tacoma’s Hilltop District and/or Tacoma’s east side where students learn first hand about poverty and participate in community projects. (4)

SOCW 245: Human Behavior and the Social Environment – S2, SO

Examination of the biological, psychological, cultural, social, and spiritual influences on human behavior and development. Provides an ecological systems perspective for applying developmental

theory to individuals, families, groups, institutions, organizations, and communities and for understanding various systems in the context of their environment. Explores meaning and interpretation of development, family, and community from different perspectives, with an emphasis on ethnicity and gender. Studies impact of social and economic forces on individuals and systems from a global perspective. Volunteer experience is required. (4)

SOCW 250: Social Policy I: History of Social Welfare – S2, SO

Social policy course required of all social work majors. Exploration of interdependence of social, cultural, political, and economic factors in the history, theory, and practice of social welfare, with special reference to the development of the social work profession in response to global social problems. Examination of the relationship among the social welfare systems, the problems and issues addressed by social services, and the role of the professional social worker. The impact of political ideology and process on service delivery is also discussed. (4)

SOCW 320: Child Welfare - A Global Perspective

An examination of child welfare, including child abuse and neglect; child welfare services, including CPS, permanency planning, foster care, adoption; and the current status of child well-being around the world, exploring the impact on children of such issues as poverty, war, nutrition, HIV/AIDS, access to education, access to health care, care for orphans, street children. (4)

SOCW 325: Social, Educational and Health Services in Tobago - C

Explore strengths and needs of Tobago and effects of history and colonialism on the development of community problems. Through service learning, interaction with agency staff and community members, readings and reflections, develop an understanding of the meaning of service in another culture and deepen one’s own ethic of meaningful service. (4)

SOCW 350: Social Policy II: Social Policy Analysis

An in-depth examination of contemporary social welfare structure, functions, policy, and programs. Legislative process, social justice and strategies for political advocacy are discussed. An examination of the impact of administrative and organizational structures at various governmental levels on social policy implementation, especially as they affect services to vulnerable populations. Introduces students to applications of theoretical frameworks to social work policy in such areas as income maintenance, health, mental health, child welfare, and housing and homelessness in the U.S. and other countries. **Prerequisite:** SOCW 250. (4)

SOCW 360: Social Work Practice I: Interviewing and Interpersonal Helping

An introductory practice course that provides students with the conceptual framework of generalist social work practice. Application of the ecological systems perspective to direct practice. Provides students with the opportunity to learn intentional interviewing skills and apply those skills within various models of practice and across cultures. Assists students toward mastery in assessment, goal setting, contracting, development of intervention plans based on theory and assessment information, evaluation, and termination. Must register concurrently for lab. **Prerequisite:** SOCW 245. (4)

SOCW 375: Social Services in the Community

Completion of a minimum of 50 hours of work in a community setting. Through written work, students reflect on their experiences, their personal growth, and the mission of the agency. May be repeated for credit up to 2 semester hours. **Prerequisites:** SOCW 175, 245, or 360. (1)

SOCW 387: Special Topics in Social Work

Selected topics as announced by the department. Topics relevant to current trends and issues in the field of social work. (2-4)

SOCW 460: Social Work Practice II: Families and Groups

Grounded in the framework of generalist social work practice, the second social work practice course examines theoretical models and practice skills for assessment and intervention with families and groups. Emphasizes the importance of culturally sensitive practice. Explores how the meaning and definition of family differs across cultures. Introduces students to group dynamics and group development. **Prerequisites:** SOCW 245, 360. (4)

SOCW 465: Social Work Practice III: Macropractice

Grounded in the framework of generalist social work practice, this course develops skills for practice with groups, organizations, and communities. Emphasis on macropractice assessment, intervention, and change strategies at organizational, community, institutional and global levels. Students complete a community assessment and examine community development from a global perspective. **Prerequisites:** SOCW 245, 250, 350, 360, 460. (4)

SOCW 475: Field Experience I

Students are assigned to a social service agency and participate, under supervision, in the delivery of social work services.

Prerequisites: SOCW 245, 350, 360; to be taken concurrently with SOCW 460 and 485; requires consent of instructor. Pass/Fail. (3)

SOCW 476: Field Experience II

Continuation of SOCW 475. Students receive more advanced field assignments in a social service agency setting. Must be taken concurrently with SOCW 465 and 486. Pass/Fail. (3)

SOCW 485: Field Experience Seminar I

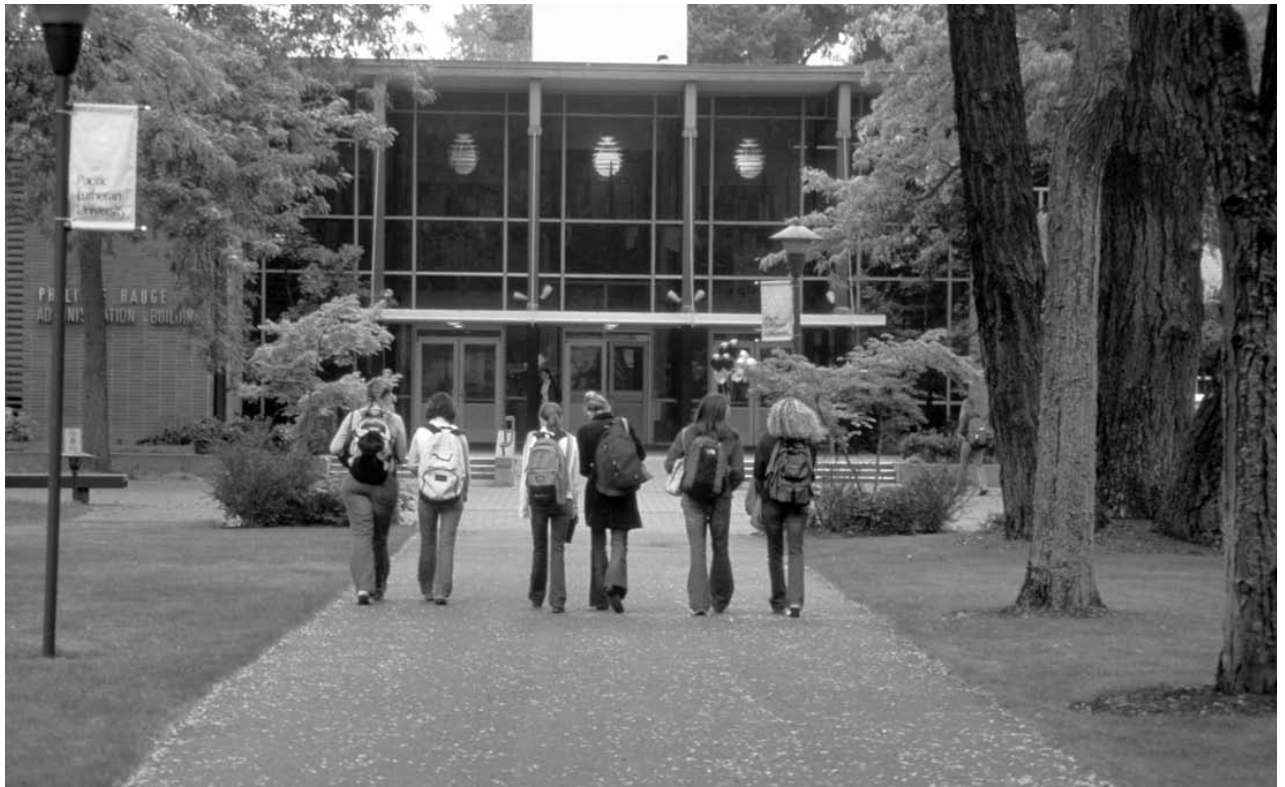
This seminar provides students with the opportunity to learn about the intake and assessment process at various social service agencies. Students develop a plan to monitor and evaluate their practice in their field experience setting. Must be taken concurrently with SOCW 475. (1)

SOCW 486: Field Experience Seminar II

Students learn about the strengths perspective as it relates to social work practice and present a case from their field setting. Students implement a plan evaluating their own practice and learn about the applicability of research to social work practice. Must be taken concurrently with SOCW 476. (1)

SOCW 499: Capstone: Senior Seminar – SR

Students examine the evolution of their own personal style of social work practice, the theories and models for practice which they have developed, the ethical and value foundation which underlies social work, and how these are integrated with their personal and professional experiences and prior coursework. The product of this final synthesis is presented to the class and is open to others within the university community. **Prerequisites:** SOCW 460 and 475. (4)



Special Education (SPED) Undergraduate

SPED 195: Individuals with Disabilities - A

An introductory course focusing upon persons with disabilities. Intended for students outside the School of Education. (4)

SPED 201: Observation in Special Education Programs

Observation in special education programs, schools, and community settings. (1)

SPED 315: Assessment and Evaluation in Special Education

This course covers critical content in the area of assessment and evaluating of special needs populations. types of assessments, issues of technical adequacy, and special education law are all covered. (2)

SPED 320: Issues of Child Abuse and Neglect

Issues of child abuse, neglect, harassment, and violence. Includes identification and reporting procedures, and the legal and professional responsibilities of all mandated reporters. (1)

SPED 322: Moderate Disabilities and Transitions

Exploration of issues related to identification of and service delivery to this population. Specialized instruction, management techniques, and issues of transitioning from schools to community. A field experience component will be required. (3)

SPED 395: Introduction to Language Development and Disorders

Introduction to language disorders, assessment, and intervention. Focus on theories of language development and normal language acquisition. (2)

SPED 399: Practicum in Special Education

Experience with children and youth who have special needs. One hour credit given after successful completion of 45 clock hours and specific course competencies.

Prerequisite: Consent of instructor. (1 or 2)

SPED 403: Parent/Professional Partnership in Special Education

Methods for communicating effectively with parents of special needs children. (2)

SPED 404: Communication and Collaboration

Focus on knowledge and skills necessary for effective collaboration and supervision with parents, professionals, and para-educators. (3)

SPED 424: Learners with Special Needs in the General Education Classroom

This course focuses on developing teacher candidates' understanding of the perspectives on learning and school and classroom experiences of learners with special needs. Topics include working with other professionals, families and communities, critical inquiry into the differential placement of students, the development of individualized educational plans

as a team, and the implementation of these plans. Required of all education majors and taken concurrently with Term II courses: EDUC 424, 408 and 406. (4)

SPED 430: Students with Emotional and Behavioral Disabilities

In-depth exploration of issues related to the identification of and service delivery to students with emotional and behavioral disabilities. Emphasis on specialized management techniques needed to teach this population. A field experience will be required. (4)

SPED 442: Technology in Special Education

Current issues and uses of computer technology for learners with special needs. Emphasis on computer assisted instruction, and assistive technology services and devices. (2)

SPED 450: Early Childhood Special Education

Current issues related to young child with special needs. Focus on instructional methods, materials, curriculum, and assessment of this population. (2)

SPED 454: Students with Physical Challenges and with the Medically Fragile

Examination of knowledge and skills needed for meeting the psychological, social, and educational needs of individuals who are physically challenged and/or medically fragile. (2)

SPED 459: Student Teaching in Special Education

Teaching in a K-8 special education setting; 9 weeks. Concurrent enrollment in EDUC 434 and 450. (6)

SPED 460: Special Education Student Teaching Seminar: Issues in Practice

A seminar for special education student teachers focusing on current issues in the profession of special education. Taken concurrently with student teaching Term IV Hub and EDUC 450. (1)

SPED 475: Supervising Para-Professionals and Volunteers

Emphasis on the effective management of para-professionals and volunteers in the classroom. (1)

SPED 490: Development in Early Childhood Special Education

Implications of normal and atypical child development for the learning process, including hands-on experiences in early childhood/ special education settings. (2)

SPED 497: Independent Study

Projects of varying length related to trends and issues in special education and approved by an appropriate faculty member and the dean. (1 or 2)



Special Education (SPED) Graduate

SPED 503: On-Campus Workshops in Special Education

On-campus graduate workshops in special education for varying lengths of time. (1-4)

SPED 520: Teaching Students with Special Needs in Elementary Programs

Introduction and overview of services for students with special needs in elementary programs. Includes procedural and substantive legal issues in special education, program modification, and classroom management. (2)

SPED 521: Teaching Students with Special Needs in Secondary Programs

Introduction and overview of services for students with special needs in secondary programs. Includes procedural and substantive legal issues in special education, program modification, and classroom management. (2)

SPED 522: The Role of Health Professionals in Special Education

Introduction of health professionals in the school to learners with special needs. Topics include roles of parents as well as medical concerns, early intervention, teaming, substance abuse, and suicide prevention. (3)

SPED 530: Assessment of Students with Special Needs

Examines the use of assessment information for making educational decisions about students. (2)

SPED 531: Severe and Profound Disabilities

Introduction to the physical, social, and education needs of individuals with severe and profound disabilities. (2)

SPED 538: Issues in Early Childhood Special Education

Current issues related to young children with special needs. (Cross-listed with SPED 338.) (2)

SPED 540: Advanced Strategies and Techniques for Teaching in P-3 Grade Settings

Current practices in educational strategies and curriculum modifications to meet the needs of the early learner. (2)

SPED 541: Assessment of Infants and Preschoolers

Formal and informal assessment techniques used to meet the needs of children and their families in integrated settings. Cross-listed with SPED 341. (2)

SPED 555: Supervising Paraeducators in School Settings

Examines the roles and responsibilities of supervisors of paraeducators and support staff. Emphasis on ethical, professional, and legal responsibilities of the supervisor. Discussion of administrative practices that improve teamwork and staff development. (2)

SPED 575: Collaboration and Team Building

Examines the communication skills necessary for effective collaboration in regular and special education. Topics include professional teams, co-teaching concepts, staff development, scheduling, coordinating, problem solving, and conflict management in educational settings. (2)

SPED 577: The Inclusive Classroom

Introduction to the principles and practices of inclusive education. (2)

SPED 583: Current Issues in Exceptionality

The characteristics of exceptional students and current issues involving the educator's role in dealing with their special needs. (2-4)

SPED 588: Legal, Ethical, and Administrative Issues in Special Education

Investigation of special education administrative practices, pupil placement procedures, student staffing, program reimbursement procedures, and federal funding models. (2)

Statistics (STAT)

STAT 231: Introductory Statistics – MR

Descriptive statistics: measures of central tendency and dispersion. Inferential statistics: generalizations about populations from samples by parametric and nonparametric techniques. Methods covered will include estimation, hypothesis testing, correlation analysis, regression, chi square, and ANOVA analysis. Includes a required computer lab. Students should register for the lab corresponding to their lecture section. May not be taken for credit after STAT 341 has been taken. (4)

STAT 232: Introductory Statistics for Psychology Majors - MR

Descriptive statistics: measures of central tendency and dispersion. Inferential statistics: generalizations about populations from samples by parametric and nonparametric techniques. Methods covered will include estimation, hypothesis testing, correlation analysis, regression, chi square, and ANOVA analysis. Includes a required computer lab. Students should register for the lab corresponding to their lecture section. This section is intended for Psychology majors. **Prerequisite:** PSYC 101 or equivalent. (4)

STAT 233: Introductory Statistics for Sociology Majors - MR

Descriptive statistics: measures of central tendency and dispersion. Inferential statistics: generalizations about populations from samples by parametric and nonparametric techniques. Methods covered will include estimation, hypothesis testing, correlation analysis, regression, chi square, and ANOVA analysis. Includes a required computer lab. Students should register for the lab corresponding to their lecture section. This section is intended for Sociology majors. **Prerequisite:** SOCI 101 or equivalent. (4)

STAT 341: Introduction to Mathematical Statistics

Data description, probability, discrete and continuous random variables, expectation, special distributions, statements

of law of large numbers and central limit theorem, sampling distributions, theory of point estimators, confidence intervals, hypothesis tests, regression (time permitting). Cross-listed with MATH 341. **Prerequisite:** MATH 152. (4)

STAT 342: Probability and Statistical Theory

Continuation of 341. Topics may include: joint and conditional distributions, correlation, functions of random variables, moment generating functions, inference in regression and one-way ANOVA, Bayesian and non-parametric inference, convergence of distributions. Cross-listed with STAT 342.

Prerequisite: STAT 341. (4)

STAT 348: Applied Regression and Analysis and ANOVA

Linear, multiple and nonlinear regression, regression diagnostics and violations of model assumptions, analysis of variance, experimental design including randomization, and blocking, multiple comparisons, analysis of covariance. Substantial use of a statistical computer package and an emphasis on exploratory analysis of data. Cross-listed with MATH 348.

Prerequisite: STAT 341 or consent of instructor. (4)

Theatre (THEA)

THEA 160: Introduction to Theatre – AR

This introductory course to theatre surveys the general nature of dramatic presentation, including elements of dramatic structure, types of drama, and the contributions of the actor, director, designer, technician, and audience. (4)

THEA 220: Voice I - Voice and Articulation - AR

Designed for the actor. This course focuses on vocal production in terms of phonation, resonance, articulation, etc., as well as oral interpretation. (2)

THEA 222: Voice II - Stage Dialects - AR

Designed for the actor. This course studies stage dialects through ear training, memorization and readings, and the use of the International Phonetic Alphabet. Prerequisite: THEA 220 or consent of instructor. (2)

THEA 225: Theatre Practicum

One semester hour credit may be earned each semester, but only 4 semester hours may be used to meet university requirements. Students put classroom theory to practical application by individually completing a project relating to an aspect of theatre. An instructor in the area of interest must approve the project and agree to provide guidance. Required of all Design/Tech Majors. (1)

THEA 230: Movement I - AR

Beginning movement awareness course. This course provides a basic introduction to dance language and concepts. (2)

THEA 235: Movement II - AR

Intermediate movement awareness course. This course includes an introduction to movement observation, composition, and improvisation. **Prerequisite:** THEA 230 or consent of instructor. (2)

THEA 250: Acting I - Fundamentals – AR

This is an introductory course to acting. Students perform several scenes and monologues and learn the basic skills of scene selection, memorization, imagination, character, presentation, and delivery. (4)

THEA 255: Stage Technology – AR

Basic theory and procedure of all backstage elements in the theatre, costumes, scenery, props, lights, makeup, and management. (4)

THEA 270: Dramatic Literature - AR

This course surveys dramatic literature from its origins to the present day. Students examine the various genres of dramatic literature produced by a wide variety of cultures. (4)

THEA 271: China Through Film - C, AR

An exploration of history and recent directions of Chinese cinema, the relationship between film and other Chinese media, film and the Chinese government, and the particular appeal of Chinese film on the international market. No prior study of Chinese required. Cross-listed at CHIN 271 (4)

THEA 320: Stage Makeup

Specialized work in planning and application of techniques, from straight makeup through aging, three-dimensional, and special effects. (2)

THEA 330: Script Analysis

Students engage in intensive discussion of the major theories of drama and apply those theories to the analysis of selected plays and productions from a number of historical periods. (4)

THEA 345: Playwriting

Students will experiment with monologues, dialogue, scenes, characters, and action. The course will include analysis of scripts on paper and in production. (4)

THEA 350: Acting II - Scene Study

The students gain practical experience in the art of the actor through performance of partnered scenes from modern and contemporary theatre. This course focuses on the importance of analysis and the examination of current acting theory.

Prerequisite: THEA 250 or consent of instructor. (4)

THEA 355: Lighting Design – AR

Stage lighting from the development of electricity and lighting devices, to computer controlled lighting instruments and design. Students will gain practical experience in hanging and focusing lighting instruments, color theory, electrical theory, and area lighting to suggest locale. A final project consisting of a fully realized lighting design will culminate the course. (4)

THEA 359: Acting for the Non-Actor – AR

Specifically designed for those who have nourished a curiosity to explore the art of acting but have been intimidated by a lack of knowledge or prior experience. Not open to theatre majors or minors. (4)

THEA 360: Theatre History I

This course surveys the history of theatre from its origins through the end of the 18th century. Students will examine

theatre as an institution that both reflects historical moments and participates in the forming of social values and ideas. (4)

THEA 365: Theatre History II

This course surveys the history of theatre from the end of the 18th century through the present day. Students will examine theatre as an institution that both reflects historical moments and participates in the forming of social values and ideas. (4)

THEA 387: ST in Theatre

This course will be offered as needed, and it will allow the faculty and guest artists to explore areas of expertise and interest that are not normally taught as part of the curriculum. Concentrated study of a major theatrical period, movement, author, theme, genre, performance style, culture or technology (2-4)

THEA 425: Theatre Practicum

One semester hour may be earned each semester, but only four semester hours may be used to meet university requirements. Students put classroom theory to practical application by individually completing a project relating to an aspect of theatre. An instructor in the area of interest must approve the project and agree to provide guidance. Required of all Design/Tech Majors. (1)

THEA 450: Acting III - Shakespeare

This is an advanced course in acting designed to focus on language, interpretation, and enhancing audience appreciation and understanding. Advanced techniques in text analysis, focusing on scansion, the study of Shakespeare's folio, and in-depth scene study and performance. **Prerequisites:** THEA 220 and 250 or consent of instructor. (4)

THEA 453: Costume Design – AR

Development of artistic and technical abilities in the field of costume design incorporating history, patterns, and renderings. (4)

THEA 455: Scenic Design – AR

Development of the artistic and technical abilities in the field of scenic design by incorporating varied periods and styles as well as preparation of models, rendering, and drafting. (4)

THEA 470: Play Direction

This course examines the role of the director, historically and critically, and includes intensive study that is both practical and theoretical in its approach to the art of play direction. Each student is required to direct a variety of scenes; a final project, consisting of a contemporary scene, will culminate the course. **Prerequisites:** THEA 250 and 255, or consent of instructor. (4)

THEA 491: Independent Studies

Investigations or research in area of special interest not covered by regular courses; open to qualified junior or senior students. Requires pre-registration approved by a departmental sponsor. (1-4)

THEA 492: Independent Studies

Investigations or research in area of special interest not covered by regular courses; open to qualified junior or senior students.

Requires pre-registration approved by a departmental sponsor. (1-4)

THEA 493: Independent Studies

Investigations or research in area of special interest not covered by regular courses; open to qualified junior or senior students. Requires pre-registration approved by a departmental sponsor. (1-4)

Women's and Gender Studies (WMGS)

WMGS 201: Introduction to Women's and Gender Studies – A

An interdisciplinary introduction to the themes, issues, and methodological approaches that are central to the study of women, feminism, gender construction, and sexuality. Open to all students; required for WMGS majors and minors. (4)

WMGS 491: Independent Studies: Service Learning – SR

Readings, research projects, or service learning projects in areas or issues of Women's and Gender Studies, under the supervision of a faculty member. With approval of WMGS chair, may be used to satisfy WMGS capstone requirement. (1-4)

WMGS 495: Internship – SR

A pragmatic, employer based experience in which students apply knowledge already acquired, build competence, and test values in settings like those in which they may seek employment. Internships require the approval of a WMGS faculty member who will supervise the work of the agency or organization supervisor who will directly supervise the student. With approval of WMGS chair, may be used to satisfy WMGS capstone requirement. (2 or 4)

Writing (WRIT)

WRIT 101: Writing Seminar – FW, WR

See General Education Program, The First-Year Experience. (4)

WRIT 201: Writing Seminars for International Students – WR

Organized thematically, these courses emphasize both the mechanics and process of writing. Students are placed in WRIT 201 or WRIT 202 according to ability. (4)

WRIT 202: Advanced Writing Seminar for International Students - WR

Organized thematically, this advanced course emphasizes both the mechanics and process of writing. Students are placed according to ability. (4)





University Guidelines

FAMILY EDUCATION RIGHTS AND PRIVACY ACT

In accordance with the family Educational Rights and Privacy Act of 1974, popularly known as the “Buckley Amendment” and carrying the acronym “FERPA,” Pacific Lutheran University has adopted a policy to protect the privacy of education records. This act also establishes the rights of parents and currently enrolled, eligible students to inspect and review their education records; and provides guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Parents and currently enrolled, eligible students will be notified of their FERPA rights annually by publication in the Student Handbook. Interested parties may review the policy in the Office for Student Life, Hauge Administration Building, Room 105.

POLICY ON NON-DISCRIMINATION

Pacific Lutheran University does not discriminate on the basis of race, color, creed, religion, gender, national origin, age, mental or physical disability, marital status, sexual orientation, or any other status protected by law in the educational programs or activities which it operates, and is required by Title IX of the Education Amendments of 1972 and the regulations adopted pursuant thereto, by Title VI and Title VII of the Civil Rights Act of 1964, and by Section 504 of the Rehabilitation Act of 1973 not to discriminate in such manner. The requirements not to discriminate in educational programs and activities extends to employment therein and to admission thereto.

Inquiries concerning the application of said acts and published regulations to this university may be referred to:

- The Director of Human Resource Services, Pacific Lutheran University, telephone 535.7185, for matters relating to employment policies and practices, promotions, fringe benefits, training, and grievance procedures for staff employed by the university.
- The Office of the Provost, Room 103, Hauge Administration Building, Pacific Lutheran University, telephone 535.7126, for matters relating to student admission and curriculum.
- The Student Life Office, Room 105, Hauge Administration Building, Pacific Lutheran University, telephone 535.7191, for matters regarding administrative policies relating to students.
- The Director of Counseling Center, Room 106, Ramstad Hall, Pacific Lutheran University, telephone 535.7206, for matters relating to the application of Section 504 of the Rehabilitation Act.
- The Assistant Dean for Campus Life, University Center, Pacific Lutheran University, telephone 535.7195, for matters relating to the student grievance procedure.

Or the Assistant Secretary for Civil Rights, U.S. Department of Education, Switzer Building, 330 C Street S.W., Washington, D.C. 20202.

FINANCIAL PRIVACY POLICY

Colleges and universities are subject to Graham-Leach Bliley Act (GLB) provisions related to administrative, technical, and physical safeguarding of student and customer financial information. The FTC has additional details on the GLB Act, the Commission’s Privacy Rule at www.ftc.gov/privacy. Questions about procedures at Pacific Lutheran University can be directed to the Vice President for Finance and Operations at 253.535.7121 or fiop@plu.edu.

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT

Under the Health Insurance Portability and Accountability Act of 1996, Pacific Lutheran University adopted a policy and procedures to protect the privacy of “protected health information” (PHI) such as medical and counseling records. The university’s privacy officer is the Vice President for Finance and Operations, 253.535.7121.

POLICY ON EQUAL EDUCATIONAL OPPORTUNITY

Pacific Lutheran University is committed to providing equal opportunity in education for all students without regard to a person’s race, color, national origin, creed, religion, age, gender, sexual orientation, mental or physical disability, or any other status protected by law. The university community will not tolerate any discrimination, harassment, or abuse of or toward any member of the university community.

The university holds as basic the integrity and well being of every person in the community. It is committed to providing an educational environment which is fair, consistent, caring, and supportive of intellectual and personal growth. Further, it is committed to protecting the rights of its community members to engage in dialog and to express ideas in an environment which is free from harassment, discrimination, and exploitation. This freedom of expression does not, however, entail the freedom to threaten, intimidate, harass, or abuse.

The university prohibits any activities which cause or threaten physical or mental harm, suffering, or exhaustion; which demean the dignity and personhood of any individual; or which interfere with one’s academic progress. Examples of such actions are verbal threats or abuse, harassment, intimidation, threatened or actual physical assault, or consistent disregard of the rights and welfare of others. In particular, the university will see as a violation of this policy, any behavior which communicates a message that is threatening, intimidating, or

demeaning or which causes physical harm to a person or to persons because of race, color, national origin, creed, religion, age, gender, marital status, sexual orientation, mental or physical disability, or any other status protected by federal, state, or local law. Any person or persons who are found to have violated this policy will be subject to disciplinary action up to and including suspension, expulsion, or termination.

POLICIES ON EQUAL OPPORTUNITY, AFFIRMATIVE ACTION, ADA, AND SEXUAL MISCONDUCT

Preamble: Pacific Lutheran University is committed to providing an educational and employment environment which is fair, consistent, caring and supportive of professional and personal growth. The University is further committed to protecting the rights of its community members to engage in dialogue and express ideas in an environment which is free from harassment, discrimination and exploitation. Freedom of expression does not entail freedom to threaten, intimidate, harass or assault. The University community will not and does not tolerate such behaviors. Finally, the University is committed to expanding and maintaining diversity in its student, faculty, staff and administrator populations and to accommodate, whenever possible, persons with disabilities.

To honor and implement these commitments, the University Board of Regents has adopted policies on Equal Opportunity, Affirmative Action and Accommodation of Persons with Disabilities as well as a policy prohibiting Sexual Misconduct, including sexual harassment, sexual assault, and certain consensual sexual relationships. The success of these policies requires the cooperation of every member of the University community.

Specifically, each member of the University community is expected to read the policies and follow the directives set forth therein. The process of providing equal employment and educational opportunity as well as providing working, learning and living environments free of harassment, discrimination and intimidation requires that every member of the University community respect the rights of others and report violations of the University’s policies. Failure to report violations may inhibit the University’s ability to take prompt, corrective action.

Throughout these policies, references to “Employee(s)” shall mean any regular or temporary member of the University’s workforce including faculty, administration, and staff.

EQUAL OPPORTUNITY POLICY

Pacific Lutheran University is committed to providing equal opportunity in employment and in education for all members of the University community without regard to an individual’s race, color, creed, religion, gender, national origin, age, mental or physical disability, marital status, sexual orientation or any other status protected by law.

This equal opportunity policy shall apply to all aspects of employment, including hiring, compensation, benefits, transfers, promotions, training, education, reduction-in-force and termination. To the extent permitted by applicable law, PLU reserves the right to hire Lutherans or other Christians for faculty or administrative positions whenever such choices are deemed necessary for carrying out the educational and religious goals consistent with Article II of its Articles of

Incorporation and Article V, Section 2 of the University’s By-Laws. PLU further reserves the right to make employment decisions based on an individual’s job performance, merit and/or qualifications.

This equal opportunity policy shall similarly apply to all aspects of educational opportunity, including recruitment, enrollment, advancement and evaluation.

The University will not tolerate any discrimination or harassment toward or by any of its Employees or students. Any written, oral, physical or visual communication that is demeaning, degrading, intimidating, or otherwise directed at a person or persons because of race, color, gender, national origin, marital status, age, religion, mental or physical disability, veteran status, sexual orientation or any other status that is protected by federal, state or local law will be considered a violation of this policy. Any person, or persons, who are found to have violated this policy may be subject to disciplinary action, up to, and including, suspension, expulsion and/or termination.

Individuals who believe that they have been subject to discriminatory action or harassment or believe that discriminatory action or conduct has taken place, are strongly encouraged to contact any member of the University Dispute Resolution Committee or their supervisor. The University strictly prohibits threats, intimidation or retaliation of any kind against a person who reports a violation of this non-discrimination policy or who cooperates with an investigation of alleged violation. Any such conduct will itself constitute a violation of this policy and may subject the offender(s) to disciplinary action.

AFFIRMATIVE ACTION POLICY

Pacific Lutheran University is committed to enlarging and maintaining the representation of ethnic, gender, cultural and economic diversity among its Employees, as well as among its student population. PLU is further committed to the reasonable accommodation of persons with disabilities, whether students or Employees. In furtherance of these goals and in accordance with state and federal law, Pacific Lutheran University has adopted an Affirmative Action Plan that reflects its intent to provide applicants, Employees, and students equal opportunity in all aspects of employment and education and to provide a working and learning environment free from unlawful discrimination and harassment.

In accordance with the plan, the University has appointed an Affirmative Action Officer who is responsible for implementing and monitoring the goals set forth in the Affirmative Action Plan. The Affirmative Action Plan is regularly reviewed and may be modified from time to time to serve the needs of the PLU community consistent with the University’s affirmative action goals. The current Affirmative Action Plan may be reviewed at any time by contacting the Human Resource Services Office.

POLICY ON ACCOMMODATION OF PERSONS WITH DISABILITIES

As stated in the equal opportunity policy, and in accordance with the Americans with Disabilities Act of 1990 (ADA), Pacific Lutheran University will not discriminate against any student, applicant, or employee because of the presence of a

mental or physical disability. As part of its long-range plan, the university has committed the financial and human resources necessary to provide access to university facilities according to the recommendations and requirements of the ADA. Where a student, applicant, or employee with a disability is able to perform the essential functions of the job or academic/program requirements, the university may be obligated to provide reasonable accommodation to the needs of that individual, unless such accommodations would provide undue hardship to the university.

Reasonable accommodation may include job restructuring, part-time or modified work/class schedule, reassignment, transfer, purchase or modification of special equipment or devices, modification of examinations, training/course materials or policies. Reasonable accommodation will be determined on a case-by-case basis.

Students and employees with medically recognized and documented disabilities and who are in need of special accommodation, have an obligation to notify the university of their needs. Employees should contact Human Resource Services. Students in need of accommodation should contact the Coordinator for Student with Disabilities in the Counseling Center.

Individuals who believe this policy has been violated may contact a member of the University Grievance Committee or their supervisor.

POLICY ON SEXUAL MISCONDUCT

Introduction

In accordance with its equal opportunity policy, Pacific Lutheran University prohibits any discrimination in education or employment on the basis of gender. Moreover, PLU is committed to providing an environment in which students and Employees can work, live and study free from all types of sexual misconduct. Sexual misconduct has a serious negative impact on the quality of the education and work experience. The range of sexual misconduct includes sexual harassment, intimidation, coercion, sexual assault, and certain consensual sexual relationships.

As set forth below, the University does not and will not tolerate sexual misconduct by or against any of its students or Employees. The University will work to prevent and eliminate such behavior by providing a comprehensive education program to promote awareness of acceptable and non-acceptable behaviors.

This policy is intended to meet the requirements of applicable federal and state law. If this policy is inconsistent with any applicable law, it is the University's intent to follow applicable law.

Policy Scope

This policy applies when the conduct prohibited by this policy occurs between any member of the student body or Employee population and any other member of the student body or Employee population. This policy also applies when the prohibited conduct occurs between a member and a non-member of the student body or Employee population, such as an off-campus vendor, independent contractor, work-study employer, internship supervisor, prospective student or volunteer.

The University may impose sanctions if the prohibited conduct occurs on University premises or in connection with a person's participation in a university-sponsored organization, program or activity, or if the conduct poses a risk of harm to any member of the campus community, including but not limited to any of the harmful effects encompassed by the definition of sexual harassment.

Sexual Harassment

Sexual harassment is a form of sex discrimination which is prohibited by Title VII of the Civil Rights Act of 1964, Title IX of the 1972 Education Amendments and the laws of the State of Washington. When the University becomes aware of allegations of sexual harassment, it is bound by state and federal law to investigate those allegations, stop the harassment if it is found to exist and take measures to ensure a working and learning environment that is free of sexual harassment.

For the purposes of this policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when:

- Submission to such conduct or activity is made either explicitly or implicitly a term or condition of an individual's employment or academic progress;
- Submission to or rejection of such conduct or activity is used as the basis for employment or evaluation;
- Such conduct or activity has the purpose or effect of interfering with an individual's employment or educational performance or advancement; *or*
- Such conduct or activity creates an intimidating, hostile or offensive working, learning or campus residential environment.

Sexual harassment may occur when there is a difference in institutional authority between persons. It may occur between persons in equal positions, such as co-workers, colleagues and peers. It occurs without respect to gender, age, appearance or status. It may occur between persons of the same sex. It may occur if the sexual conduct of others in the education, work or campus residential environment has the purpose or effect of substantially interfering with another's academic or work performance or environment. Sexually harassing conduct can include unwanted jokes, comments, gestures and non-verbal conduct. Anyone who is uncertain as to whether particular conduct violates this policy should contact any of the people or resources named in the Sexual Assault paragraphs of this policy.

Individuals who believe this policy has been violated, or who observe potential violations, are strongly encouraged to seek redress of their concerns by contacting any member of the University Dispute Resolution Committee or by contacting their supervisor.

Violation of these policies shall result in disciplinary action including the possibility of suspension, termination of employment or expulsion from the University. Any form of reprisal, actual or implied, whether academic or related to employment, will be treated as an aggravation of prohibited behavior and will not be tolerated.

The University is committed to providing all members of its community with education and training about the nature of sexual harassment, its damaging consequences and procedures

for handling complaints. Training is particularly essential for persons in supervisory roles who may face personal liability if they fail to take appropriate action when they become aware of instances of sexual harassment.

Retaliation against anyone reporting or thought to have reported sexual harassment is prohibited. Such retaliation is considered a serious violation of this policy and will be considered independently of whether a charge or informal complaint of sexual harassment is substantiated. Encouraging others to retaliate also violates this policy.

The University is dedicated to the prevention and elimination of sexual harassment in the workplace, in the campus residential environment, and in the learning environment. The University cannot take corrective action, however, when it does not know about inappropriate behavior. Therefore, it is very important that violations of this policy be reported as soon as possible.

Sexual Assault

Sexual assault is a violation of individual rights and dignity that will not be tolerated by Pacific Lutheran University. Sexual assault is not only an act of violence, aggression or coercion against a single individual, but it is also an attack on human dignity, a value essential to the University community. For these reasons, Pacific Lutheran University strongly encourages victims to report sexual assault incidents to appropriate university and governmental authorities as outlined in this policy. This policy applies to all members of the campus community, —students and employees, and is subject to enforcement via the applicable university policies and/or procedures including the Student Conduct System and the Grievance Policy and Procedures. — as to any incidents which occur on campus or in connection with any University-sponsored activity or event. Members of the University community who are sexually assaulted in an off-campus, non-University setting may seek assistance from any of the University services set forth in Sections 1(a), (b), and (c) below.

• **Victim Rights and Services**

- Sexual assault victims have the right to:
 - Respectful treatment from all campus authorities
 - On-campus medical assistance, which may include testing for sexually transmitted diseases, HIV and pregnancy as well as referral to outside medical resources;
 - Confidential counseling;
 - Assistance in changing housing and academic situations if such changes are reasonably available;
 - Pursuit of disciplinary action through the Pacific Lutheran University Student Conduct System as outlined in Section 4(b);
 - Pursuit of action via the University Grievance Policy and Procedures as outlined in Section 4(c);
 - Assistance in the pursuit of criminal and/or civil charges within Pierce County as outlined in Section 4(d);
 - A victim’s advocate.

On-Campus Student Services:

Students who have been victims of sexual assault are entitled to a variety of services on and off campus. The following campus offices are available to provide victim services:

For counseling and support:

- Counseling Center
- Campus Ministry
- Women’s Center
- Student Life Office
- Residential Life Staff

For medical assistance:

- Student Health Center
- Campus Safety and Information

To file a formal complaint:

- Student Conduct Coordinator
- Dispute Resolution Officers
- Campus Safety and Information

On-Campus Faculty and Staff Services:

An Employee who has been the victims of an incident of a sexual assault committed on campus or in connection with a University-sponsored activity or event, or by a member of the PLU community,are/ is strongly encouraged to contact Campus Safety and Information, Human Resource Services and/ or counseling through the University’s Employee assistance program.

Off-Campus Assistance:

The Sexual Assault Center of Pierce County offers a 24-hour crisis, information and referral line at 253.474.7273 or 1.800.756.7273. The Center exists to serve victims of sexual assault and abuse, their families and friends. Legal and medical advocacy is available, as well as support groups for victims, their friends and families.

PLU Services for Alleged Perpetrators

Members of the PLU community who are alleged to have committed a sexual assault against another member of the PLU community are entitled to all rights given within the University’s Student Code of Conduct, Faculty Constitution and By-Laws, Personnel Policies and Procedures Manual, and Grievance Policy and Procedures, as appropriate. Such individuals are also entitled to PLU services which may offer them physical and emotional support, consultation and/or referral.

• **Sexual Assault Terminology**

Sexual assault can occur against both males and females and may be perpetrated by an assailant not known to the victim, or may occur when the victim knows his or her assailant, such as in the case of acquaintance or date rape. At Pacific Lutheran University, sexual assault includes, but is not limited to (1) non-consensual sexual contact, including forced sexual contact, and (2) forced sexual penetration, and may occur by a person individually or in concert with others.

- **Non-consensual sexual contact, including forced sexual contact**, includes any harmful, insulting or non-consensual physical contact of a sexual nature (including touching, fondling, exposure, disrobing, etc.) that is committed against another person without his/her consent, including any such act accomplished by means of actual or implied force, threat, coercion or helplessness. Forcing or intimidating a person to touch another person’s intimate parts shall also constitute non-consensual or forced sexual contact.
- **Forced sexual penetration** includes intercourse (vaginal penetration), sodomy, oral copulation or penetration with any object by the use of force, threats, coercion or by taking advantage of a victim’s helplessness.
- Because the University hopes to educate the community in order to prevent violations of this policy, it should be understood that:
 - Alcohol and/or other drug use, intoxication or any impairment of the accused does not absolve one of responsibility for sexual assault.
 - For purposes of this policy, “consent” means that at the time of the act of sexual intercourse or other sexual contact there are actual words or conduct indicating freely given agreement to have sexual intercourse or other sexual contact. In situations where the victim is incapable of giving consent, or is unable to resist sexual advances due to alcohol/other drug use or other impairments, the accused will be held responsible for sexual assault. Silence will not be considered as evidence of consent under such circumstances.
- **Force or coercion is defined as:**
 - The use of physical force or physical violence; *or*
 - The use of threats, including but not limited to, physical threats, abduction, extortion or retaliation directed against the victim or another when the victim believes there is an ability to execute such threats; *or*
 - The use of verbal comments or non-verbal behaviors or gestures to intimidate the victim or another when the victim believes that there is a present ability to execute such threats.
 - Threat is defined as an expression of intention to hurt, destroy or punish the victim, another person, or their property.
- **Reporting Sexual Assault**
Pacific Lutheran University strongly encourages victims of sexual assault to report incidents. Filing a report with the University, the Pierce County Sheriff or the Sexual Assault Crisis Center of Pierce County is not a commitment to pursue legal recourse/press charges. Criminal, civil and University action occur independently; a victim may pursue action in one or both systems concurrently. The University is not required to delay on-campus proceedings pending results in the criminal or civil systems. Because the definitions of sexual assault and the burden of proof required for responsibility are different in the campus, criminal and civil systems, an alleged perpetrator may be found responsible on campus, while in the criminal or civil justice systems, a different result may occur

On-Campus Reporting

Victims of sexual assault which occurs on campus or in connection with a University-sponsored activity or event are strongly encouraged to report the incident, as soon as possible, to campus officials, including faculty members and/or Employees of one or more of the following:

Campus Ministry	Residential Life
Campus Safety	Student Life
Counseling Center	Human Resources
Health Center	Women’s Center

Pacific Lutheran University is committed to respecting personal dignity and will maintain confidentiality as appropriate and in keeping with the law. Employees outside of the above-referenced departments must inform Student Life (as to students) or Human Resource Services (as to all others) of any sexual assault matters brought to their attention. Such reporting may be done without identification of the individual(s) involved.

- **Student Conduct Procedures**
A student may pursue action through the Student Conduct System if the alleged assault was committed by another PLU student. Should a victim choose to pursue a disciplinary hearing through the student conduct system, he/she should contact the Student Conduct Coordinator or Campus Safety and Information. The hearing procedures and rights afforded victims and alleged perpetrators in the Student Conduct System are outlined in the Pacific Lutheran University Student Handbook.
- **Grievance Policy and Procedures**
As an alternative to (b) above, a student may choose to pursue action through the University Grievance Policy and Procedures if the alleged assault was committed on campus or in connection with a University-sponsored activity or event by another member of the PLU community.
- An Employee who has been sexually assaulted by another member of the University community may pursue action through the University Grievance Policy and Procedures. To pursue such action, he/she should contact any of the University dispute resolution facilitators: Facilitators are selected from across campus. A current list of members may be found at www.plu.edu/~udrc.
- **Off-Campus Reporting**
Victims who wish to report and/or pursue criminal or civil action are encouraged to seek assistance from any of the following resources:

Campus Safety & Info Svcs	253.535.7911
Sexual Assault Crisis Center of Pierce County, Admin Offices	253.597.6424
24-Hour Crisis/Info & Referral Line	253.474.7273 or 800.756.7473, TTY 253.274.0448
Pierce County Sheriff	253.535.7911
Tacoma Police	253.535.7911
Local Policy Agency (off Campus)	911

- **Penalties for Sexual Assault**
Members of the University community who violate the University's ban on sexual assault will be subject to strict disciplinary action by the University, up to and including suspension or expulsion for students and termination for Employees.
- **Consensual Sexual Relationships**
Primary responsibility for maintaining high standards of conduct resides with faculty and supervisors, since they exercise significant authority and power over others.
- A consensual sexual relationship between an Employee (faculty, staff, or administrator) and a student, or between a supervisor and a subordinate Employee, does not necessarily involve sexual harassment or sexual misconduct. In such circumstances, however, the University's responsibilities to its students and Employees are potentially compromised by the likelihood or even the appearance of a conflict of interest. Consequently, this policy strictly prohibits consensual sexual relationships between an Employee and a student whenever the Employee is in a position of professional responsibility with respect to the student. This policy, further, strictly prohibits consensual sexual relationships between a supervisor and a direct subordinate Employee.
- For the purposes of this policy, an Employee is in a position of professional responsibility with respect to a student when the Employee is currently in a position to make or influence a decision or to confer or withhold a benefit relating to the student's education, employment, or campus-sponsored activity. This includes, but is not limited to, staff/student, faculty/student, coach/player, supervisor/student worker, and advisor/advisee relationships.
- For the purposes of this policy, an Employee is in a direct subordinate relationship with a supervisor if the Employee reports to the supervisor, if the supervisor evaluates or directs the Employee's work, or if the supervisor is in the direct chain of command of the person to whom the Employee reports.
- The University strongly discourages consensual sexual relationships such as those between an Employee and a student (even in the absence of a current professional responsibility with respect to the student) and between a faculty member or supervisor and an Employee in a position of less authority (even in the absence of a direct reporting relationship as defined above). While this policy does not prohibit consensual sexual relationships such as these, they are strongly discouraged. Because all such relationships potentially involve a violation of equal opportunity law, it may be difficult, if not impossible, in any subsequent proceeding to defend against a sexual harassment charge where the defense is based on the complainant's consent to the relationship. Moreover, those persons involved in such relationships must be aware that the relationship may be viewed by others as exploitative or as creating actual or apparent conflicts of interest, thereby creating potential difficulties for one or both parties.

INCLUSIVE LANGUAGE

PLU supports the efforts of faculty, students, staff, and administrators to employ and augment the inclusive language guidelines of their professions or disciplines, and to reflect upon the cultural conditions which have made such guidelines integral to contemporary language use. One set of guidelines is that of the Evangelical Lutheran Church in America ("Guidelines for Inclusive Use of the English Language," 1989), which provides examples of language that includes and affirms groups which have often been misrepresented in or left out of discourse. Inclusive language avoids stereotypes or biases such as those based on gender, race, physical ability, sexual orientation, class, nationality, religion, family, and status. Inclusive language directs our attention to the nuances of social reference and calls us to address all individuals with respect.

STUDENT RIGHT-TO-KNOW

The Student Right-to-Know and Campus Security Act, Public Law 101-542, provides that institutions of higher education disclose information about campus safety policies and procedures to current and prospective students and employees. Pursuant to that requirement, Pacific Lutheran University has developed a Campus Safety and Crime Prevention Guide that reports institutional security policies and crime statistics. The current report is available on the PLU Web site at www.plu.edu/campussafety.

GRIEVANCE POLICY AND PROCEDURES

I. Introduction

Pacific Lutheran University is committed to the internal resolution of disputes arising within the university community. To that end, the President has appointed a University Dispute Resolution Committee that includes representatives from the faculty, student life, human resources and academic administration. The Committee appointments shall each be for a minimum two-year term.

The University Dispute Resolution Committee (UDRC) is charged with reducing conflicts and helping members of the community resolve disputes appropriately, expediently and fairly. The committee does so by educating the community about campus policies and dispute resolution options; coordinating dispute resolution services; investigating grievances when appropriate and advocating for review of university policies and procedures when necessary.

It is the intent that the University Dispute Resolution Committee be a resource for all members of the PLU community. The UDRC may assist any faculty, administrator, staff or student who needs consultation or referral to resolve an on-campus conflict, or who desires conflict resolution services. The UDRC also processes all formal grievances as allowed by the University's Grievance Policy, except those that relate to faculty tenure or discipline or which otherwise arise under the faculty constitution and bylaws or which arise under the Student Conduct System. The UDRC shall have authority to establish separate policies and procedures for certain types of grievances. Subject to faculty approval, the UDRC shall also have authority to enact special policies and procedures for resolution of grade disputes and issues of academic dishonesty. The University Dispute Resolution Committee

has the authority to appoint additional committee members on an as needed basis, for example, when one or more UDRC members would be unable to participate in a specific matter or when an additional member would assist in serving the mission of the University Dispute Resolution Committee.

The university encourages community members to resolve their disputes at the earliest and most informal level (i.e. by talking directly with the individual(s) involved; through facilitated conversation and/or through conflict mediation). When informal resolution is not possible, every member of the university community, whether faculty, student, administrator or staff, has the right to file a grievance and access the grievance procedures established by the UDRC. Grievances may be initiated by contacting any member of the Committee. Grievances first reported elsewhere in the community should be referred to the Committee for resolution, except for grievances that arise under the faculty constitution and by-laws or under the Student Conduct System.

If, at any time during a conflict resolution or grievance proceedings, a participant believes that a member of University Dispute Resolution Committee has a conflict or the appearance of a conflict, or that the dispute/ grievance involves or potentially involves a member of the Committee, that member will be excused from any further involvement in the grievance proceedings. In such circumstances an additional UDRC member may be appointed by the remaining University Dispute Resolution Committee members.

The grievance policy and procedures will be published bi-annually and distributed to all members of the university community.

II. **General Administrative Procedures**

The following administrative procedures shall apply to all grievances, with the exception of grade disputes, allegations of academic dishonesty, student conduct issues covered by the Student Code of Conduct and faculty grievances relating to tenure, discipline and other issues expressly provided for in the grievance procedure set forth in Article VI of the Bylaws to the Faculty Constitution. All other matters, including, but not limited to, disputes or complaints relating to discrimination and sexual harassment/sexual misconduct shall be handled in accordance with the following procedures. Neither voluntary nor involuntary terminations of staff and administrative personnel may be grieved nor are they subject to these administrative procedures.

The University is committed to resolving all grievances arising under these procedures, including complaints of sexual harassment and/or misconduct, at the earliest and most informal level.

A. **Informal Grievance Resolution**

A grievant may pursue any of the following options for informal resolution:

1. **Direct Resolution.** The grievant may discuss directly with the respondent the allegations of the grievance and work with the respondent to resolve any concerns.

2. **Supervisor Resolution.** If the action suggested in paragraph 1 is unsuccessful, ill-advised or otherwise inappropriate, the grievant is encouraged to first discuss his or her concerns with the supervisor or department chair who is responsible for taking appropriate action. If the grievance directly involves the supervisor, the grievant may go to the next level of supervision or may bring the matter directly to the University Dispute Resolution Committee as set forth below. If a grievance directly involves an individual at the level of Vice President, Dean, Provost or President, the grievant should bring the matter directly to the Dispute Resolution Committee. The matter may be concluded by mutual consent at this point. Supervisors and chairs must inform the Dispute Resolution Committee when handling grievances, which involve potential violations of the University's policy on discrimination, sexual harassment or sexual misconduct.
3. **University Dispute Resolution Committee.** If there is no mutually satisfactory resolution at an earlier stage, or if the grievant does not wish to bring the matter to the chair or supervisor, the grievant may contact any member of the University Dispute Resolution Committee to seek resolution. The Dispute Resolution Committee may discuss options for informal handling of the grievance, make referrals to appropriate resources and support services, and, with the permission of all parties, may also attempt to resolve the problem through mediation.

At any point in the process, the grievant may send written notification to the Dispute Resolution Committee that the situation is resolved or that no further University action is desired. The Dispute Resolution Committee will retain records of informal grievances for a minimum of three (3) years.

At any time during the informal resolution process, either party, or the Dispute Resolution Committee, may request that informal resolution efforts be terminated and that the formal grievance procedures be initiated. Such request shall automatically suspend informal procedures. At such time, the Dispute Resolution Committee, or any subcommittee thereof, shall, within five days, hold a meeting with both parties to discuss options for informal resolution, including mediation. If no agreement can be reached as to informal means of resolution or if informal procedures fail, then either party, or the Committee, may request that the grievance proceed in accordance with the formal grievance procedures set forth in Section B, below.

B. **Formal Grievance Procedures**

1. **Filing the Written Grievance.** Grievants for whom the matter has not been satisfactorily resolved through the informal process may file a written grievance with the University Dispute Resolution Committee within five (5) working days after

termination of the informal process. If no informal resolution was sought, written grievances must be filed within 30 working days of the alleged incident. The grievance shall include the grievant's written statement describing the alleged inappropriate action or misconduct. Upon receipt, the grievance shall be marked with the date received.

2. **Determination of Whether Grievance is Subject to Procedures.** Within five (5) working days of the grievance filing date, the Dispute Resolution Committee shall determine whether the facts alleged in the grievance fall within the purview of these procedures. If not, the grievant shall be so notified in writing. No appeal may be taken internally of such determination.
3. **Notification to Respondent.** If it is determined the grievance falls within the purview of these procedures, the Dispute Resolution Committee shall, within three (3) working days of such determination, provide a copy of the grievance to the respondent, together with a copy of these procedures.
4. **Written Response May Be Filed.** Within five (5) working days after receiving a copy of the grievance, the respondent may submit to the Dispute Resolution Committee a written response to the allegations raised in the grievance. The respondent is encouraged to provide a written response, however, failure to answer a charge or to participate in the investigation will not prevent the process from proceeding. Failure to respond may result in the investigation proceeding solely on the basis of the grievant's testimony and evidence.
5. **Investigation of the Grievance.** Within fifteen (15) working days of receipt of the respondent's written response, or, if there is no written response, within twenty (20) working days of notification to respondent, the Dispute Resolution Committee or its designees shall complete an investigation which may include interviews with both parties and with those identified by the parties as having personal knowledge of the facts relating to the grievance; review of written responses as appropriate; and/or review of any documents or other evidence submitted by the parties or by persons with knowledge.
6. **Preliminary Report and Recommendations.** Within five (5) working days after completion of the investigation, the Dispute Resolution Committee will prepare a preliminary written report which details the investigative process, summarizes information received, and presents the Committee's factual findings and recommendations. Copies of the preliminary report shall be given to the grievant and respondent.
7. **Rebuttal Statements.** Should either the grievant or the respondent dispute the findings of the preliminary report or the recommendations, rebuttal statements may be filed with the Committee within five (5) working days of receipt of the preliminary report. The Committee may review the rebuttal statements and shall have the authority to reopen its investigation and amend its preliminary investigative report, if it deems such action appropriate. Either party may also submit names of additional witnesses and additional information, additional evidence or documents, etc.
8. **Final Report and Recommendations.** Within seven (7) working days of receipt of any rebuttal statements or additional information, the Committee shall complete a final investigative report and recommendations. In the event no rebuttal statements are submitted, the Committee's preliminary report shall be deemed final. Copies of the final investigative report and recommendations shall be given to the grievant, to the respondent and to the appropriate vice president, dean and/or department head. If the grievance involves a faculty member, a copy of the final report shall also be provided to the Provost.
9. **Review by Appropriate Supervisor.** Within ten (10) working days from completion of the Committee's final report, the appropriate Vice President, Dean or Provost shall assess the report, review any written statements, determine whether to accept the recommendations, and take any responsive action. In the event the grievance and/or recommendations of the Dispute Resolution Committee directly involve a Vice President, Dean or Provost, the Committee will designate an alternate authority to assess the report and determine any responsive action. Such action, if any, shall be in accord with applicable University policy. The grievant shall be informed of any corrective action taken involving the respondent.
10. **Time Limits.** Time limits set forth in these procedures may be extended by the Dispute Resolution Committee upon request and showing of good cause. Either party may seek an extension of time. Reasonable extensions of time may also be granted upon initiation of the Committee at its discretion. The Dispute Resolution Committee will not usually extend the time for filing a written grievance except for those situations in which the grievant alleges violation of the University's Policies on Equal Opportunity, Affirmative Action, and Sexual Misconduct. When appropriate, time limits may also be extended from one school year to the next.
11. **Grievance Initiated by Administration.** The President, Provost, or any Vice President may request that the Dispute Resolution Committee conduct an investigation without a formal grievance from any individual. In such cases, the Provost or applicable Vice President will act as the grievant. In those cases, the Dispute Resolution Committee will use the same notification and process guidelines as outlined in the formal grievance procedures.
12. **Grievance Initiated by Dispute Resolution Committee.** The Dispute Resolution Committee may initiate a formal grievance at any time where an individual declines to pursue the formal grievance process and/or where the Committee believes the University's Policies on Equal Opportunity, Affirmative Action, and Sexual Misconduct may

have been violated. In such cases, the grievance will follow the same notification and procedures set forth above. The Dispute Resolution Committee has the right, where appropriate, to protect the identity of a grievant and to proceed with an anonymous grievant. That right should be used only in rare circumstances, taking into consideration the inherent difficulty to the respondent, and only after consultation with the University's attorney.

13. **Record Retention.** The Dispute Resolution Committee is the custodian of all records developed during the investigation of a grievance. All records of the Dispute Resolution Committee are considered confidential and will be retained by the Committee for three (3) years, except records relating to grievances involving violations of the University's policies on Equal Opportunity, Affirmative Action, and Sexual Misconduct, which may be kept indefinitely at the discretion of the Committee
14. **Sanctions.** The Dispute Resolution Committee has no authority to impose any sanction, however, it may, as part of its investigative report, recommend a particular sanction or course of corrective action. The actual authority to impose sanctions and other corrective action shall remain with the Provost, as to faculty; the Vice President of Student Life, as to students; and the appropriate administrative Vice President as to staff and administrative personnel. The authority imposing sanctions shall report its action to the Dispute Resolution Committee in writing.
15. **Falsified Grievance.** Deliberately filing a grievance with false statements is considered to be serious misconduct and such offenses will be subject to the full range of disciplinary sanctions, including termination and/or expulsion.
16. **Right of Appeal.** Either party may appeal to the President of the University the findings of the Dispute Resolution Committee's final investigative

report. The Dispute Resolution Committee may also request that the President review a particular grievance. Such appeal must be filed in writing to the President's Office within ten (10) working days after completion of review by the Vice President or Provost in accordance with paragraph 9 above. The President may choose to accept, reject, accept in part, or reject in part the investigative findings and recommendations. The President shall have final authority.

17. **Attorneys.** These procedures are intended to be a means of internal resolution only. As such, attorneys will not be allowed to participate directly in any phase of these grievance procedures, however, any party affected by a grievance is free to consult with an attorney of his or her choice at his or her own expense.
18. **Retaliation Prohibited.** The University expressly prohibits retaliation against any person who has filed a grievance, or in any way participated in the grievance process. Any person who violates this policy may be subject to disciplinary action, including termination and/or expulsion.

III. Alternative Grievance Procedures

These grievance procedures do not supersede existing procedures for resolution of grade disputes, academic dishonesty or matters arising under the Student Code of Conduct or any grievance procedures set forth in the Faculty Constitution and Bylaws. Where a grievance may be brought in under an alternative procedure, the grievant must elect at the outset which forum to use. If a grievant chooses to proceed under these administrative procedures in lieu of alternate internal grievance procedures, then the grievant may not subsequently pursue the alternate grievance procedures for resolution of the same grievance. Similarly, if a grievant elects to pursue an alternate grievance procedure, the grievant may not subsequently seek to use these procedures to resolve the same grievance.





Administration / Faculty

Board of Regents

Ownership, Support, Government:

The university is owned and operated by Pacific Lutheran University, Inc., a Washington corporation whose purpose is higher learning. The PLU corporation meets annually on the PLU campus to elect regents and to conduct other business. The corporation consists of 125 delegates from the six synods of Region I of the Evangelical Lutheran Church in America. The 37-member Board of Regents includes members of ELCA congregations, representatives from the Alumni Association, at-large members, bishops from the synods of Region I, and the university president.

The policy making and governing body of the University is the Board of Regents. On the basis of recommendations made by the president, it charts a course for the university and strives to provide essential funds. The student body and the faculty have non-voting representatives who meet with the board. The installation of new Board of Regents Officers occurs each October. The Board of Regents for the Academic Year of 2009-10 will be installed in October 2009.

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Bruce Bjerke, Vice Chair
James Hushagen, Secretary

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 Tacoma, WA

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Vacant, Events and Services Manager

Congregation Relations

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JooHee Berglund, Major Gifts Officer
Edgar Larson, Executive Director Charitable Estate Planning
Teri A. Moore, Senior Development Director, Major Gifts/Corporations and Foundation Relations
Douglas L. Page, Senior Development Director, Gift Planning
Laura E. Rose, Development Director, Q Club
Shannon Stagner, Director, Donor Relations
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Brenda J. Goldstein Young, Promotions Director
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Human Resource Services

Teri Phillips, Director
Gretchen Howell, Associate Director

Auxiliary Services

Ginger J. Peck, Director
Valerie J. Seeley, Director, LuteCard and Concierge Operations

Garfield Book Company

Kristi Dopp, Director
Kelly Valdez, Community Connections Manager

Student Life

Laura F. Majovski, Vice President for Student Life; Dean of Students
Laree L. Winer, Senior Associate to the Vice President

Department of Athletics

Laurie L. Turner, Director, Athletics
Jennifer L. Thomas, Assistant Athletic Trainer; Senior Woman Athletics Administrator

Steve Dickerson, Head Men's Basketball Coach, Recruiter Liaison
James A. Johnson, Head Men's and Women's Swimming Coach, Director of Aquatics and Summer Swim Program

Craig L. McCord, Assistant Football Coach, Director of Club Sports
Geoff S. Loomis, Head Baseball Coach, Assistant Athletics Director
Gary W. Nicholson, Head Athletic Trainer

Kelly Warnke, Head Women's Basketball Coach
Scott E. Westering, Head Football Coach
Erin Van Nostrand, Head Softball Coach

Michael J. Keim, Assistant Football Coach, Director of Intramurals
Nick Dawson, Director, Sports Information
Lynnette Buffington, Women's Head Soccer Coach; Assistant Athletics Director

Heather Kreier, Head Men's and Women's Cross Country and Track & Field Coach
Chris Wood, Fitness Center Coordinator; Assistant Track & Field Coach

Alice R. Loeb sack, Assistant Athletic Trainer

Student Academic Success

Patricia Roundy, Dean, Student Academic Success

Campus Safety and Information

Tony Berger, Director
Jeffery S. Wilgus, Assistant Director
Chris Pollard, Operations Supervisor
Shawn McCormick, Operations Supervisor
Ron Giddings, Operations Supervisor
Devon Taylor, Operations Supervisor

Career Development

Ruth D. Rogers, Director
Dawn Clark, Career Counselor
Pamela Deacon, Academic Career Advisor

Counseling Center

C. Mark Anderson, Director, Psychologist
Joanne R. Ito, Psychologist
Elizabeth A. Barton, Psychologist

Mary Simonson, Psychiatrist
Garrett Gilchrist, Counselor

Disability Support Services

Ruth I. Tweeten, Director

Health Center

Susana A. Doll, Director, Physician Assistant
Holi Banister, M.D.
C. Kevin Bulley, M.D.
Marjorie A Ward, Clinician and Assistant Director
Vacant, Medical Assistant
Vacant, Licensed Practical Nurse
Rich Gailey, Physician Assistant
Sherwin Ferguson, Nurse Practitioner

Residential Life

Tom A. Huelsbeck, Assistant Dean, Campus Life; Director, Residential Life and Residential Operations
Jeff Olsen Kregel, Director, Residential Programs
Christine Alberto, Resident Director
Sarah Allard, Resident Director
Cassandra Chang, Resident Director
Sarah Lloyd, Resident Director
Shannan M. Paddock, Resident Director
Nikki Overway, Resident Director

Student Employment

Pam Martin, Manager, Student Employment and State Work Study

Student Involvement and Leadership

Eva R. Johnson, Director, Student Involvement and Leadership
Frederick E. Eastman, Associate Director
Angelica Hambrick, Director, Diversity Center
Allison B. Stephens, Associate Director, Orientation, Conduct Coordinator
Akane Yamaguchi, Assistant Director, International Student Services
Amber E. Dehne, Assistant Director, Programs and Leadership
Lace M. Smith, Program Coordinator



Faculty - A

James A. Albers, 1997-1998, 1999-2000, *Visiting Assistant Professor*; 2000-, *Faculty Fellow in Business*; B.S., St. Louis University, 1962; M.S., University of Toledo, 1968; M.A., Golden Gate University, 1980; Ph.D., Michigan State University, 1971.

James M. Albrecht, 1997-, *Associate Professor of English*; B.A., Amherst College, 1985; M.A., Ph.D., Rutgers University, 1989, 1995.

Alexander Alderman, 2008-, *Visiting Instructor, Languages and Literatures*; B.A., University of Dallas, 1999; Ph.D., Brown University, 2008.

Angelia G. Alexander, 1971-, *Professor of Biology*; *Dean, Division of Natural Sciences*; B.S., Juniata College, 1962; M.A., University of California, Davis, 1966; Ph.D., University of Washington, 1979.

Dana D. Anderson, 1984-, *Professor of Psychology*; B.A., Antioch College, 1971; M.A., Ph.D., Ohio State University, 1974, 1981.

Loren J. Anderson, 1992-, *President*; B.A., Concordia College, Moorhead, 1967; M.A., Michigan State University, 1968; Ph.D., University of Michigan, 1971.

Bradford W. Andrews, 2005-, *Visiting Assistant Professor of Anthropology*; B.A., Ft. Lewis College, 1986; M.A., Ph.D., The Pennsylvania State University, 1995, 1999.

Ann J. Auman, 2002-, *Associate Professor of Biology*; B.S., Pennsylvania State University, 1996; Ph.D., University of Washington, 2001.

John Paul G. Avila, 2004-, *Assistant Professor of Art*; B.A., Valparaiso University, 2000; M.F.A., The School of the Art Institute of Chicago, 2004.



Faculty - B

J. Thaddeus Barnowe, 1977-, *Professor of Business*; B.A., University of San Francisco, 1966; M.A., Ph.D., University of Michigan, 1971, 1973.

Enrique P. Barot, 2005-, *Assistant Professor of English*; B.A., Wesleyan University, 1992; M.F.A., Iowa Writer's Workshop, 1998.

Maureen A. Barta, 2006-, *Clinical Instructor of Nursing*; A.D.N., Shoreline Community College, 1977; B.S.N., M.S.N., Pacific Lutheran University, 1994, 1996.

Michael D. Bartanen, 1979-, *Professor of Communication*; B.A., M.A., Western Washington University, 1974, 1976; Ph.D., University of Southern California, 1981.

Nathalie op de Beeck, 2009-, *Assistant Professor of English*; B.A. Indiana University of Pennsylvania, 1990; M.A., Ph.D., University of Pittsburg, 1998, 2003.

Amy Beegle, 2006-, *Assistant Professor of Music*, B.M.E., University of New Mexico, 1991; M.A.M.E., University of St. Thomas, 2001; Ph.D., University of Washington, 2003.

Michael D. Behrens, 2005-, *Assistant Professor of Biology*; B.S., California Polytechnic State University, 1996; M.A., Ph.D., University of California at Santa Barbara, 2003, 2005.

Michelle Behrens, 2008-, *Visiting Instructor of Biology*; B.S., M.S., California Polytechnic State University, 1996, 1999.

Jeffrey L. Bell-Hanson, 2002-, *Associate Professor of Music*; B.M., University of Iowa, 1978; M.M., University of Notre Dame, 1980; D.M.A., University of Iowa, 1997.

Steven R. Benham, 1982-, *Professor of Geosciences*; B.S., Washington State University, 1968; M.A., Ph.D., Indiana University, 1971, 1979.

Rachid Benkhalti, 1987-, *Professor of Mathematics*; Maîtrise, Diplôme d'études approfondies, Doctorat de l'Université, Université de Pau (France), 1981, 1983, 1986.

Charles A. Bergman, 1977-, *Professor of English*; B.A. (Economics), B.A. (English), University of Washington, 1969, 1970; M.A., Ph.D., University of Minnesota, 1973, 1977.

Claudia J. Berguson, 2003-, *Associate Professor of Norwegian and Scandinavian Studies*; B.A., Concordia University; M.A., University of Minnesota, 1987; M.A., Lesley College, 1992; Ph.D., University of Washington, Seattle, 2003.

Eli Berniker, 1982-, *Professor of Business*; B.S., Wayne State University, 1961; Ph.D., University of California, Los Angeles, 1985.

Rosalind J. Billharz, 2009-, *Visiting Assistant Professor of Biology*; B.A., University of California, Los Angeles, 1992; B.S., University of Cape Town, 1998; Ph.D. Candidate, University of Washington, Expected 2009.

Kenneth D. Blaha, 1989-, *Professor of Computer Science and Computer Engineering*; B.A., University of Minnesota, Morris, 1978; M.S. (Mathematics), M.S. (Computer Science), Ph.D., University of Oregon, 1981, 1984, 1989.

Kevin K. Boeh, 2008-, *Assistant Professor of Business*; B.A., Colorado College, 1990; M.B.A., University of California, Los Angeles, 1996; Ph.D., University of Western Ontario, 2008.

Kathlyn A. Breazeale, 2001-, *Associate Professor of Religion*; B.S., Northwestern State University, 1973; B.A., Centenary College, 1978; M.Div., Iliff School of Theology, 1988; Ph.D., Claremont Graduate School, 1996.

James Brock, 2008-, *Dean and Professor of Business*; B.A., University of California (Berkeley), 1966; M.B.A., San Francisco State University, 1969; Ph.D., Michigan State University, 1980.

Callista Brown, 1991-, *Associate Professor of English*; B.A., Mount Holyoke College, 1971; M.A., Butler University, 1982; Ph.D., Purdue University, 1991.

James L. Brown, 2005-, *Assistant Professor of Music*; B.M., Loyola University, 1992; M.M., The Julliard School, 1998; Mus.D., The State University of New York at Stony Brook, 2003.

Elizabeth E. Brusco, 1988-, *Professor of Anthropology*; B.A., Boston University, 1974; M.A., Hunter College, 1982; Ph.D., City University of New York, 1986.

Ronald S. Byrnes, 1998-, *Associate Professor of Instructional Development and Leadership*; BA, M.Ed, University of California, Los Angeles, 1984, 1985; Ph.D., University of Denver, 1993.

Faculty - C, D, and E

Thomas J. Campbell, 1984-, *Professor of English*; B.S., University of Oregon, 1968; M.A., Portland State University, 1976; Ph.D., University of Oregon, 1981.

John T. Carlson, 1975-, *Professor of Biology*; B.A., Carleton College, 1966; Ph.D., University of Minnesota, 1976.

E. Wayne Carp, 1986-, *Professor of History, Benson Family Chair in Business and Economic History*; B.A., M.A., Ph.D., University of California, Berkeley, 1972, 1973, 1981.

Mary Ann Carr, 1997-, *Clinical Associate Professor of Nursing*; B.S.N., University of Pennsylvania, 1971; M.S., University of Maryland, 1975; Ph.D., The Catholic University of America, 1995.

Adam Cathcart, 2007-, *Assistant Professor of History*; B.M., Case Western Reserve University, 1999; M.M., M.A., Ph.D., Ohio University, 2000, 2003, 2005.

Michelle Ceynar, 2001-, *Associate Professor of Psychology*; B.A., University of Northern Colorado, 1992; M.A., Ph.D., University of Montana, 1995, 1996.

Yen-Ling Chang, 2009-, *Assistant Professor of Business*; B.S., M.B.A., National Cheng Chi University, 1998, 2001; M.S., Iowa State University,

Ames, 2005; Ph.D., Candidate, University of Texas at Arlington, Expected 2009.

Maria Luisa Chavez-Pringle, 2006-, *Assistant Professor of Political Science*; B.A., California State University, 1992; M.A., California State University, 1995; Ph.D., Washington State University, 2002.

Kirsten M. Christensen, 2005-, *Associate Professor of German*; B.A., Arizona State University, 1984; M.A., Brigham Young University, 1991; Ph.D., University of Texas, 1998.

Teresa Ciabattari, 2007-, *Assistant Professor of Sociology*; B.S., Santa Clara University, 1994; M.A., Ph.D., University of Washington, 1997, 2001.

Jeffrey A. Clapp, 1999-, *Associate Professor of Theatre*; B.F.A., Pacific Lutheran University, 1990; M.F.A., Mankato State University, 1993.

Keith J. Cooper, 1984-, *Associate Professor of Philosophy*; B.A., Gordon College, 1976; M.T.S., Gordon-Conwell Theological Seminary, 1979; M.A., Ph.D., University of Wisconsin, Madison, 1981, 1988.

Glen Cornwall, 2006-, *Clinical Assistant Professor of Art*; B.F.A., Brigham Young University, 1976; M.A., University of New Mexico, 1986.

Suzanne J. Crawford O'Brien, 2003-, *Assistant Professor of Religion*; B.A., Willamette University, 1995; M.A., Vanderbilt University, 1997; Ph.D., University of California, Santa Barbara, 2002.

Jeannette David, 2008-, *Family Nurse Practitioner and Instructor*; B.S.N., Pacific Lutheran University, 1979; M.S.N., University of Washington, Seattle, 1994.

Peter B. Davis, 2008-, *Assistant Professor of Geosciences*; B.S., University of Wisconsin, 1998; M.S., University of Massachusetts, 2003; Ph.D., University of Minnesota, 2008.

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Candidate, University of California, Santa Barbara (Expected 2009).

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Bryan C. Dorner, 1980-, *Professor of Mathematics*; B.S. (Physics), B.S. (Mathematics), Oregon State University, 1966, 1969; M.S., Ph.D., University of Oregon, 1971, 1977.

Janet R. Dubois, 2003-, *Clinical Instructor of Nursing*; B.S.N., Valparaiso, 1986; M.N., University of Washington, 2003.

Susan Dwyer-Shick, 1984-, *Associate Professor of Political Science*; B.A., Western Michigan University, 1967; A.M., Ph.D., University of Pennsylvania, 1969, 1979; J.D., University of Puget Sound School of Law, 1986.

Shanmugalingam Easwaran, 2005-, *Assistant Professor of Computer Science and Computer Engineering*; B.S., University of Peradeniya, Sri Lanka; M.S., Ph.D., Clemson University, 1985, 1992.

Spencer Ebbinga, 2006-, *Assistant Professor of Art*; B.F.A., University of Kentucky, 1998; M.F.A., Arizona State University, 2006.

Thomas J. Edgar, 2009-, *Assistant Professor of Mathematics*; B.S., Dickinson College, 2002; M.S., Colorado State University, 2004; Ph.D., Candidate, University of Notre Dame, Expected 2009.

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Jacob J.D. Egge, 2007-, *Assistant Professor of Biology*; B.A., Luther College, 2001; Ph.D., University of Minnesota, 2007.

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Mary J. Ellard-Ivey, 1997-, *Associate Professor of Biology*; B.Sc., M.Sc., University College, Dublin, 1987, 1988; Ph.D., University of British Columbia, 1994.

Robert P. Ericksen, 1999-, *Professor of History and Kurt Mayer Professor of Holocaust Studies*; B.A., Pacific Lutheran University, 1967; M.A., State University of New York at Stony Brook, 1969; Ph.D., London School of Economics and Political Science, London University, 1980.

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Faculty - F and G

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Maria J. Ferrer-Lightner, 2001-, *Visiting Instructor of Spanish*; B.A., Pacific Lutheran University, 1997; M.A., University of Washington, 1999.

Karen C. Fieland, 2009-, *Assistant Professor of Social Work*; B.A., Seattle Pacific University, 1982; M.S., Indiana State University, 1989; M.S.W., Ph.D., University of Washington, Seattle, 2002, 2008.

Antonios Finitsis, 2006-, *Assistant Professor of Religion*; B.A., National and Capodistrian University of Athens, 1996; M.A., Ph.D., University of Chicago, 1998, 2007.

Andrew Finstuen, 2007-, *Visiting Assistant Professor of Religion*; B.A., Pacific Lutheran University, 1999; M.A., Ph.D., Boston College, 2002, 2006.

Duncan Foley, 1986-, *Professor of Geosciences*; B.A., Antioch College, 1971; M.S., Ph.D., The Ohio State University, 1973, 1978.

Michele L. Folsom, 2002-, *Clinical Instructor in Computer Science and Computer Engineering*; B.S., M.A., Pacific Lutheran University, 1988, 2002.

Brenda Frank, 2006-, *Clinical Instructor of Nursing and Laboratory Coordinator*; B.S.N., University of Texas, 1990; M.S.N., Pacific Lutheran University, 2008.

Melissa Franke, 2006-, *Instructor of Communication, Director of Forensics*; B.A., Willamette University, 1996; M.A., University of North Carolina, Chapel Hill, 2003; Ph.D. Candidate, University of Southern California (Expected 2007).

Annal M. Frenz, 2006-07; 2008-, *Visiting Instructor of Religion*; B.S., Portland State University, 1980; M.A., The University of Chicago, 1997; Ph.D., Candidate, The University of Chicago, Expected 2009.

Craig B. Fryhle, 1986-, *Professor of Chemistry*; B.A., Gettysburg College, 1979; Ph.D., Brown University, 1985.



Brian Galante, 2008-, *Assistant Professor of Music*; B.M.E., M.M., Louisiana State University, 1997, 1999; D.M.A., University of North Texas, 2008.

Beatrice Geller, 1984-, *Associate Professor of Art*; B.F.A., New York University, 1974; M.F.A., Rochester Institute of Technology, 1979.

Bogomil E. Gerganov, 2006-, *Assistant Professor of Physics*; B.S., Sofia University (Sofia, Bulgaria), 1993; M.S., Cornell University, 1997; Ph.D., Cornell University, 2000.

Kent P. Gerlach, 1980-, *Professor of Instructional Development and Leadership*; B.S., University of Nebraska, 1967; M.A., University of South Dakota, 1972; Ed.D., University of Nevada, Las Vegas, 1980.

Linda K. Gibson, 1989-, *Associate Professor of Business*; B.A., Texas Christian University, 1967; M.A., Ph.D., University of Missouri, 1985, 1989.

Gina C. Gillie, 2008-, *Assistant Professor of Music*; B.M., Pacific Lutheran University, 2004; M.M., D.M.A. Candidate, University of Wisconsin, 2006, Expected 2009.

Christina Graham, 2006-, *Visiting Assistant Professor of Psychology*; B.S., Pacific Lutheran University, 1999; M.A., Ph.D., Arizona State University, 2002, 2005.

Jon E. Grahe, 2005-, *Associate Professor of Psychology*; B.A., Shippensburg University, 1992; M.A., Ph.D., University of Toledo, 2000, 2004.

William G. Greenwood, 1981-, *Professor of Physics*; B.S., University of Washington, 1972; M.S., Ph.D., Oregon State University, 1974, 1978.

Joanna Gregson, 1998-, *Associate Professor of Sociology*; B.A., Western Washington University, 1993; Ph.D., University of Colorado, 1998.

Peter C. Grosvenor, 1996-, *Associate Professor of Political Science*; B.A., University of Wales, 1983; M.Sc., Ph.D., London School of Economics, 1985, 1996.

Faculty - H, I and J

Rosemarie C. Haberle, 2009-, *Assistant Professor of Biology*; B.A., Skidmore College, 1975; M.L.S., University of Arizona, Tucson, 1984; B.S., M.S., Northern Arizona University, Flagstaff, 1993, 1998; Ph.D., University of Texas at Arlington, 2006.

Colleen M. Hacker, 1979-, *Professor of Movement Studies and Wellness Education*; B.S., Lock Haven State College, 1978; M.S., University of Arizona, 1979; Ph.D., University of Oregon, 1992.

John S. Hallam, 1990-, *Acting Dean, School of Arts and Communication, Associate Professor of Art*; B.A., Seattle University, 1970; M.A., Ph.D., University of Washington, 1974, 1980.

Michael Halvorson, 2003-, *Associate Professor of History*; B.A., Pacific Lutheran University, 1985; M.A., Ph.D., University of Washington, 1996, 2001.

Gina L. Hames, 1997-, *Assistant Professor of History*; B.A., M.A., Eastern Washington University, 1986, 1989; M.A., Ph.D., Carnegie Mellon University, 1992, 1996.

Christine L. Hansvick, 1979-, *Professor of Psychology*; B.A., Southwest State University, 1971; M.A., Ph.D., University of Windsor, 1975, 1977.

Susan Harmon, 2006-, *Associate Professor of Business*; B.S., University of Alabama, M.A., Ph.D., 1980, 1991, 1998.

Diane M. Harney, 1992-, *Associate Professor of Communication*; B.S., Indiana University, 1984; M.S., Florida State University, 1987; Ph.D., Purdue University, 1992.

Judy K. Hassen, 2006-, *Clinical Assistant Professor; Instructional Development and Leadership*; B.A., M.Ed., Central Washington University, 1973, 1980.

George Hauser, Jr., 1987-, *Associate Professor of Computer Science and Computer Engineering*; B.S. (Physics), B.S. (Computer Science), Washington State University, 1971, 1972; M.S., University of Oregon, 1980; Ph.D., University of Rochester, 1988.

Katrina Hay, 2008-, *Assistant Professor of Physics*; B.S., Linfield College, 2002; Ph.D., Oregon State University, 2008.

Daniel J. Heath, 2002-, *Associate Professor of Mathematics*; B.A., St. Olaf College, 1987; M.A., Ph.D., University of California, Davis, 1994.

Joseph Hickey-Tiernan, 2007-, *Visiting Instructor of Religion*; B.A., St. Mary's Seminary College, 1966; S.T.L., St. Mary's Seminary and University, 1968; S.T.L., The Catholic University of America, 1971.

Michael R. Hillis, 1997-, *Co-Interim Dean, School of Education and Movement Studies, Associate Professor of Instructional Development and Leadership*; B.A.E., M.Ed. Western Washington University, 1986, 1991; Ph.D., University of Washington, 1994.

David R. Huelsbeck, 1989-, *Professor of Anthropology*; B.A., University of Wisconsin, Madison, 1974; M.A., Ph.D., Washington State University, 1980, 1983.

Lynn E. Hunnicutt, 2003-, *Associate Professor of Economics*; B.A., Oregon State University, 1984; M.S., Ph.D., University of Texas at Austin, 1995, 1997.

Brenda L. Ihssen, 2005-, *Visiting Assistant Professor of Religion*; B.A., Concordia University, 1990; M.Th., Pacific Lutheran Theological Seminary, 1995; Ph.D., University of St. Michael's College, 2004.

Edward S. Inch, *Professor of Communication*; B.A., Western Washington University, 1982; M.S., University of Oregon, 1984; Ph.D., University of Washington, 1992.

Audrey Jacks, 2007-, *Clinical Assistant Professor of Instructional Development and Leadership*; B.G.S., University of Maryland, 1989; M.A., University of Denver, 1994.

Sharon L. Jansen, 1980-, *Professor of English*; B.A., California Lutheran University, 1972; M.A., Ph.D., University of Washington, 1973, 1980.

Tomaz Jardim, 2009-, *Visiting Assistant Professor of History*; B.A., Trent University, 2000; M.A., Ph.D., Candidate, University of Toronto, 2001, Expected 2009.

Jennifer Jenkins, 2008-, *Assistant Professor of Languages and Literatures*; B.A., Miami University (Oxford, Ohio), 1996; M.A., University of Wisconsin, 1997, 2001; Ph.D. Candidate, University of Wisconsin, Expected 2008.

Mark K. Jensen, 1989-, *Associate Professor of French*; B.A., Princeton University, 1974; M.A., Ph.D., University of California, Berkeley, 1983, 1989.

Gregory S. Johnson, 1999-, *Associate Professor of Philosophy*; B.A., Carson-Newman College, 1986; M.Div., M.Th., Southern Seminary, 1991, 1994; Ph.D., University of Oregon, 1999.

Neal Johnson, 2004-, *Visiting Assistant Professor of Economics*; B.S., University of California, 1982; M.S., Oregon State University, 1987; Ph.D., University of Washington, 1993.

David L. Joyner, 2000-, *Professor of Music*; B.M., University of Memphis, 1978; M.M., University of Cincinnati, 1980; Ph.D., University of Memphis, 1986.



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Rona D. Kaufman, 2002-, *Associate Professor of English*; B.A., Penn State University, 1992; M.A., University of Maine, 1994; Ph.D., University of Michigan, 2002.

Pauline M. Kaurin, 1997-, *Assistant Professor of Philosophy*; B.A., Concordia College, Moorhead, 1991; M.A., University of Manitoba, 1993; Ph.D., Temple University, 1997.

Ann Kelleher, 1981-, *Professor of Political Science*; B.A., Hope College, 1964; M.A., Northeastern University, 1966; Ph.D., University of Denver, 1973.

JoDee G. Keller, 1989-, *Associate Professor of Social Work*; B.A., Hope College, 1974; A.M., University of Chicago, 1976; Ph.D., University of Illinois, Chicago, 1987.

Patricia O'Connell Killen, 1989-, *Provost and Dean of Graduate Studies, Professor of Religion*; B.A., Gonzaga University, 1974; M.A., Ph.D., Stanford University, 1976, 1987.

Maria T. Kilpatrick, 2008-, *Visiting Assistant Professor of Spanish*; B.A., M.A., University of Seville (Spain), 1980, 1983; M.A., Ph.D., University of North Carolina, 1986, 1994.

Laura F. Klein, 1979-, *Professor of Anthropology*; B.A., M.A., Ph.D., New York University, 1968, 1970, 1975.

Richard Knuth, 2008-, *Associate Professor of Instructional Development and Leadership*; B.A., M.E., Ph.D., University of Washington, 1975, 1982, 1983.

Beth M. Kraig, 1989-, *Professor of History*; B.A., San Francisco State University, 1979; M.A., Western Washington University, 1981; AM, University of Chicago, 1984; Ph.D., University of Washington, 1987.

Faculty - L, M, and N

Donald E. Lacky, 2005-, *Visiting Assistant Professor of Mathematics*; B.S., University of Washington, 1968; Ph.D., Washington State University, 1975.

Arthur M. Land, 2002-, *Visiting Clinical Instructor of Communication*; B.A., M.A., University of Georgia, 1982, 1993.

Francesca R. Lane Rasmus, 1998-, *Associate Professor, /Senior Director of Library and Information Services*; B.A., Macalester College, 1985; M.LIS., Dominican University, 1994.

Neva Laurie-Berry, 2008-, *Assistant Professor of Biology*; B.A., Illinois Wesleyan University, 2000; Ph.D., Washington University, 2007.

Chung-Shing Lee, 1998-, *Associate Professor of Business*; B.A., National Taiwan University, 1980; M.A., University of Maryland, 1985; D.Sc., The George Washington University, 1997.

John Y. Lee, 2007-, *Professor of Instructional Development and Leadership*; B.A., Ph.D., University of Illinois, Chicago, 1987, 1994.

Paula H. Leitz, 1989-1990, 1994-, *Associate Professor of Instructional Development and Leadership*; B.S., University of California, Davis, 1971; M.A., California State University, Sacramento, 1976; Ph.D., University of Washington, 1988.

Anna Y. Leon-Guerrero, 1993-, *Professor of Sociology*; B.A., Pacific University, 1983; M.A., Ph.D., University of California, Los Angeles, 1988, 1993.

Jerrold Lerum, 1973-, *Professor of Biology*; B.A., Luther College, 1963; M.S., University of Wisconsin, Madison, 1965; Ph.D., Northwestern University, 1973.

Matthew Levy, 2007-, *Assistant Professor of English*; B.A., Guilford College, 1993; M.A., Ph.D., University of Texas, Arlington, 1997, 2005.

Jan P. Lewis, 1989-, *Associate Provost for Curriculum; Professor of Instructional Development and Leadership*; B.A., Oregon State University, 1976; M.A.T., Lewis and Clark College, 1979; Ph.D., University of Oregon, 1989.

Jingzhen Li, 2002-, *Visiting Instructor of Chinese*; B.A., Beijing Normal University, 1967; M.A., The Institute of Chinese Classics, 1989.

Joanne M. Lisosky, 1995-, *Associate Professor of Communication*; B.A., University of Nevada, Reno, 1985; M.A., Southwest Missouri State University, 1993; Ph.D., University of Washington, 1997.

Rhonda S. Lizzi, 2005-, *Clinical Instructor of Nursing*; B.S.N., M.S.N., Loma Linda University, 1974; 1979.

Henry Loughman, 2006-, *Clinical Instructor of Theatre*; B.A., M.F.A. Candidate, San Diego State University, 1992; 1997.

Richard N. Louie, 1997-, *Associate Professor of Physics*; A.B., Harvard College, 1990; M.S., Ph.D., Cornell University, 1993, 1997.

Kate Luther, 2008-, *Assistant Professor of Sociology*; B.A., Pacific Lutheran University, 2002; M.A., Ph.D., University of California (Riverside), 2004, 2008.

Zachary Lyman, 2006-, *Assistant Professor of Music*; B.M., The College of Wooster, 1997; M.M., The New England Conservatory, 1999; D.M.A., University of Iowa, 2007.

Justin C. Lytle, 2008-, *Assistant Professor of Chemistry*; B.A., Wittenberg University, 2000; Ph.D., University of Minnesota, 2005.

Diane B. MacDonald, 1987-, *Associate Professor of Business*; B.A., M.B.A., Loyola University, Chicago, 1970, 1974; J.D., John Marshall Law School, 1980.

Matthew D. Madden, 2009-, *Assistant Professor of Movement Studies and Wellness Education*; B.S., M.S., California State University, Chico, 1999, 2006; Ph.D., Candidate, University of Northern Colorado, Expected 2009.

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Patsy L. Maloney, 1994-, *Professor of Nursing*; B.S.N., University of Maryland, 1974; M.A., M.S.N., Catholic University of America, 1984; Ed.D., University of Southern California, 1994.

Alison Mandaville, 2008-, *Visiting Assistant Professor of English*; B.A., University of California, 1987; M.F.A., Ph.D., University of Washington, 1997, 2002.

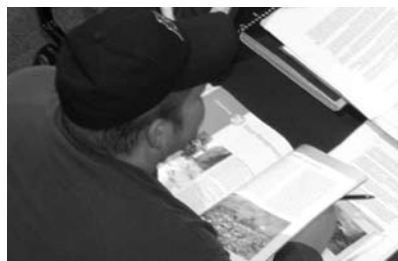
Paul Manfredi, 2001-, *Associate Professor of Chinese*; B.A., Long Island University, 1992; M.A., Ph.D., Indiana University, 1998, 2001.

Lisa Marcus, 1995-, *Associate Professor of English*; B.A., University of Wisconsin, Madison, 1986; M.A., Ph.D., Rutgers University, 1989, 1995.

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A. Paloma Martinez-Carbajo, 1999-, *Assistant Professor of Spanish*; Licenciatura, Universidad Complutense de Madrid, Spain, 1992; M.A., Ph.D., University of Washington, 1996, 2000.

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Faculty - O, P, and Q

- Douglas E. Oakman**, 1988-, *Dean, Division of Humanities and Professor of Religion*; B.A., University of Iowa, 1975; M.Div., Christ Seminary-Seminex, 1979; Ph.D., Graduate Theological Union, Berkeley, 1986.
- Kevin J. O'Brien**, 2006-, *Assistant Professor of Religion*; B.A., Earlham College, 1999; M.A., Union Theological Seminary, 2001; Ph.D., Emory University, 2006.
- D. W. Sid Olufs**, 1982-, *Professor of Political Science*; B.A., University of Washington, 1974; M.A., Ph.D., The Pennsylvania State University, 1976, 1979.
- Stephen J. Olson**, 2007-, *Vice President for Development and University Relations*; B.A., Concordia College, 1980; M.Div., Luther Northwestern Seminary, 1986.
- Carmiña Palerm**, 2005-, *Assistant Professor of Hispanic Studies*; B.A. University of California, 1993; M.A., Ph.D., Stanford University, 1994, 2001.
- Christina Pendrak**, 2007-, *Clinical Instructor of Nursing and Simulation Coordinator*; B.S., University of Wisconsin, 2001; B.S.N., M.S.N., Pacific Lutheran University, 2004, 2007.
- Norris A. Peterson**, 1981-, *Dean, Division of Social Sciences; Professor of Economics*; B.A., Pacific Lutheran University, 1975; Ph.D., University of Minnesota, 1981.
- Hannah L. Phelps**, 2007-, *Assistant Professor of Philosophy*; B.A., University of the South, Sewanee; M.A., Ph.D. Candidate, University of Virginia, 2005, Expected 2007.
- Kristin H. Plaehn**, 2005 -, *Registrar*; B.A., Texas Lutheran University, 1984; M.A., University of Denver, 1987.
- Laura J. Polcyn**, 1975-, *Associate Dean, Graduate Studies and Special Academic Programs*; B.B.A., M.B.A., Pacific Lutheran University, 1974, 1979; Ed.D., Seattle University, 1986.
- Donna Poppe**, 1998-99, 2000-, *Assistant Professor of Music*; B.A., University of Northern Colorado, 1974; M.Ed., Seattle Pacific University, 1990.
- Edwin C. Powell**, 2005-, *Associate Professor of Music*; B.S., University of the Pacific, 1987; M.A., University of Cincinnati, 1995; Ph.D., University of North Texas College of Music, 2002.
- Catherine Pratt**, 1983-, *Associate Dean and Assistant Professor of Business*; B.A., Brigham Young University, 1983; M.A., Pacific Lutheran University, 1993; Ed.D., Seattle University, 2001.
- James R. Predmore**, 1977-, *Associate Professor of Spanish*; B.A., Swarthmore College, 1967; M.A., Middlebury College, 1969; Ph.D., University of Washington, 1977.
- Carol A. Ptak**, 2005-, *Visiting Professor of Business/Distinguished Executive in Residence*; B.A., State University of New York, 1978; M.B.A., Rochester Institute of Technology, 1988.
- Karen M. Quek**, 2009-, *Assistant Professor of Marriage and Family Therapy*; M.A., Biola University, 1990; M.S., California State University, 1993; Ph.D., Loma Linda University, 2004.

Faculty - R, S, T

- Mark A. Reiman**, 1988-, *Associate Professor of Economics*; B.A., Pacific Lutheran University, 1979; Ph.D., University of Washington, 1988.
- Leon E. Reisberg**, 1981-, *Professor of Instructional Development and Leadership; Jolita Hylland Benson Chair in Elementary Education*; B.S. Ed., University of Texas, 1971; M.Ed., University of Arkansas, 1972; Ed.D., University of Kansas, 1981.
- Stacia Rink**, 2008-, *Visiting Assistant Professor of Chemistry*; B.S., University of Puget Sound, 1985; Ph.D., University of Washington, 1994.
- David P. Robbins**, 1969-, *Professor of Music*; B.M., M.M., University of Michigan, 1968, 1969.
- Steven Roberts**, 2005-, *Clinical Instructor of Nursing*; B.S., University of Utah, 1981; M.S.N., Seattle Pacific University, 2005.
- Solveig C. Robinson**, 2001-, *Associate Professor of English*; B.A., Gustavus Adolphus College, 1983; M.A., Ph.D., University of Chicago, 1987, 1994.
- Svend John Ronning**, 1999-, *Associate Professor of Music*; B.M., Pacific Lutheran University, 1989; M.M., M.M.A., D.M.A., Yale University, 1991, 1993, 1997.
- Patricia E. Roundy**, 1986-, *Dean for Student Academic Success, Director of Academic Advising*; B.A., Bucknell University, 1972; M.A., Ph.D., University of Pittsburgh, 1974, 1979.
- Clifford G. Rowe**, 1980-, *Professor of Communication*; B.A., Pacific University, 1958; M.S.J., Northwestern University, 1963.
- Dana E. Rush**, 2003-, *Clinical Instructor of Physics*; B.S., University of Puget Sound, 1974.
- Kathleen Z. Russell**, 1999-, *Assistant Professor of Social Work*; B.A., Lock Haven University, 1974; M.S.W., Ph.D., University of North Carolina, Chapel Hill, 1979, 1983.
- Jane Ryan**, 2008-, *Visiting Assistant Professor of Marriage and Family Therapy*; B.A., Seton Hall University, 1985; M.A., Pacific Lutheran University, 1998.
- Ruth Schaffler**, 1992-, *Assistant Professor of Nursing*; B.S.N., M.S.N., Pacific Lutheran University, 1963, 1993; M.A., Ball State University, 1984; Ph.D., University of San Diego, 2005.
- Mindy L. Graf Schaffner**, 2006-, *Assistant Professor*; B.S.N., University of Illinois College of Nursing, 1976; M.S.N., Kent State University, 1983; Ph.D. University of Washington. 2008.
- Carolyn W. Schultz**, 1974-79, 1982-, *Professor of Nursing*; B.S.N, University of Illinois, 1968; M.A., Pacific Lutheran University, 1974; Ed.D., Seattle University, 1982.

- Laurence Schumann, 2007-**, *Visiting Instructor of French*; Licence ès Lettres Université Catholique de l'Ouest (Angers, France), 1977; M.A., University of Maryland, 1994.
- David O. Seal, 1977-**, *Professor of English*; B.A., St. Olaf College, 1968; A.M., Ph.D., University of Chicago, 1969, 1977.
- Holly Senn, 2008-**, *Visiting Assistant Professor of Library*; B.A., Mills College, 1985; M.LIS., University of California, 1992.
- Jason K. Shrader, 2009-**, *Professor of Military Science*; B.S., United States Military Academy, 1991; M.S., University of Missouri, 1996.
- Wendelyn J. Shore, 1999-**, *Associate Professor of Psychology*; B.A., Coe College, 1986; M.S., Ph.D., University of Oklahoma, 1988, 1991.
- Sharon Shull, 2007-**, *Clinical Instructor of Nursing*; B.S.N., University of Portland, 1980; M.S.N., Pacific Lutheran University, 2007.
- Amy Siegesmund, 2007-**, *Assistant Professor of Biology*; B.A., Alverno College, 1996; Ph.D., Washington State University, 2003.
- Ksenija Simic-Muller, 2008-**, *Assistant Professor of Mathematics*; B.S., University of Belgrade, 1997; M.S., Ph.D., Carnegie Mellon University, 2000, 2004.
- Merlin Simpson, 1997-**, *Associate Professor of Business*; B.S., University of San Francisco, 1964; M.B.A., Pacific Lutheran University, 1967; D.B.A., Golden Gate University, 1995.
- Jason E. Skipper, 2005-**, *Assistant Professor of English*; B.A., University of North Texas, 1999; M.A., Miami University at Oxford, Ohio, 2001; Ph.D., Western Michigan University, 2005.
- Jessica K. Sklar, 2001-**, *Associate Professor of Mathematics*; B.A., Swarthmore College, 1995; M.S., Ph.D., University of Oregon, 1997, 2001.
- Jennifer A. Smith, 2007-**, *Visiting Assistant Professor of English*; B.A., Franklin College, 1998; M.A., Miami University, 2001; Ph.D., Western Michigan University, 2006.
- Julie Smith, 2006-**, *Assistant Professor of Biology*; B.A., Saint Ambrose University, 1994; M.S., Ph.D., New Mexico State University, 1997, 2005.
- Matthew J. Smith, 2001-**, *Associate Professor of Biology*; B.S., Humboldt State University, 1990; Ph.D., University of Connecticut, 1997.
- Rochelle E. Snee, 1981-**, *Associate Professor of Classics*; B.A., University of Maryland, 1969; M.A., Ph.D., University of Washington, 1972, 1981.
- Neal W. Sobania, 2005-**, *Executive Director of the Wang Center, Professor of History*; B.A., Hope College, 1968; M.A., Ohio University, 1973; Ph.D., University of London, 1980.
- Richard J. Spillman, 1981-**, *Professor of Computer Science and Computer Engineering*; B.A., Western Washington University, 1971; M.A., University of Utah, 1975; Ph.D., Utah State University, 1978.
- Priscilla Anne St. Clair, 2001-**, *Associate Professor of Economics*; B.A., Wake Forest University, 1988; Ph.D., University of Washington, 1995.
- Steven P. Starkovich, 1994-95, 1996-**, *Acting Provost and Dean of Graduate Studies; Associate Professor of Physics*; B.A., Oregon State University, 1976; M.S., University of Oregon, 1985; Ph.D., University of Victoria, 1992.
- Michael Stasinis, 2005-**, *Assistant Professor of Art*; B.S. Southern Utah University, 1991; M.F.A., New York Academy of Art, 1996.
- Troy A. Storfjell, 2005-**, *Associate Professor of Norwegian and Scandinavian Studies*; B.A., Andrews University, 1989; M.A., Ph.D., University of Wisconsin, 1995, 2001.
- Arthur C. Strum, 2009-**, *Visiting Assistant Professor of German; Interim Director of Language Resource Center*; B.A., Stanford University, 1988; M.A., Ph.D., Cornell University, 1991, 1997.
- Jeffrey L. Stuart, 2001-**, *Professor of Mathematics*; B.A., Pomona College, 1980; M.A., Ph.D., University of Wisconsin, Madison, 1981, 1986.
- Brian Swart, 2009-**, *Visiting Assistant Professor of Economics*; B.A., University of Wisconsin, Madison; M.A., Ph.D. Candidate, Indiana University, Bloomington, 2005, Expected 2009.
- Sara J. Swett, 1999-**, *Clinical Instructor of Nursing*; B.S.N., Pacific Lutheran University, 1998; M.S.N., Pacific Lutheran University, 2003.
- Marianne G. Taylor, 2005-**, *Associate Professor of Psychology*; A.B., Smith College, 1986; Ph.D., University of Michigan, 1993.
- Paul Tegels, 2002-**, *Associate Professor of Music - University Organist; Organ Pedagogy Diploma, Organ Performance Diploma, Stedelijk Conservatorium, The Netherlands, 1980, 1982; M.M., New England Conservatory, 1984; M.A., D.M.A., University of Iowa, 1994, 1997.*
- Barbara Temple-Thurston, 1990-**, *Professor of English*; B.A., University of Witwatersrand, Johannesburg, 1971; M.S.Ed., Ph.D., Southern Illinois University, 1979, 1985.
- William R. Teska, 2000-**, *Professor of Biology*; B.S., University of Idaho, 1972; M.S., Ph.D., Michigan State University, 1974, 1978.
- Vidya Thirumurthy, 2005-**, *Associate Professor of Instructional Development and Leadership*; B.A., Stella Maris College, University of Madras, India, 1971; Bed Annamalai University, India, 1983; M.Ed., Ph.D., State University of New York, 1994, 2003.
- Steven K. Thomson, 2007-**, *Assistant Professor of Anthropology*; B.A., Beloit College, 1993; M.A., Ph.D., Boston University, 1998, 2006.

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Laurie Turner, 2005-, *Director of Athletics*; B.S., M.S., Washington State University, 1979, 1981.

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Dean A. Waldow, 1992-, *Professor of Chemistry*; B.A., Augustana College, Sioux Falls, 1984; Ph.D., University of Wisconsin, Madison, 1989.

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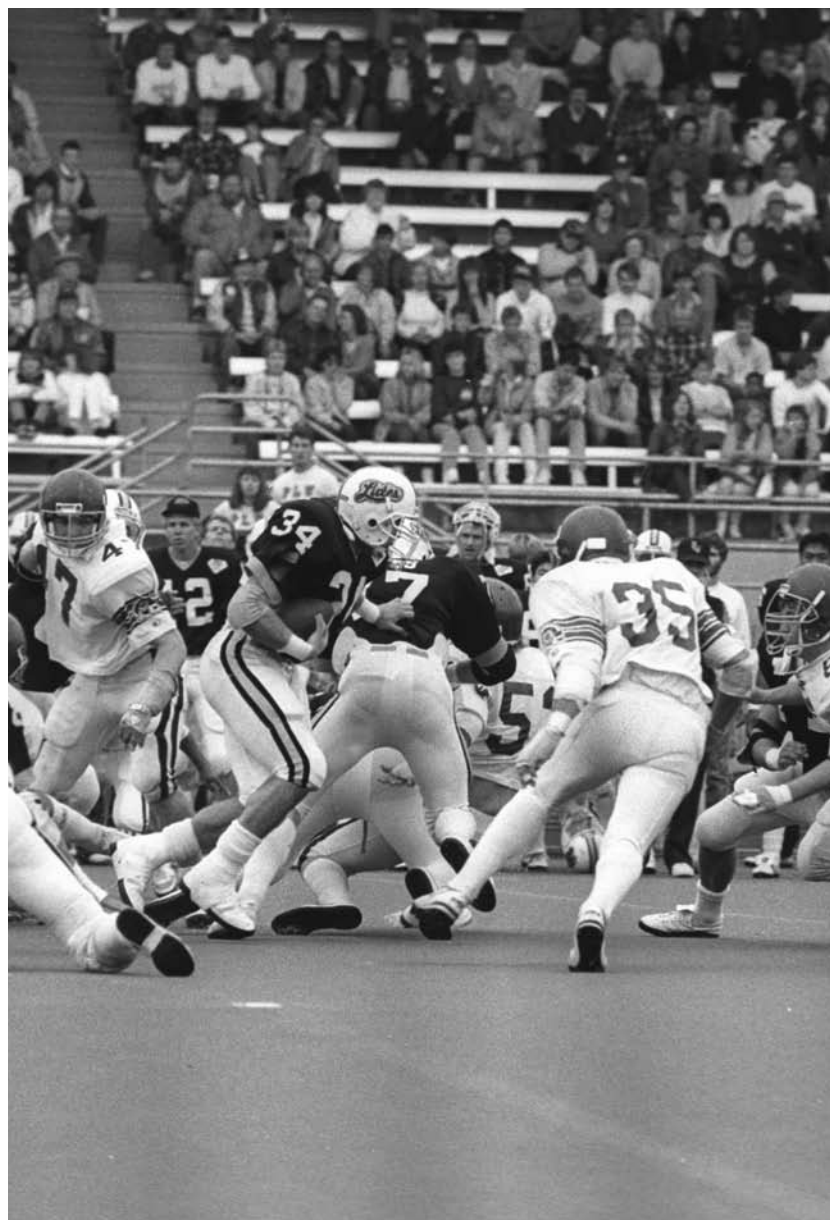
Gregory L. Youtz, 1984-, Professor of Music; B.A., B.M., University of Washington, 1980; M.M., D.M.A., University of Michigan, 1982, 1986.

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Mei Zhu, 1998-, Associate Professor of Mathematics; B.S., Tsinghua University, Beijing, 1985; M.S., Chinese Academia Sinica, Beijing, 1988; M.S., Ph.D., University of Washington, 1990, 1994.



Honorary Faculty

Nancy J. Connor, 1995-, *Campus Pastor*; B.S.E., Minot State College, 1976; M.Div., Trinity Lutheran Seminary, 1980.

Dennis G. Sepper, 1995-, *Campus Pastor*; B.A., University of Michigan, 1976; M.Div., Trinity Lutheran Seminary, 1980.

Administrative Faculty Associates

C. Mark Anderson, 2002-, *Director of Counseling Center*; B.A., M.A., Pacific Lutheran University, 1971, 1976; Ph.D., University of Washington, 1983.

Leslie J. Foley, 2001-, *Director of Academic Assistance Center*; B.A., Pacific Lutheran University, 1988; M.A.T., University of Puget Sound, 1991.

David Gunovich, 1983-, *Development Director; Major Gifts/Annual Fund*; B.A.E., M.A., Pacific Lutheran University, 1982, 1995.

Lauralee Hagen, 1978-, *Executive Director of Constituent Relations*; B.A.E., M.A.E., Pacific Lutheran University, 1975, 1978.

Maxine Herbert-Hill, 2001-, *Director; Academic Internships/Cooperative Education*; B.S., Washington State University, 1970; M.Ed., Seattle University, 1990.

Thomas A. Huelsbeck, 1990-, *Assistant Dean of Campus Life, Director of Residential Life and Residential Operations*; B.S., University of Wisconsin, 1987; M.S., Bowling Green State University, 1990.

Kirk Isakson, 1977-, *Director of Multimedia Services*; B.A., Washington State University, 1974.

Joanne Ito, 2001-, *Psychologist, Counseling Center*; B.E.S. (Bachelor of Elected Studies), University of Minnesota, Minneapolis, 1977; Ph.D., Clinical Psychology, University of Washington, Seattle, 1986.

Eva R. Johnson, 2000-, *Director; Student Involvement and Leadership*; B.A.E., Pacific Lutheran University, 1990; M.Ed., University of Washington, 1997.

David Kohler, 2002-, *Director, Facilities Management*; AA, Lehigh County Community College, 1971; B.S.E.E., University of Texas, Arlington, 1985.

Layne E. Nordgren, 1979-, *Director, Institutional Technologies*; B.S., Pacific Lutheran University, 1976; M.S., University of Southern California, 1979.

Jennifer Olsen-Krengel, *Director of Admission*; B.A., St. Olaf College, 1994.

Teri P. Phillips, 1999-, *Director of Human Resources*; B.A., Michigan State University, 1985.

Robert Riley, 1998-, *Associate Vice President for Finance & Controller*; B.S., B.A., Pittsburg State University, 1978.

Kerstin Ringdahl, 1965-, *Curator of Special Library Collections, Archivist*; B.A., Pacific Lutheran University, 1982; Certificate, Records Management and Information Systems, University of Washington, 1990.

Chris D. Sanders, 1981-, *Director of Administrative Information Systems*; B.B.A., Pacific Lutheran University, 1977.

Kay W. Soltis, 1984-, *Director of Financial Aid*; B.S.E., Southern Illinois University, Carbondale, 1988.

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Susan Young, 1987-, *Director; Scandinavian Culture Center*; B.A., M.A., Pacific Lutheran University, 1992, 1998.

Emeriti Retirement

Seiichi Adachi, 1967-1999, *Psychology*
Harry S. Adams, 1947-1993, *Physics*
Barbara Ahna, 1987-2002, *Business*
Charles D. Anderson, 1959-1991, *Chemistry*

Stephen E. Barndt, 1978-2000, *Business*
Kenneth E. Batker, 1966-1999, *Mathematics*

Myra Baughman, *Instructional Development and Leadership*
William Becvar, 1973-2003, 2003-2008, *Communication and Theater*

Luther W. Bekemeier, 1976-1992, *Vice President for Development*

Paul F. Benton, 1969-2002, *English*
Arturo Biblarz, 1977-2005, *Sociology*

R. Michael Brown, 1982-2008, *Psychology*

Christopher R. Browning, 1974-1999, *History*

Stanley L. Brue, 1971-2009, *Economics*

Judith W. Carr, 1979-2002, *Special Academic Programs and Summer Studies*

Gary A. Chase, 1970-2000, *Physical Education*

Kenneth E. Christopherson, 1958-1991, *Religion*

Marie Churney, 1974-1998, *Education*

David P. Dahl, 1969-2000, *Music*

Michael B. Dollinger, 1981-1998, *Mathematics*

Larry A. Edison, 1982-1998, *Computer Science*

Luella V. Edwards, 1973-1994, *Nursing*

Bruce W. Finnie, 1989-2009, *Business*

M. Josephine Fletcher, 1963-1991, *Education*

Mira J. Frohnmayer, 1980-2005, *Music*

Arthur Gee, 1968-2003, *Biology*

Ralph D. Gehrke, 1975-1990, *Religion*

William P. Giddings, 1962-1996, *Chemistry*

Gordon O. Gilbertson, 1954-1984, *Music*

William H. Gilbertson, 1968-1991, *Social Work*

Virginia K. Gilmore, 1988-1998, *Library*

Fern A. Gough, 1971-1995, *Nursing*

Helmi Hahler, 1985-1998, *Education*

Marlis M. Hanson, 1971-1991, *Education*

Vernon R. Hanson, 1970-1999, *Social Work*

John O. Herzog, 1967-1998, *Mathematics*

Laurence D. Huestis, 1961-1999, *Chemistry*

Paul Ingram, 1975-2005, 2005-2008, *Religion*

JoAnn S. Jensen, 1967-1999, *Biology*

Robert J. Jensen, 1968-2004, *Economics*

Lucille M. Johnson, 1953-1989, *English*

Gundar J. King, 1960-1991, *Business*

Calvin H. Knapp, 1959-2000, Music
Jerry Kracht, 1967-1968, 1969-2000, Music
Maria Luisa R. Lacabe, 1992-2004, Spanish
Jerome P. LeJeune, 1972-2001, Psychology
Earl W. Lovelace, 1998-2005, English
Marilyn A. Levinsohn, 1992-2000, Nursing
Brian E. Lowes, 1968-2009, Geosciences
Lyman T. Lundeen, 1988-1989, 1990-1998, Religion
Gene C. Lundgaard, 1958-1991, Physical Education
Cynthia Mahoney, 1981-1994, Nursing
Arthur D. Martinson, 1966-1999, History
Marjorie I. Mathers, 1964-1966, 1968-1997, Education
Louette L. McGraw, 1995-2005, 2005-2008, Education
David E. McNabb, 1979-1997, Business
Marlen F. Miller, 1970-1995, Economics
Gary L. Minetti, 1970-2004, Education, Director, Counseling and Testing Center
Richard D. Moe, 1965-1998, Education
Gunnulf Myrbo, 1970-1993, Philosophy
Martin J. Neeb, 1981-2006, KPLU-FM
Burton L. Nessel, 1967-1998, Chemistry
Jon J. Nordby, 1977-2001, Philosophy
Eric Nordholm, 1955-1991, Communication and Theatre
Phillip A. Nordquist, 1963-2005, History
W. Dwight Oberholtzer, 1969-1995, Sociology
Sara A. Officer, 1967-1998, Physical Education
David M. Olson, 1968-1996, Physical Education
Franklin C. Olson, 1971-1998, Education
Linda N. Olson, 1967-2001, Nursing
William E. Parker, 1970-2000, Theatre
Cleo M. Pass, 1990-2000, Nursing
Barbara Poulshock, 1976-1997, Music
Suzanne Rahn, 1981-2008, English
Lois F. Rhoades, 1980-1991, Nursing
Karl R. Rickabaugh, 1975-1998, Education
Moshe Rosenfeld, 1986-2000, Computer Science
Eldon L. Schafer, 1974-1991, Business Social Work
F. T. Sepic, 1979-2004, Business
S. Erving Severtson, 1966-1983, 1986-1999, Psychology

Christopher Spicer, 1978-2003, Dean, School of the Arts, Communication
Joan D. Stiggelbout, 1973-1991, Nursing
Robert L. Stivers, 1973-2009, Religion
Cheryl Storm, 1985 - 2007, Marriage and Family Therapy
Doris G. Stucke, 1967-1983, Nursing
Rodney N. Swenson, 1968-2000, German
Kwong-Tin Tang, 1967-2008, Physics
Fred L. Tobiason, 1966-1991, 2003-2006, Chemistry
Walter Tomsic, 1970-2004, Art
Audun T. Toven, 1967-2005, Norwegian
Ann K. Tremaine, 1972-1991, Music
Joseph W. Upton II, 1988-1996, Engineering
Paul M. Webster, 1969-2001, German
Donald Wentworth, 1972-2002, 2002-2008, Economics
Forrest Westering, 1972-2004, Physical Education
William F. Yager, 1987-2004, Business
David Yagow, Provost Office (phased to 2008)
Yukie Yumibe, 1980-1992, Nursing
Chang-Li Yiu, 1973-2005, Mathematics and Physics
Dwight J. Zulauf, 1949-1953, 1959-1985, 1990-1998, Business

Phased Retirement

Shirley Aikin, Nursing (phased to 2011)
D. Stuart Bancroft, Business, (phased to 2011)
James E. Brink, Computer Science and Computer Engineering (phased to 2012)
Roberta S. Brown, French (phased to 2014)
Dennis L. Cox, Art (phased to 2011)
Michele Crayton, Biology (phased to 2018)
Celine Dorner, Mathematics (phased to 2013)
Audrey Eyler, English (phased to 2012)
Kathleen Farner, Music (phased to 2013)
Richard A. Farner, Music (phased to 2012)
Kate Grieshaber, Music (phased to 2011)
Gregory Guildin, Anthropology (phased to 2018)
Larry P. Hegstad, Business (phased to 2010)
David L. Hoffman Music (phased to 2011)

Paul E. Hoseth, Movement and Wellness Education (phased to 2010)
Richard J. Jobst, Sociology (phased to 2011)
Richard P. Jones, English (phased to 2011)
David T. Keyes, Art (phased to 2011)
John Main, Biology (phased to 2013)
Katherine M. McDade, Sociology (phased to 2011)
Richard McGinnis, Biology (phased to 2010)
Dennis J. Martin, Biology (phased to 2011)
Paul Menzel, Philosophy (phased to 2012)
N. Christian Meyer, Mathematics (phased to 2014)
Robert L. Mulder, Instructional Development and Leadership (phased to 2010)
Judith Ramaglia, Business (phased to 2013)
Wallace H. Spencer, Political Sciences (phased 2010)
Duane Swank, Chemistry (phased to 2011)
Steven D. Thrasher, Business (phased to 2010)

Visiting International Scholars

Information on current visiting scholars can be found on the website of The Wang Center for International Programs.

Information on faculty who teach on PLU Featured Programs in China, Mexico, Norway, and Trinidad & Tobago can be found on the website of The Wang Center for International Programs.

Part-Time Faculty

Current part-time faculty information may be found in the Office of the Provost or in Human Resources.



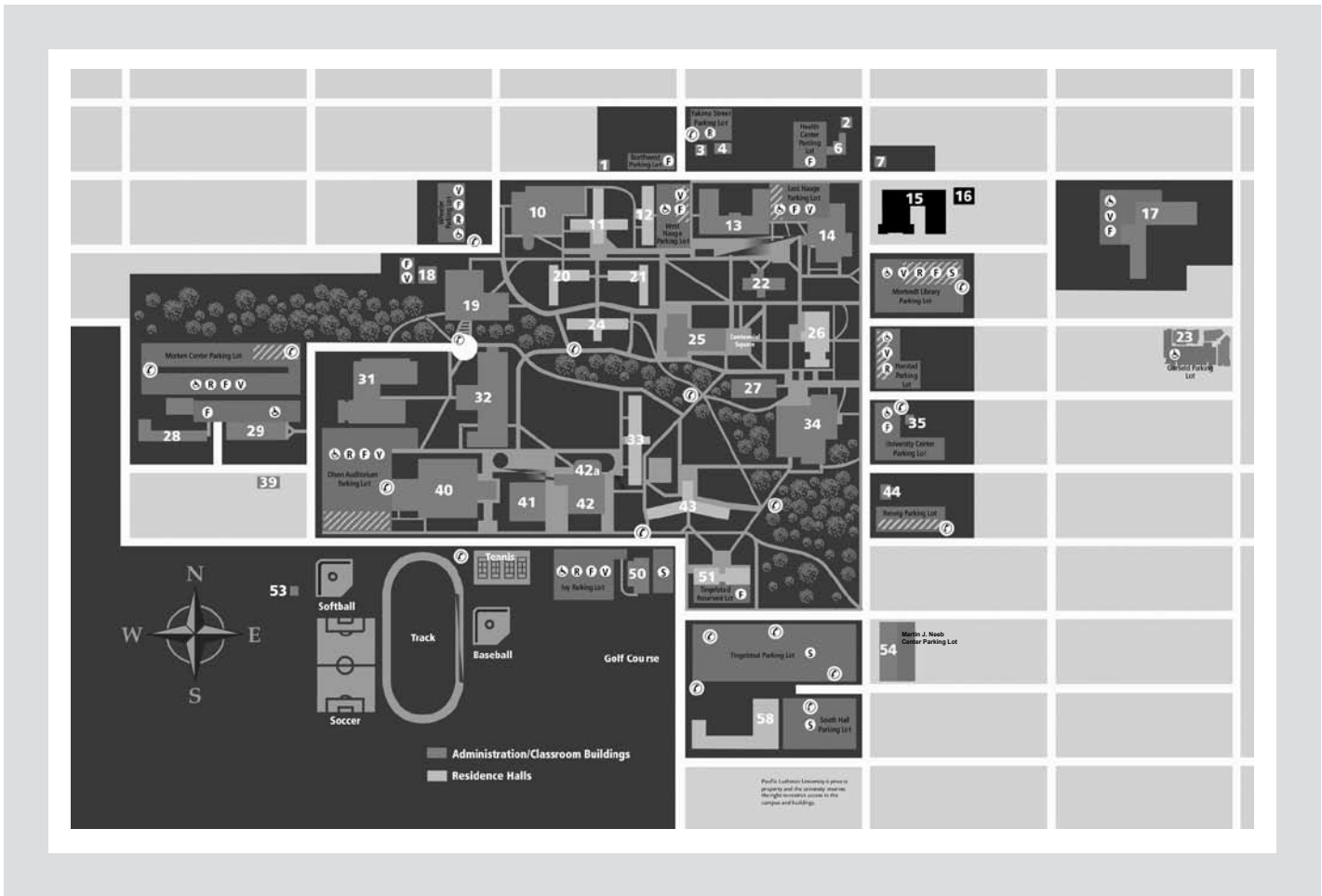


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Parking Legend

- ♿..... Accessible Parking
- V..... Visitor Parking by Permit
- R..... Reserved Student Parking
- F..... Reserved Faculty/Admin./Staff Parking
- S..... Special Permit Parking
- ☞..... Visitor/Public Parking by Permit
- ☎..... Emergency Phones

Visitor parking by permit only. All visitors must obtain a visitor parking permit at Campus Safety located in the basement at the north end of Harstad Hall. Reserved parking slots may be used by visitors during non-working hours (5 p.m. –7 a.m.) and on weekends (some 24 hr. exceptions are indicated by signs). If you plan an extended visit, you must obtain a temporary permit from Campus Safety.

Selected Campus Contacts

Area code 253	
University Information	531.6900
Campus Safety (24 hours).....	535.7441
Academic Assistance.....	535.7518
Admission.....	535.7151
Alumni and Parent Relations.....	535.7415
Business Office.....	535.7171
Campus Concierge.....	535.7411
Church Relations.....	535.7423
Conference and Events Center.....	535.7450
Development.....	535.7177
Emergency	535.7911
Student Services.....	535.7161
Health Center.....	535.7337
KPLU 88.5.....	535.7758
News and Information.....	535.7430
President.....	535.7101
Registrar.....	535.7131
Student Life.....	535.7191
Summer Sessions.....	535.8628
Transfer Coordinator.....	535.7138

Visit PLU by Bus

It’s easy to visit PLU from anywhere in the Puget Sound area. Seattle and Olympia routes require a transfer in Lakewood or downtown Tacoma. Direct bus routes arrive at the Parkland Transit Center, only two blocks from the PLU campus. For help planning your trip, call 253.581.8000.

TO LOCATE PLU

Pacific Lutheran University is located seven miles south of downtown Tacoma, Washington.

Take exit 127 off Interstate 5 and go east on Highway 512.

Continue on 512 for approximately two miles to Pacific Avenue (Hwy 7) (Parkland-Spanaway exit).

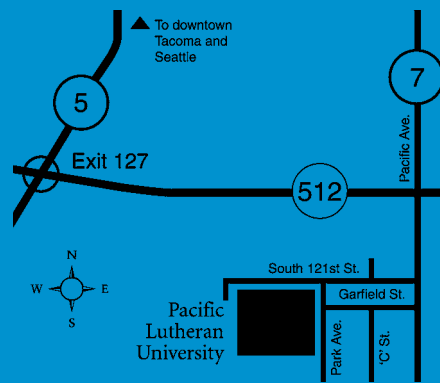
Turn right (south) on Pacific Avenue to 121st Street.

Turn right on 121st.

The Admission Office is in Hauge Administration Building near the intersection of 121st and Yakima.

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