



Catalog 2012-2013

Undergraduate and Graduate Catalog

2012-2013

- To become familiar with PLU degree requirements, see General Education Program Elements
- To learn more about major and minor requirements, see specific department.

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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 sites 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 School 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.

Academic Calendars

2012-2013 - Undergraduate Programs

May 28, 2012: Monday, Memorial Day Holiday (*PLU offices closed*)

Summer Session 2012 (June 4 - August 4)

- Term I: Monday, June 4 - Saturday June 30
- Term II: Monday, July 2 - Saturday, July 28
- Independence Day Holiday: Wednesday, July 4 (*No classes; PLU offices closed*)
- Workshop Week: Monday, July 30 - Saturday, August 4
- Session Ends: Saturday, August 4 (*Diploma date for undergraduates*)
- Graduate Programs for Summer Session 2012 should consult their program for specific calendar information

Fall Semester 2012 (September 4 - December 14)

- Student Orientation: Thursday, August 30 - Monday, September 3
- Labor Day Holiday: Monday, September 3 (*PLU offices closed*)
- Classes Begin: Tuesday, September 4
- Opening Convocation: Tuesday, September 4
- Presidential Inauguration: Tuesday, September 4
(*No classes at 8:00 a.m. or 9:55 a.m. Classes resume at 11:50 a.m.*)
- Mid-Semester Break: Friday, October 19 (*No classes; PLU offices open*)
- Thanksgiving Break: Wednesday, November 21 at 1:35 p.m. to Sunday, November 25
(*PLU Offices closed on Thursday and Friday, November 22-23. Classes resume on Monday, November 26*)
- Classes End: Saturday, December 8 (*Saturday classes take final exam this day*)
- Commencement: Saturday, December 8 at 10:30 a.m.
- Final Examinations: Monday, December 10 - Friday, December 14
- Semester Ends: Friday, December 14 (*after last exam*)

January Term 2013 (January 2 - January 30)

- Classes Begin: Wednesday, January 2
- Martin Luther King Jr. Birthday Holiday: Monday, January 21 (*No classes; PLU offices closed*)
- Classes End: Wednesday, January 30

Spring Semester 2013 (February 6 - May 24)

- Classes Begin: Wednesday, February 6
- President's Day Holiday: Monday, February 18 (*No classes; PLU offices closed*)
- Spring/Easter Break Begins: Monday, March 25 (*No classes, PLU offices open*)
- Good Friday: March 29 (*PLU offices closed*)
- Spring/Easter Break Ends: Monday, April 1 (*Classes resume at 11:15 a.m.*)
- Classes End: Saturday, May 18 (*Saturday classes take final exam this day*)
- Final Examinations: Monday, May 20 - Friday, May 24
- Semester Ends: Friday, May 24 (*after last exam*)
- Commencement: Sunday, May 26

2013-2014 - Undergraduate Programs

May 26, 2013: Sunday, Spring Commencement

May 27, 2013: Monday, Memorial Day Holiday (*PLU offices closed*)

Summer Session 2013 (June 3 - August 2)

- Term I: Monday, June 3 - Saturday June 29
- Term II: Monday, July 1 - Saturday, July 27
- Independence Day Holiday: Thursday, July 4 (*No classes; PLU offices closed*)
- Workshop Week: Monday, July 29 - Saturday, August 3
- Session Ends: Friday, August 2 (*Diploma date for undergraduates*)
- Final Grades Due: Friday, August 9
- Labor Day: Monday, September 2 (*PLU offices are closed*)

Fall Semester 2013 (September 9 - December 20)

- Student Orientation: Thursday, September 5 - Sunday, September 8
- Opening Convocation: Monday, September 9
- Classes Begin: Monday, September 9 at 11:15 a.m.
- Mid-Semester Break: Friday, October 25 (*No classes; PLU offices open*)

2012 2013 / Academic calendars

- Thanksgiving Break: Wednesday, November 7 at 1:35 p.m. - Sunday, December 1
(*PLU offices closed Thursday-Friday, November 28-29. Classes resume on Monday, December 2*)
- Classes End: Saturday, December 14 (*Saturday classes take final exam this day*)
- Commencement: Saturday, December 14 at 10:30 a.m.
- Final Examinations: Monday, December 116 - Friday, December 20
- Semester Ends: Friday, December 20 (*after last exam*)
- Final Grades Due: Monday, January 6, 2014

January Term 2014 (January 2 - January 30)

- Classes Begin: Thursday, January 2
- Martin Luther King Jr. Birthday Holiday: Monday, January 20 (*No classes; PLU offices closed*)
- Classes End: Thursday, January 30
- Final Grades Due: Thursday, February 6

Spring Semester 2014 (February 5 - May 23)

- Classes Begin: Wednesday, February 5
- President's Day: Monday, February 17 (*No classes; PLU offices closed*)
- Spring Break Begins: Monday, March 24
- Spring Break Ends: Sunday, March 30
- Easter Break Begins: Friday, April 18 (*No classes; PLU offices closed*)
- Easter Break Ends: Monday, April 21 at 11:15 a.m. (*Classes resume at 11:15 a.m.*)
- Classes End: Saturday, May 17 (*Saturday classes take final exam this day*)
- Final Examinations: Monday, May 19 - Friday, May 23
- Semester Ends: Friday, May 23 (*after last exam*)
- Commencement: Sunday, May 25
- Final Grades Due: Monday, June 2

2013-2014 Graduate Programs

Students should consult with their program for specific calendar information on meeting dates.

Summer 2013 (May 28 - August 23)

- Classes Begin: May 28
- Independence Day: Thursday, July 4 (*No classes, PLU offices closed*)
- Session Ends: Friday, August 16 (*Diploma date for graduate students*)
- Final Grades Due: Friday, August 23

Fall 2013 (September 9 - December 20)

- Mid-Semester Break: Friday, October 25 - Sunday, October 27 (*No classes; PLU offices open*)
- Thanksgiving Break: Wednesday, November 27 - Sunday, December 1
(*No classes, PLU offices are closed Thursday-Friday, November 28-29. Classes resume on Monday, December 2*)
- Final Grades Due: Monday, January 6

January Term 2014 (January 2 - January 30)

- Classes Begin: Thursday, January 2
- Martin Luther King Day: Monday, January 20 (*No classes; PLU offices closed*)
- Classes End: Thursday, January 30
- Final Grades Due: Thursday, February 6

Spring 2014 (February 3 - May 23)

- President's Day: Monday, February 17 (*No classes, PLU offices closed*)
- Spring Break: Monday, March 24 - Sunday, March 20 (*No classes; PLU offices open*)
- Easter Break: Friday, April 18 - Sunday, April 20 (*No classes; PLU offices closed Friday, April 18*)
- Final Grades Due: Monday, June 2

2014-2015 - Undergraduate Programs

May 25, 2014: Sunday, Spring Commencement

May 26, 2014: Monday, Memorial Day Holiday (*PLU closed*)

Summer Session 2014 (June 2 - August 8)

- Term I: Monday, June 2 - Saturday June 28
- Term II: Monday, June 30 - Saturday, July 26
- Independence Day Holiday: Friday, July 4 -Saturday, July 5
(*No classes; PLU offices are closed. Classes resume Monday, July 7*)

2012 2013 / Academic calendars

- Workshop Week: Monday, July 28 - Saturday, August 2
- Session Ends: Saturday, August 2 (*Diploma date for undergraduates*)
- Final Grades Due: Friday, August 8
- Labor Day: Monday, September 1 (*PLU offices closed*)

Fall Semester 2014 (September 8 - December 19)

- Student Orientation: Thursday, September 4 - Sunday, September 7
- Opening Convocation: Monday, September 8
- Classes Begin: Monday, September 8 at 11:15 a.m.
- Mid-Semester Break: Friday, October 24 - Saturday, October 25
(*No classes; PLU offices are open on Friday; Classes resume Monday, October 27*)
- Veterans Day: Tuesday, November 11 (*Classes canceled 10:55 a.m. - 11:45 a.m. Classes resume at 11:50 a.m.*)
- Thanksgiving Break: Wednesday, November 26 at 1:35 p.m. - Sunday, November 30
(*PLU offices closed Thursday-Friday, November 27-28. Classes resume on Monday, December 1*)
- Classes End: Saturday, December 13 (*Saturday classes take final exam this day*)
- Commencement: Saturday, December 13 at 10:30 a.m.
- Final Examinations: Monday, December 15 - Friday, December 19
- Semester Ends: Friday, December 19
- Final Grades Due: Tuesday, January 6, 2015

January Term 2015 (January 5 - January 30)

- Classes Begin: Monday, January 5
- Martin Luther King Jr. Birthday Holiday: Monday, January 19 (*No classes; PLU offices closed*)
- Classes End: Friday, January 30
- Final Grades Due: Friday, February 6

Spring Semester 2015 (February 4 - May 22)

- Classes Begin: Wednesday, February 4
- President's Day Holiday: Monday, February 16 (*No classes; PLU offices closed*)
- Spring Break Begins: Monday, March 23
- Spring Break Ends: Sunday, March 29
- Easter Break Begins: Friday, April 3 (*No classes; PLU offices closed*)
- Easter Break Ends: Sunday, April 5 (*Classes resume, Monday, April 6 at 8:00 a.m.*)
- Classes End: Saturday, May 16 (*Saturday classes take final exam this day*)
- Final Examinations: Monday, May 18 - Friday, May 22
- Semester Ends: Friday, May 22 (*after last exam*)
- Commencement: Sunday, May 24
- Final Grades Due: Monday, June 1

2014-2015 - Graduate Programs

Summer Session 2014 (May 27 - August 16)

- Term Begins: Tuesday, May 27
- Independence Day: Friday, July 4 - Saturday, July 5
(*No classes, PLU offices closed; classes resume Monday, July 7*)
- Term Ends: Saturday, August 16 (*Diploma date for graduate students*)
- Final Grades Due: Friday, August 22

Fall Semester 2014 (September 8 - December 19)

- Classes Begin: Monday, September 8
- Mid-semester Break: Friday, October 24 - Saturday, October 25 (*No classes*)
- Thanksgiving Break: Wednesday, November 26 - Sunday, November 30
(*No classes; PLU offices closed Thursday-Friday, November 27-28*)
- Semester Ends: Friday, December 19
- Final Grades Due: Tuesday, January 6, 2015

January Term 2015 (January 5 - January 30)

- Term Begins: Monday, January 5
- Martin Luther King Day: Monday, January 19 (*No classes; PLU offices closed*)
- Term Ends: Friday, January 30
- Final Grades Due: Friday, February 6

Spring 2015 (February 4 - May 22)

- Classes Begin: Wednesday, February 4
- President's Day: Monday, February 16 (*No classes; PLU offices closed*)

2012 2013 / Academic calendars

- Spring Break: Monday, March 23 - Sunday, March 29 (*No classes*)
- Easter Break: Friday, April 3 - Sunday, April 5 (*No classes; PLU offices closed on Friday, April 3*)
- Semester Ends: Friday, May 22
- Final Grades Due: Monday, June 1

University Information

MISSION

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

PLU 2020 LONG-RANGE PLAN

issuu.com/pacific.lutheran.university/docs/plu-2020?mode=window&viewMode=doublePage

FACULTY PHILOSOPHY

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.

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 Arts and Communication, Business, Education and Movement Studies, and Nursing; 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.

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 Engineering (B.S.): Engineering Accreditation Commission of ABET

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

INSTITUTIONAL RESEARCH INFORMATION

To view information on Enrollment, Retention of First-Year Students and Faculty, go to:

www.plu.edu/institutional-research/

Common Course Numbers

COURSE NUMBERING

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 the courses 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.

800-899 Continuing Education Undergraduate Courses: Courses reserved for undergraduate-level continuing education classes.

900-999 Continuing Education Graduate Courses: Courses reserved for graduate-level 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.

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 Studies (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 Studies (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 Undergraduate 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.

2012 2013 / Common course courses

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

150SA, 250SA: for courses taken off campus through the Wang Center for Global Education Programs, not taught by PLU faculty, and transferred back to PLU as a lower-division credit.

350SA, 450SA: for courses taken off campus through the Wang Center for Global Education Programs, not taught by PLU faculty, and transferred back to PLU as an upper-division credit.

Undergraduate Academic Programs

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.

2012 2013 / Undergraduate program

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.

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.

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.

- 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 cocurriculum 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, subatomic 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 or 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.

General Education Program Elements (Supplemental Information)

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).

1. **Embracing the Life of the Mind: First-Year Experience Program (FW, F) (4):**
 - 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.
 - Students must take a four-hour PLU January Term course.
 - The Writing Seminar, the Inquiry Seminar, and a PLU January Term course must be completed by all students entering PLU as first-year students with fewer than 30 semester hours.
 - (Transfer students do not participate in the First-Year Experience Program regardless of their class standing at matriculation).
2. **Engaging Arts and Performance (8):**
 - Arts, Music, Theatre (AR) - four semester 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).
3. **Interpreting Living Traditions for a Humane Future (16):**
 - Literature (LT) - four semester hours from English or Languages & Literatures courses designated as meeting the element.
 - Philosophy (PH) - logic and critical thinking courses do not fulfill this element.
 - 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.
4. **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, precalculus, 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 element must be a physical or biological science.
5. **Investigating Human Behavior, Culture, and Institutions (8):**
 - Two courses must be chosen from different disciplines.
6. **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 fulfill 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 can also simultaneously fulfill another GenEd element or major/minor requirement.
7. **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 element.

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).

International 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 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, go to the International Honors Program section of this catalog.

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

Out of the final 40 semester hours of a student's program, at least 32 semester hours must be completed in residence at PLU. That is, no more than 8 transfer credits may be applied during a student's final 40 hours in a degree program. (Special programs such as 3-2 Engineering and Study Away during a semester or January term are excluded from this limitation.)

Academic Major: 8-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: 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

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

Music Ensembles: 8-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, distance learning, or independent study are not accepted to fulfill the General Education Program elements in Language, 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: 8-hour rule

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.

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 History, Music, or Religion must meet Option I or II of the College of Arts and Sciences foreign language requirement. Music majors 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 education elements, 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 education elements. 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.

UNDERSTANDING 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 education program.

Courses that Fulfill General Education Program Elements (GenEd)

Abbreviations denote those courses which fulfill the General Education Program Elements (GenEd).

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

Alternative Perspectives - A

ANTH 192: Practicing Anthropology: Makah Culture Past and Present - A, SO

ANTH 225: Past Cultures of Washington State - SO

ANTH 230: Peoples of the Northwest Coast - A, SO

ANTH 330: Cultures and Peoples of Native North America - A, SO

ANTH 334: The Anthropology of Contemporary America - A, SO

ANTH 338: Jewish Culture - A, SO

ANTH 360: Ethnic Groups - A, SO

ARTD 490: Gender and Art - A, AR

COMA 303: Gender and Communication - A

DANC 362: Healing Arts of the Mind and Body - A, AR

EDUC 205: Multicultural Perspectives in the Classroom - A

ENGL 217: Topics in Literature: Emphasis on Alternative Perspectives - A, LT

ENGL 232: Women's Literature - A, LT

ENGL 341: Feminist Approaches to Literature - A, LT

HISP 341: The Latino Experiences in the U.S. - A, LT

HISP 441: U.S. Latino Literature - A, LT

HIST 305: Slavery in the Americas - A

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HIST 348: Lewis and Clark: History and Memory - A

HIST 357: African-American History - A

HIST 359: History of Women in the United States - A

HIST 360: The Holocaust: The Destruction of the European Jews - A

HIST 460: History of the Western and Pacific Northwest U.S. - A

IHON 253: Gender, Sexuality and Culture - A, H2

NURS 365: Culturally Congruent Health Care - A

PHED 315: Body Image - A

PHED 362: Healing Arts of the Mind and Body - A, PE

PHIL 220: Women and Philosophy - A, PH

PHIL 227: Philosophy and Race - A, PH

POLS 353: US Citizenship and Ethnic Relations - A, SO

PSYC 375: Psychology of Women - A

PSYC 405: Workshop on Alternative Perspectives - A

RELI 230: Religion and Culture - A, RG

RELI 236: Native American Religious Traditions - A, RG

RELI 257: Christian Theology - A, RC

RELI 351: Church History Studies - A, RC

RELI 354: Theological Studies - A, RC

RELI 357: Major Religious Thinkers, Texts and Genres - A, RC or RG

RELI 368: Feminist and Womanist Theologies - A, RC

RELI 393: Topics in Comparative Religions - A, RG

SIGN 101: Sign Language - A

SIGN 102: Sign Language - A

SOCI 101: Introduction to Sociology - A, SO

SOCI 240: Social Problems - A, SO

SOCI 332: Race and Ethnicity - A, SO

SOCI 440: Gender and Sexuality - A, SO

SOCW 101: Introduction to Social Work and Social Welfare - A, SO

SOCW 175: January on the Hill - A, SO

SPED 195: Individuals with Disabilities - A

WMGS 201: Introduction to Women's and Gender Studies - A

Art, Music, or Theatre - AR

ARTD 101: Drawing 1 - AR

ARTD 102: 2D Design/Color Theory - AR

ARTD 110: Graphic Design 1 - AR

ARTD 180: History of Western Art I - AR

ARTD 181: History of Western Art II - AR

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ARTD 201: Drawing 2: Figure Drawing - AR

ARTD 202: 3D Design - AR

ARTD 220: Photography I: BW Photography - AR

ARTD 230: Ceramics 1 - AR

ARTD 250: Sculpture 1 - AR

ARTD 280: Art Methodology and Theory - AR

ARTD 287: Special Topics in Art - AR

ARTD 288: Special Topics in Art - AR

ARTD 289: Special Topics in Art - AR

ARTD 310: Graphics Design 3

ARTD 315: The Art of the Book I - AR

ARTD 320: Photography 2: Digital Photography - AR

ARTD 355: 3D Digital Modeling - AR

ARTD 380: Modern Art - AR

ARTD 381: Contemporary Art - AR

ARTD 382: Art of 19th-Century Europe - AR

ARTD 383: Studies in Art History - AR

ARTD 387: Special Topics in Art - AR

ARTD 388: Special Topics in Art - AR

ARTD 389: Special Topics in Art - AR

ARTD 420: Photography 3: Color Photography - AR

ARTD 450: Sculpture 3

ARTD 480: American Art to 1900 - AR

ARTD 481: Approaches in Art Criticism - AR

ARTD 482: Exhibition Politics - AR

ARTD 488: Special Topics in Art - AR

ARTD 490: Gender and Art - A, AR

CHIN 271: China Through Film - AR, C

COMA 120: Media in the World - AR

DANC 170: Introduction to Dance - AR

DANC 362: Healing Arts of the Mind and Body - A, AR

MUSI 101: Introduction to Music - AR

MUSI 103: History of Jazz - AR

MUSI 105: The Arts of China - AR, C

MUSI 106: Music of Scandinavia - AR, C

MUSI 111: Music Fundamentals I - AR

MUSI 113: Music Fundamentals II - AR

MUSI 115: Introduction to Keyboarding - AR

MUSI 116: Basic Keyboarding - AR

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MUSI 120A: Music and Culture - AR, C

MUSI 120B: Music and Culture - AR, C

MUSI 121: Keyboarding I - AR

MUSI 122: Keyboarding II - AR

MUSI 124: Theory I - AR

MUSI 125: Ear Training I - AR

MUSI 126: Ear Training II - AR

MUSI 201A: Private Instruction: Jazz - AR

MUSI 201B: Private Instruction: Jazz - AR

MUSI 201C: Private Instruction: Jazz - AR

MUSI 202A: Private Instruction: Piano - AR

MUSI 202B: Private Instruction: Piano - AR

MUSI 202C: Private Instruction: Piano - AR

MUSI 203A: Private Instruction: Organ - AR

MUSI 203B: Private Instruction: Organ - AR

MUSI 203C: Private Instruction: Organ - AR

MUSI 204A: Private Instruction: Voice AR

MUSI 204B: Private Instruction: Voice - AR

MUSI 204C: Private Instruction: Voice - AR

MUSI 205A: Private Instruction: Violin/Viola - AR

MUSI 205B: Private Instruction: Violin/Viola - AR

MUSI 205C: Private Instruction: Violin/Viola - AR

MUSI 206A: Private Music Instruction: Cello/Bass - AR

MUSI 206B: Private Music Instruction: Cello/Bass - AR

MUSI 206C: Private Instruction: Cello/Bass - AR

MUSI 207A: Music Instruction: Flute - AR

MUSI 207B: Private Instruction: Flute - AR

MUSI 207C: Private Instruction: Flute - AR

MUSI 208A: Private Instruction: Oboe/English Horn - AR

MUSI 208B: Private Instruction: Oboe/English Horn - AR

MUSI 208C: Private Instruction: Oboe/English Horn - AR

MUSI 209A: Private Instruction: Bassoon - AR

MUSI 209B: Private Instruction: Bassoon - AR

MUSI 209C: Private Instruction: Bassoon - AR

MUSI 210A: Private Instruction: Clarinet - AR

MUSI 210B: Private Instruction: Clarinet - AR

MUSI 210C: Private Instruction: Clarinet - AR

MUSI 211A: Private Instruction: Saxophone -AR

MUSI 211B: Private Instruction: Saxophone - AR

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MUSI 211C: Private Instruction: Saxophone - AR

MUSI 212A: Private Instruction: Trumpet - AR

MUSI 212B: Private Instruction: Trumpet - AR

MUSI 212C: Private Instruction: Trumpet - AR

MUSI 213A: Private Instruction: French Horn - AR

MUSI 213B: Private Instruction: French Horn - AR

MUSI 213C: Private Instruction: French Horn - AR

MUSI 214A: Private Instruction: Trombone - AR

MUSI 214B: Private Instruction: Trombone - AR

MUSI 214C: Private Instruction: Trombone - AR

MUSI 215A: Private Instruction: Baritone/Tuba - AR

MUSI 215B: Private Instruction: Baritone/Tuba - AR

MUSI 215C: Private Instruction: Baritone/Tuba - AR

MUSI 216A: Private Instruction: Percussion - AR

MUSI 216B: Private Instruction: Percussion - AR

MUSI 216C: Private Instruction: Percussion - AR

MUSI 217A: Private Instruction: Guitar - AR

MUSI 217B: Private Instruction: Guitar - AR

MUSI 217C: Private Instruction: Guitar - AR

MUSI 218A: Private Instruction: Harp - AR

MUSI 218B: Private Instruction: Harp - AR

MUSI 218C: Private Instruction: Harp - AR

MUSI 219A: Private Instruction: Harpsichord - AR

MUSI 219B: Private Instruction: Harpsichord - AR

MUSI 219C: Private Instruction: Harpsichord - AR

MUSI 223: Theory II - AR

MUSI 224: Jazz Theory Laboratory - AR

MUSI 225: Ear Training III - AR

MUSI 226: Ear Training IV - AR

MUSI 234: Music History I - AR

MUSI 327A: Composition - AR

MUSI 327B: Composition - AR

MUSI 327C: Composition - AR

MUSI 333: Music History II - AR

MUSI 334: Twentieth Century Music - AR

MUSI 345: Conducting I - AR

MUSI 351: Accompanying - AR

MUSI 352: Organ Improvisation - AR

MUSI 353: Solo Vocal Literature - AR

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MUSI 354: History of Music Theatre - AR

MUSI 355: Diction I (English/Italian) - AR

MUSI 360: Choir of the West - AR

MUSI 361: University Chorale - AR

MUSI 362: University Men's Chorus - AR

MUSI 363: University Singers - AR

MUSI 365: Chapel Choir - AR

MUSI 366: Opera - AR

MUSI 368: University Choral Union - AR

MUSI 370: University Wind Ensemble - AR

MUSI 371: University Concert Band - AR

MUSI 375: University Jazz Ensemble - AR

MUSI 378: Vocal Jazz Ensemble - AR

MUSI 380: University Symphony Orchestra - AR

MUSI 381: Chamber Ensemble - AR

MUSI 383: Piano Ensemble - AR

MUSI 390: Intensive Performance Study: Ensemble Tour - AR

MUSI 395: Music Centers of the World - AR

MUSI 401A: Private Instruction: Jazz - AR

MUSI 401B: Private Instruction: Jazz - AR

MUSI 401C: Private Instruction: Jazz - AR

MUSI 402A: Private Instruction: Piano - AR

MUSI 402B: Private Instruction: Piano - AR

MUSI 402C: Private Instruction: Piano - AR

MUSI 403A: Private Instruction: Organ - AR

MUSI 403B: Private Instruction: Organ - AR

MUSI 403C: Private Instruction: Organ - AR

MUSI 404A: Private Instruction: Voice - AR

MUSI 404B: Private Instruction: Voice - AR

MUSI 404C: Private Instruction: Voice - AR

MUSI 405A: Private Instruction: Violin/Viola - AR

MUSI 405B: Private Instruction: Violin/Viola - AR

MUSI 405C: Private Instruction: Violin/Viola - AR

MUSI 406A: Private Instruction: Cello/Bass - AR

MUSI 406B: Private Instruction: Cello/Bass - AR

MUSI 406C: Private Instruction: Cello/Bass - AR

MUSI 407A: Private Instruction: Flute - AR

MUSI 407B: Private Instruction: Flute - AR

MUSI 407C: Private Instruction: Flute - AR

2012 2013 / Undergraduate program / General education / Course fulfillment

MUSI 408A: Private Instruction: Oboe/English Horn - AR

MUSI 408B: Private Instruction: Oboe/English Horn - AR

MUSI 408C: Private Instruction: Oboe/English Horn - AR

MUSI 409A: Private Instruction: Bassoon - AR

MUSI 409B: Private Instruction: Bassoon - AR

MUSI 409C: Private Instruction: Bassoon - AR

MUSI 410A: Private Instruction: Clarinet - AR

MUSI 410B: Private Instruction: Clarinet - AR

MUSI 410C: Private Instruction: Clarinet - AR

MUSI 411A: Private Instruction: Saxophone - AR

MUSI 411B: Private Instruction: Saxophone - AR

MUSI 411C: Private Instruction: Saxophone - AR

MUSI 412A: Private Instruction: Trumpet - AR

MUSI 412B: Private Instruction: Trumpet - AR

MUSI 412C: Private Instruction: Trumpet - AR

MUSI 413A: Private Instruction: French Horn - AR

MUSI 413B: Private Instruction: French Horn - AR

MUSI 413C: Private Instruction: French Horn - AR

MUSI 414A: Private Instruction: Trombone - AR

MUSI 414B: Private Instruction: Trombone - AR

MUSI 414C: Private Instruction: Trombone - AR

MUSI 415A: Private Instruction: Baritone/Tuba - AR

MUSI 415B: Private Instruction: Baritone/Tuba - AR

MUSI 415C: Private Instruction: Baritone/Tuba - AR

MUSI 416A: Private Instruction: Percussion - AR

MUSI 416B: Private Instruction: Percussion - AR

MUSI 416C: Private Instruction: Percussion - AR

MUSI 417A: Private Instruction: Guitar - AR

MUSI 417B: Private Instruction: Guitar - AR

MUSI 417C: Private Instruction: Guitar - AR

MUSI 418A: Private Instruction: Harp - AR

MUSI 418B: Private Instruction: Harp - AR

MUSI 418C: Private Instruction: Harp - AR

MUSI 419A: Private Instruction: Harpsichord - AR

MUSI 419B: Private Instruction: Harpsichord - AR

MUSI 419C: Private Instruction: Harpsichord - AR

MUSI 420: Private Instruction: Pedagogy - AR

MUSI 427A: Advanced Orchestration/Arranging - AR

MUSI 427B: Advanced Orchestration/Arranging - AR

2012 2013 / Undergraduate program / General education / Course fulfillment

MUSI 427C: Advanced Orchestration/Arranging - AR

MUSI 430: Piano Literature I - AR

MUSI 431: Piano Literature II - AR

MUSI 451: Piano Pedagogy I - AR

MUSI 453: Vocal Pedagogy - AR

THEA 160: Introduction to Theatre - AR

THEA 220: Voice I - Voice and Articulation - AR

THEA 222: Voice II - Stage Dialects - AR

THEA 230: Movement I - AR

THEA 235: Movement II - AR

THEA 250: Acting I - Fundamentals AR

THEA 255: Stage Technology - AR

THEA 270: Dramatic Literature - AR

THEA 271: China Through Film - AR, C

THEA 355: Lighting Design - AR

THEA 359: Acting for the Non-Actor - AR

THEA 453: Costume Design - AR

THEA 455: Scenic Design - AR

Cross-Cultural Perspectives - C

- 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 the Cross-Cultural Perspective Element (excluding American Sign Language).

ANTH 102: Introduction to Human Cultural Diversity - C, SO

ANTH 210: Global Perspectives: The World in Change - C, SO

ANTH 335: The Aztecs, Mayans and Their Predecessors - C, SO

ANTH 336: Peoples of Latin America - C, SO

ANTH 337: Culture and Prehistory of Central Mexico - C, SO

ANTH 340: The Anthropology of Africa - C, SO

ANTH 342: Pacific Island Cultures - C, SO

ANTH 343: East Asian Cultures - C, SO

ANTH 345: Contemporary China - C, SO

ANTH 350: Women and Men in World Cultures - C, SO

ANTH 352: The Anthropology of Age - C, SO

ANTH 355: Anthropology and Media - C, SO

ANTH 368: Edible Landscapes, The Foraging Spectrum - C, SO

ANTH 370: The Archaeology of Ancient Empires - C, SO

ANTH 376: Nation, State, and Citizen - C, SO

ANTH 377: Culture and Prehistory of Central Mexico - C, SO

2012 2013 / Undergraduate program / General education / Course fulfillment

ANTH 380: *Sickness, Madness and Health* - C, SO

ANTH 385: *Marriage, Family and Kinship* - C, SO

ANTH 392: *Gods, Magic and Morals* - C, SO

BUSA 486A: *SA: Business Culture in China* - C

CHIN 201: *Intermediate Chinese* - C

CHIN 202: *Intermediate Chinese* - C

CHIN 271: *China Through Film* - AR, C

CHIN 301: *Composition and Conversation* - C

CHIN 302: *Composition and Conversation* - C

CHIN 371: *Chinese Literature in Translation* - C, LT

CHSP 250: *Urban Culture in China* - C

COMA 304: *Intercultural Communication* - C

ECON 333: *Economic Development: Comparative Third World Strategies* - C

EDUC 385: *Comparative Education* - C

ENGL 216: *Topics in Literature: Emphasis on Cross Cultural Perspectives* - C, LT

ENGL 233: *Post-Colonial Literature* - C, LT

ENGL 343: *Post Colonial Literature and Theory* - C, LT

FREN 201: *Intermediate French* - C

FREN 202: *Intermediate French* - C

FREN 241: *French Language/Caribbean Culture in Martinique* - C

FREN 301: *Advanced French* - C

FREN 302: *Advanced French* - C

FREN 310: *Special Topics in French History/Culture* - C

FREN 401: *Early Modern French Literature* - C, LT

FREN 402: *Modern French Literature* - C, LT

FREN 403: *Contemporary French Literature* - C, LT

FREN 404: *(Post) Colonial Francophone Literature* - C, LT

GERM 201: *Intermediate German I* - C

GERM 202: *Intermediate German II* - C

GERM 231: *Language, Art and Culture in the New Germany* - C

GERM 301: *Composition and Conversation I* - C

GERM 302: *Composition and Conversation II* - C

GERM 321: *German Cultural History to 1750* - C

GERM 322: *German Cultural History Since 1750* - C

GERM 331: *Language, Art and Culture in the New Germany* - C

GERM 423: *Topics in German Literature and Culture I* - C, LT

GERM 424: *Topics in German Literature and Culture II* - C, LT

GREK 201: *Intermediate Greek* - C

GREK 202: *Intermediate Greek* - C

2012 2013 / Undergraduate program / General education / Course fulfillment

HISP 201: Intermediate Spanish

HISP 202: Intermediate Spanish

HISP 231: Intensive Spanish in Latin America - C

HISP 301: Hispanic Voices for Social Change - C

HISP 321: Civilization & Culture of Spain - C

HISP 322: Latin American Civilization & Culture - C

HISP 325: Introduction to Hispanic Literary Studies - C, LT

HISP 331: Intensive Spanish in Latin America - C

HISP 401: Introduction to Hispanic Linguistics - C

HISP 402: Advanced Spanish Conversation and Composition - C

HISP 421: Masterpieces of Spanish Literature - C, LT

HISP 422: 20th-Century Literature of Spain - C, LT

HISP 423: Special Topics in Spanish Literature & Culture - C, LT

HISP 431: Latin American Literature 1492 to 1888 - C, LT

HISP 432: 20th-Century Latin American Literature - C, LT

HIST 109: East Asian Societies - C, SO

HIST 210: Global Perspectives: The World in Change - C, SO

HIST 215: Modern World History - C, SO

HIST 220: Modern Latin American History - C, SO

HIST 231: World War Two in China and Japan, 1931-1945 - C, SO

HIST 232: Tibet in Fact and Fiction - C, SO

HIST 335: History of the Caribbean - C

HIST 337: The History of Mexico - C

HIST 338: Modern China - C

HIST 339: Revolutionary China - C

HIST 340: Modern Japan 1868-1945 - C

HIST 344: The Andes in Latin American History - C

HIST 377: History of Mexico in Oaxaca - C, SO

HIST 496: Seminar: Non-Western History - C, SR

IHON 326: The Quest for Social Justice: Systems and Reality - H3

IHON 328: Social Justice: Personal Inquiry and Global Investigations - C, H3

LATN 201: Intermediate Latin - C

LATN 202: Intermediate Latin - C

MUSI 105: The Arts of China - AR, C

MUSI 106: Music of Scandinavia - AR, C

MUSI 120A: Music and Culture - AR, C

MUSI 120B: Music and Culture - AR, C

NORW 201: Intermediate Norwegian - C

NORW 202: Intermediate Norwegian - C

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NORW 301: Conversation & Composition - C

NORW 302: Advanced Conversation and Composition - C

NORW 331: Language & Identity: Norwegian in a Nordic Context - C

POLS 210: Global Perspectives: The World in Change - C, SO

POLS 381: Comparative Legal Systems - C, SO

POLS 386: The Middle East - C, SO

RELI 131: The Religions of South Asia - C, RG

RELI 132: The Religions of East Asia - C, RG

RELI 232: The Buddhist Tradition - C, RG

RELI 233: The Religions of China - C, RG

RELI 235: Islamic Traditions - C, RG

RELI 237: Judaism - C, RG

RELI 238: The Religions of Korea and Japan - C, RG

RELI 246: Religion and Diversity - C, RG

RELI 247: Christian Theology - C, RC

RELI 341: Church History Studies - C, RC

RELI 344: Theological Studies - C, RC

RELI 347: Major Religious Thinkers, Texts and Genres - C, RC or RG

RELI 390: Topics in Comparative Religions - C, RG

RELI 392: God, Magic, and Morals - C, RG

SOCI 377: Oaxacan Society - C, SO

SOCW 325: Social, Educational, and Health Services in Tobago - C

THEA 271: China Through Film - AR, C

Freshman Inquiry Seminar 190 - F

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

Freshman Writing Seminar - FW

WRIT 101: Writing Seminar (4)

International Honors: Origins of the Modern World - H1

IHON 111: Authority and Discovery - H1

IHON 112: Liberty and Power - H1

International Honors: 200-Level Courses - H2

IHON 253: Gender, Sexuality and Culture - A, H2

IHON 257: The Human Experience - H2

IHON 258: Self, Culture, and Society - H2

IHON 260: The Arts in Society - H2

IHON 287: Special Topics in Natural Sciences - H2

International Honors: 300-Level Courses - H3

IHON 326: The Quest for Social Justice: Systems and Reality - H3

IHON 328: Social Justice: Personal Inquiry and Global Investigations - C, H3

Literature - LT

CHIN 371: Chinese Literature in Translation - C, LT

CLAS 231: Masterpieces of European Literature - LT

CLAS 350: Classical and Comparative Mythology - LT

ENGL 213: Topics in Literature: Themes and Authors - LT

ENGL 214: Introduction to Major Literary Genres - LT

ENGL 216: Topics in Literature: Emphasis on Cross Cultural Perspectives - C, LT

ENGL 217: Topics in Literature: Emphasis on Alternative Perspectives - A, LT

ENGL 231: Masterpieces of European Literature - LT

ENGL 232: Women's Literature - A, LT

ENGL 233: Post-Colonial Literature - C, LT

ENGL 234: Environmental Literature - LT

ENGL 235: Children's Literature - LT

ENGL 241: American Traditions in Literature - LT

ENGL 251: British Traditions in Literature - LT

ENGL 301: Shakespeare - LT

ENGL 334: Special Topics in Children's Literature - LT

ENGL 335: Fairy Tales and Fantasy - LT

ENGL 341: Feminist Approaches to Literature - A, LT

ENGL 342: American Ethnic Literatures - A, LT

ENGL 343: Post Colonial Literature and Theory - C, LT

ENGL 345: Special Topics in Literature and Difference - A or C, LT

ENGL 351: English Medieval Literature - LT

ENGL 353: Renaissance Literature - LT

ENGL 355: Special Topics in Literature Before 1660 - LT

ENGL 361: British Literature 1660-1800 - LT

ENGL 362: British Literature 1800-1914 - LT

ENGL 363: British Literature, 1914-1945 - LT

ENGL 364: British Literature, 1945 to the Present - LT

ENGL 365: Special Topics in Literature Before 1914 - LT

ENGL 371: American Literature Before 1860 - LT

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ENGL 372: American Literature, 1860-1914 - LT

ENGL 373: American Literature, 1914-1945 - LT

ENGL 374: American Literature, 1945 to Present - LT

ENGL 375: Special Topics in Literature, 1914 to Present - LT

ENGL 451: Seminar: Major Authors - LT, SR

ENGL 452: Seminar: Theme, Genre - LT, SR

FREN 401: Early Modern French Literature - C, LT

FREN 402: Modern French Literature - C, LT

FREN 403: Contemporary French Literature - C, LT

FREN 404: (Post) Colonial Francophone Literature - C, LT

GERM 423: Topics in German Literature and Culture I - C, LT

GERM 424: Topics in German Literature and Culture II - C, LT

HISP 325: Introduction to Hispanic Literary Studies - C, LT

HISP 341: The Latino Experiences in the U.S. - A, LT

HISP 421: Masterpieces of Spanish Literature - C, LT

HISP 422: 20th-Century Literature of Spain - C, LT

HISP 423: Special Topics in Spanish Literature & Culture - C, LT

HISP 431: Latin American Literature 1492 to 1888 - C, LT

HISP 432: 20th-Century Latin American Literature - C, LT

HISP 441: U.S. Latino Literature - A, LT

LANG 271: Literature Around the World - LT

SCAN 241: Scandinavian Folklore - LT

SCAN 341: Topics in Scandinavian Literature - LT

SCAN 422: Modernity and Its Discontents - LT

Mathematical Reasoning - MR

CSCE 115: Solve It With the Computer - MR, NS

MATH 105: Mathematics of Personal Finance - MR, NS

MATH 107: Mathematical Explorations - MR, NS

MATH 115: College Algebra and Trigonometry - MR, NS

MATH 123: Modern Elementary Mathematics I: Number Sense and Algebraic Sense - MR, NS

MATH 124: Modern Elementary Mathematics II: Measurement, Geometric Sense, Statistics and Probability - MR, NS

MATH 128: Linear Models and Calculus, An Introduction - MR, NS

MATH 140: Analytic Geometry and Functions - MR, NS

MATH 151: Introduction to Calculus - MR, NS

MATH 152: Calculus II - MR, NS

STAT 231: Introductory Statistics - MR

STAT 232: Introductory Statistics for Psychology Majors - MR

STAT 233: Introductory Statistics for Sociology Majors - MR

Natural Sciences, Computer Science, or Mathematics - NS

Note: May or may not have a lab section that is associated with the GenEd Element.

BIOL 111: Biology and the Modern World - NS, SM

BIOL 116: Introductory Ecology - NS, SM

BIOL 201: Introductory Microbiology - NS, SM

BIOL 205: Human Anatomy and Physiology I - NS, SM

BIOL 206: Human Anatomy and Physiology II - NS, SM

BIOL 225: Molecules, Cells, and Organisms - NS, SM

BIOL 226: Genes, Evolution, Diversity, and Ecology - NS, SM

BIOL 387: Special Topics in Biology - NS

CHEM 104: Environmental Chemistry - NS, SM

CHEM 105: Chemistry of Life - NS, SM

CHEM 115: General Chemistry I - NS, SM

CHEM 116: General Chemistry II - NS, SM

CHEM 342: Physical Chemistry - NS, SM

CSCE 115: Solve It With the Computer - MR, NS

CSCE 120: Computerized Information Systems - NS

CSCE 131: Introduction to Engineering - NS

CSCE 144: Introduction to Computer Science - NS

CSCE 190: Privacy and Technology - F, NS

ENVT 104: Conservation of Natural Resources - NS, SM

GEOS 102: General Oceanography - NS, SM

GEOS 103: Earthquakes, Volcanoes and Geologic Hazards - NS, SM

GEOS 104: Conservation of Natural Resources - NS, SM

GEOS 105: Meteorology - NS, SM

GEOS 106: Geology of National Parks - NS

GEOS 107: Global Climate Changes - NS

GEOS 109: The Geology of Energy - NS, SM

GEOS 201: Geologic Principles - NS, SM

GEOS 328: Paleontology - NS, SM

MATH 105: Mathematics of Personal Finance - MR, NS

MATH 107: Mathematical Explorations - MR, NS

MATH 115: College Algebra and Trigonometry - MR, NS

MATH 123: Modern Elementary Mathematics I: Number Sense and Algebraic Sense - MR, NS

MATH 124: Modern Elementary Mathematics II: Measurement, Geometric Sense, Statistics and Probability - MR, NS

MATH 128: Linear Models and Calculus, An Introduction - MR, NS

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MATH 140: Analytic Geometry and Functions - MR, NS

MATH 151: Introduction to Calculus - MR, NS

MATH 152: Calculus II - MR, NS

MATH 203: History of Mathematics - NS

MATH 242: Introduction to Mathematical Statistics - NS

MATH 245: Discrete Structures - NS

MATH 253: Multivariable Calculus - NS

MATH 317: Introduction to Proof in Mathematics

MATH 321: Geometry

MATH 331: Linear Algebra - NS

MATH 351: Differential Equations - NS

MATH 356: Numerical Analysis - NS

NSCI 210: Natural History of Hawaii - NS, SM

PHYS 110: Astronomy - NS, SM

PHYS 125: College Physics I - NS, SM

PHYS 126: College Physics II - NS, SM

PHYS 153: General Physics I - NS, SM

PHYS 154: General Physics II - NS, SM

PHYS 210: Musical Acoustics - NS, SM

Physical Education Activity - PE

DANC 222: Jazz Dance Level I - PE

DANC 240: Dance Ensemble - PE

PHED 100: Personalized Fitness Program - PE

PHED 150: Adaptive Physical Activity - PE

PHED 151: Beginning Golf - PE

PHED 155: Bowling - PE

PHED 162: Beginning Tennis - PE

PHED 163: Beginning Badminton - PE

PHED 164: Pickleball - PE

PHED 165: Racquetball/Squash - PE

PHED 170: Skiing - PE

PHED 173: Mountaineering - PE

PHED 175: Snowboarding - PE

PHED 177: Weight Training - PE

PHED 182: Low Impact Aerobics - PE

PHED 183: Power Aerobics - PE

PHED 186: Step Aerobics - PE

PHED 188: Boot Camp Conditioning - PE

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PHED 192: Intermediate Tennis PE

PHED 197: Advanced Weight Training - PE

PHED 200: Individual Swim Instruction - PE

PHED 201: Swimming for Non-Swimmers - PE

PHED 205: Skin & Scuba Diving - PE

PHED 207: Basic Sailing - PE

PHED 212: Conditioning Swimming - PE

PHED 216: Lifeguard Training - PE

PHED 222: Jazz Dance Level I - PE

PHED 223: Yoga - PE

PHED 224: Salsa and Swing Dance - PE

PHED 225: Ballroom Dance - PE

PHED 234: Relaxation Techniques - PE

PHED 240: Dance Ensemble - PE

PHED 241: Co-Ed Basketball - PE

PHED 244: Co-Ed Volleyball - PE

PHED 248: World Games and Sports - PE

PHED 250: Directed Sports - PE

PHED 275: Water Safety Instruction - PE

PHED 276: Special Topics in Physical Activity - PE

PHED 319: Tramping the Tracks of New Zealand - PE

PHED 362: Healing Arts of the Mind and Body - A, PE

Philosophy - PH

PHIL 121: The Examined Life - PH

PHIL 125: Ethics and the Good Life - PH

PHIL 220: Women and Philosophy - A, PH

PHIL 223: Biomedical Ethics - PH

PHIL 224: Military Ethics - PH

PHIL 225: Business Ethics - PH

PHIL 226: Environmental Ethics - PH

PHIL 227: Philosophy and Race - A, PH

PHIL 228: Social and Political Philosophy - PH

PHIL 238: Existentialism and the Meaning of Life - PH

PHIL 239: Philosophy of Love and Sex - PH

PHIL 240: Science, Reason, and Reality - PH

PHIL 253: Creation and Evolution - PH

PHIL 287: Special Topics in Philosophy - PH

PHIL 327: Philosophy, Animals, and the Environment - PH

2012 2013 / Undergraduate program / General education / Course fulfillment

PHIL 328: Philosophical Issues in the Law - PH

PHIL 331: Ancient Philosophy - PH

PHIL 333: Early Modern Philosophy - PH

PHIL 334: Kant and the Nineteenth Century - PH

PHIL 335: The Analytic Tradition - PH

PHIL 336: Pragmatism and American Philosophy - PH

PHIL 338: Continental Philosophy - PH

PHIL 350: God, Faith, and Reason - PH

PHIL 353: Topics in Philosophy - PH

Christian Traditions - RC

RELI 121: The Christian Tradition - RC

RELI 132: The Religions of East Asia - C, RG

RELI 212: Religion and Literature of the New Testament - RC

RELI 214: Topics in Biblical Studies - RC

RELI 220: Early Christianity - RC

RELI 221: Medieval Christianity - RC

RELI 222: Modern Church History - RC

RELI 223: American Church History - RC

RELI 224: The Lutheran Heritage - RC

RELI 225: Faith and Spirituality - RC

RELI 226: Christian Ethics - RC

RELI 227: Christian Theology - RC

RELI 247: Christian Theology - C, RC

RELI 257: Christian Theology - A, RC

RELI 331: New Testament Studies - RC

RELI 332: Jesus and His Early Interpreters - RC

RELI 341: Church History Studies - C, RC

RELI 344: Theological Studies - C, RC

RELI 347: Major Religious Thinkers, Texts and Genres - C, RC or RG

RELI 351: Church History Studies - A, RC

RELI 354: Theological Studies - A, RC

RELI 357: Major Religious Thinkers, Texts and Genres - A, RC or RG

RELI 361: Church History Studies - RC

RELI 362: Luther - RC

RELI 364: Theological Studies - RC

RELI 365: Christian Moral Issues - RC

RELI 367: Major Religious Thinkers, Texts and Genres - RC or RG

RELI 368: Feminist and Womanist Theologies - A, RC

Global Religious Traditions - RG

- RELI 131: The Religions of South Asia - C, RG
- RELI 211: Religion and Literature of the Hebrew Bible - RG
- RELI 213: Topics in Biblical Studies - RG
- RELI 230: Religion and Culture - A, RG
- RELI 231: Myth, Ritual, and Symbol - RG
- RELI 232: The Buddhist Tradition - C, RG
- RELI 233: The Religions of China - C, RG
- RELI 235: Islamic Traditions - C, RG
- RELI 236: Native American Religious Traditions - A, RG
- RELI 237: Judaism - C, RG
- RELI 238: The Religions of Korea and Japan - C, RG
- RELI 239: Environment and Culture - RG
- RELI 246: Religion and Diversity - C, RG
- RELI 330: Old Testament Studies - RG
- RELI 347: Major Religious Thinkers, Texts and Genres - C, RC or RG
- RELI 357: Major Religious Thinkers, Texts and Genres - A, RC or RG
- RELI 367: Major Religious Thinkers, Texts and Genres - RC or RG
- RELI 390: Topics in Comparative Religions - C, RG
- RELI 391: Sociology of Religion - RG
- RELI 392: God, Magic, and Morals - C, RG
- RELI 393: Topics in Comparative Religions - A, RG

Science and Scientific Method - SM

- ANTH 101: Introduction to Human Biological Diversity - SM
- BIOL 111: Biology and the Modern World - NS, SM
- BIOL 116: Introductory Ecology - NS, SM
- BIOL 201: Introductory Microbiology - NS, SM
- BIOL 205: Human Anatomy and Physiology I - NS, SM
- BIOL 206: Human Anatomy and Physiology II - NS, SM
- BIOL 225: Molecules, Cells, and Organisms - NS, SM
- BIOL 226: Genes, Evolution, Diversity, and Ecology - NS, SM
- CHEM 104: Environmental Chemistry - NS, SM
- CHEM 105: Chemistry of Life - NS, SM
- CHEM 115: General Chemistry I - NS, SM
- CHEM 116: General Chemistry II - NS, SM
- CHEM 342: Physical Chemistry - NS, SM
- ENVT 104: Conservation of Natural Resources - NS, SM

2012 2013 / Undergraduate program / General education / Course fulfillment

GEOS 102: General Oceanography - NS, SM

GEOS 103: Earthquakes, Volcanoes and Geologic Hazards - NS, SM

GEOS 104: Conservation of Natural Resources - NS, SM

GEOS 105: Meteorology - NS, SM

GEOS 109: The Geology of Energy - NS, SM

GEOS 201: Geologic Principles - NS, SM

GEOS 328: Paleontology - NS, SM

NSCI 210: Natural History of Hawaii - NS, SM

PHYS 110: Astronomy - NS, SM

PHYS 125: College Physics I - NS, SM

PHYS 126: College Physics II - NS, SM

PHYS 153: General Physics I - NS, SM

PHYS 154: General Physics II - NS, SM

PHYS 210: Musical Acoustics - NS, SM

Social Sciences - SO

ANTH 102: Introduction to Human Cultural Diversity - C, SO

ANTH 103: Introduction to Archaeology and World Prehistory - SO

ANTH 104: Introduction to Language in Society - SO

ANTH 192: Practicing Anthropology: Makah Culture Past and Present - A, SO

ANTH 210: Global Perspectives: The World in Change - C, SO

ANTH 220: Peoples of the World - SO

ANTH 225: Past Cultures of Washington State - SO

ANTH 230: Peoples of the Northwest Coast - A, SO

ANTH 330: Cultures and Peoples of Native North America - A, SO

ANTH 332: Prehistory of North America - SO

ANTH 334: The Anthropology of Contemporary America - A, SO

ANTH 335: The Aztecs, Mayans and Their Predecessors - C, SO

ANTH 336: Peoples of Latin America - C, SO

ANTH 337: Culture and Prehistory of Central Mexico - C, SO

ANTH 338: Jewish Culture - A, SO

ANTH 340: The Anthropology of Africa - C, SO

ANTH 342: Pacific Island Cultures - C, SO

ANTH 343: East Asian Cultures - C, SO

ANTH 345: Contemporary China - C, SO

ANTH 350: Women and Men in World Cultures - C, SO

ANTH 352: The Anthropology of Age - C, SO

ANTH 355: Anthropology and Media - C, SO

ANTH 360: Ethnic Groups - A, SO

2012 2013 / Undergraduate program / General education / Course fulfillment

ANTH 365: Prehistoric Environment and Technology: Lab Methods in Archaeology - SO

ANTH 368: Edible Landscapes, The Foraging Spectrum - C, SO

ANTH 370: The Archaeology of Ancient Empires - C, SO

ANTH 376: Nation, State, and Citizen - C, SO

ANTH 377: Culture and Prehistory of Central Mexico - C, SO

ANTH 380: Sickness, Madness and Health - C, SO

ANTH 385: Marriage, Family and Kinship - C, SO

ANTH 387: Special Topics in Anthropology - SO

ANTH 392: Gods, Magic and Morals - C, SO

ANTH 465: Archaeology: The Field Experience - SO

ECON 101: Principles of Microeconomics - SO

ECON 102: Principles of Macroeconomics - SO

ECON 111: Principles of Microeconomics: Global and Environmental - SO

ECON 315: Investigating Environmental and Economic Change in Europe - SO

ECON 321: Labor Economics - SO

ECON 322: Money and Banking - SO

ECON 323: Health Economics - SO

ECON 327: Public Finance - SO

ECON 338: Political Economy of Hong Kong and China - SO

ECON 341: Strategic Behavior - SO

ECON 345: Mathematical Topics in Economics - SO

HIST 107: Western Civilizations - SO

HIST 108: Western Civilizations - SO

HIST 109: East Asian Societies - C, SO

HIST 190: Inquiry Seminar - F, SO

HIST 210: Global Perspectives: The World in Change - C, SO

HIST 215: Modern World History - C, SO

HIST 220: Modern Latin American History - C, SO

HIST 227: The Vikings - SO

HIST 231: World War Two in China and Japan, 1931-1945 - C, SO

HIST 232: Tibet in Fact and Fiction - C, SO

HIST 245: American Business and Economic History, 1607-1877 - SO

HIST 247: American Business and Economic History, 1877-Present - SO

HIST 251: Colonial American History - SO

HIST 252: 19th Century U.S. History - SO

HIST 253: 20th-Century U.S. History - SO

HIST 288: Special Topics in History - SO

HIST 289: Special Topics in History - SO

HIST 377: History of Mexico in Oaxaca - C, SO

2012 2013 / Undergraduate program / General education / Course fulfillment

POLS 101: Introduction to Politics - SO

POLS 151: American Government - SO

POLS 170: Introduction to Legal Studies - SO

POLS 210: Global Perspectives: The World in Change - C, SO

POLS 231: Current International Issues - SO

POLS 322: Scandinavia and World Issues

POLS 325: Political Thought - SO

POLS 326: Recent Political Thought - SO

POLS 331: International Relations - SO

POLS 332: International Conflict Resolution - SO

POLS 338: American Foreign Policy - SO

POLS 345: Government and Public Policy - SO

POLS 346: Environmental Politics and Policy - SO

POLS 347: Political Economy - SO

POLS 353: US Citizenship and Ethnic Relations - A, SO

POLS 354: State and Local Government - SO

POLS 361: Political Parties and Elections - SO

POLS 363: Politics and the Media - SO

POLS 364: The Legislative Process - SO

POLS 368: The American Presidency - SO

POLS 371: Judicial Process - SO

POLS 372: Constitutional Law - SO

POLS 373: Civil Rights and Civil Liberties - SO

POLS 374: Legal Studies Research - SO

POLS 380: Politics of Global Development - SO

POLS 381: Comparative Legal Systems - C, SO

POLS 383: Modern European Politics - SO

POLS 384: Scandinavian Government and Politics - SO

POLS 385: Canadian Government and Politics - SO

POLS 386: The Middle East - C, SO

POLS 401: Workshops and Special Topics - SO

POLS 431: Advanced International Relations - SO

PSYC 101: Introduction to Psychology - SO

SCAN 227: The Vikings - SO

SCAN 322: Scandinavia and World Issues - SO

SOCI 101: Introduction to Sociology - A, SO

SOCI 232: Research Methods - SO

SOCI 240: Social Problems - A, SO

SOCI 296: Social Stratification - SO

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SOCI 332: Race and Ethnicity - A, SO

SOCI 377: Oaxacan Society - C, SO

SOCI 387: Special Topics in Sociology - SO

SOCI 391: Sociology of Religion - SO

SOCI 440: Gender and Sexuality - A, SO

SOCW 101: Introduction to Social Work and Social Welfare - A, SO

SOCW 175: January on the Hill - A, SO

SOCW 245: Human Behavior and the Social Environment - SO

SOCW 250: Social Policy I: History of Social Welfare - SO

Capstone: Senior Seminar - SR

ANTH 499: Capstone: Seminar in Anthropology - SR

ARTD 499: Capstone - SR

BIOL 499A: Capstone: Senior Seminar I - SR

BIOL 499B: Capstone: Senior Seminar II - SR

BUSA 499: Capstone: Strategic Management - SR

CHEM 499A: Capstone Seminar I - SR

CHEM 499B: Capstone Seminar II - SR

CHSP 499: Capstone: Senior Project - SR

CLAS 499: Capstone: Senior Project - SR

COMA 499: Capstone - SR

CSCCE 499A: Capstone: Senior Seminar - SR

CSCCE 499B: Capstone: Senior Seminar - SR

ECON 499: Capstone: Senior Seminar - SR

EDUC 430: Student Teaching in K-8 Education - SR

EDUC 434: Student Teaching - Elementary (Dual) - SR

EDUC 466: Student Teaching - Secondary (Dual) - SR

EDUC 468: Student Teaching - Secondary - SR

ENGL 425: Seminar: Nonfiction Writing - SR, WR

ENGL 427: Seminar: Poetry Writing - SR, WR

ENGL 429: Seminar: Fiction Writing - SR, WR

ENGL 451: Seminar: Major Authors - LT, SR

ENGL 452: Seminar: Theme, Genre - LT, SR

ENVT 499: Capstone: Senior Project - SR

FREN 499: Capstone: Senior Project - SR

GEOS 499: Capstone: Senior Seminar - SR

GERM 499: Capstone: Senior Project - SR

GLST 499: Capstone: Research Seminar - SR

HISP 499: Capstone: Senior Project - SR

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HIST 494: Seminar: American History - SR
HIST 496: Seminar: Non-Western History - C, SR
HIST 497: Seminar: European History - SR
MATH 495A: Financial Mathematics Internship - SR
MATH 499A: Capstone: Senior Seminar I - SR
MATH 499B: Capstone: Senior Seminar II - SR
MUSI 499A: Capstone: Senior Project - SR
MUSI 499B: Capstone: Senior Project -SR
NORW 499: Capstone: Senior Project - SR
NURS 499: Capstone: Nursing Synthesis - SR
PHED 495: Internship - SR
PHED 499: Capstone: Senior Seminar - SR
PHIL 499: Capstone: Advanced Seminar in Philosophy - SR
PHYS 499A: Capstone: Advanced Lab - SR
PHYS 499B: Capstone: Advanced Lab II - SR
POLS 499: Capstone: Senior Seminar - SR
PSYC 499: Capstone: Senior Seminar - SR
RELI 499: Capstone: Research Seminar - SR
SCAN 495: Internships - SR
SCAN 499: Capstone: Senior Project - SR
SOC1 499: Capstone: Senior Seminar - SR
SOCW 498: Capstone Proposal - SR
SOCW 499: Capstone: Senior Seminar - SR
THEA 499: Capstone - SR

Writing Requirement - WR

ENGL 221: Research and Writing - WR
ENGL 222: Travel Writing - WR
ENGL 225: Autobiographical Writing - WR
ENGL 227: Introduction to Poetry and Fiction - WR
ENGL 323: Writing in Professional and Public Settings - WR
ENGL 324: Free-Lance Writing - WR
ENGL 325: Personal Essay - WR
ENGL 326: Writing for Children - WR
ENGL 327: Intermediate Poetry Writing - WR
ENGL 328: Theories of Reading and Writing - WR
ENGL 385: Special Topics in Creative Nonfiction -WR
ENGL 421: Tutorial in Writing - WR
ENGL 425: Seminar: Nonfiction Writing - SR, WR

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ENGL 427: Seminar: Poetry Writing - SR, WR

ENGL 429: Seminar: Fiction Writing - SR, WR

WRIT 101: Writing Seminar - FW, WR

WRIT 201: Writing Seminars for International Students - WR

WRIT 202: Advanced Writing Seminar for International Students - WR

Undergraduate Policies 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.

Philosophy of Student Conduct

- www.plu.edu/conduct
- www.plu.edu/student-handbook

Academic Integrity

- www.plu.edu/student-handbook/code-of-conduct/academic-integrity.php

Academic Advising

- www.plu.edu/academic-advising

Academic Standing Policy

The following terms are used to describe academic standing at PLU; separate progression and retention policies may be in place in individual programs; please see the individual program section of the catalog for details. 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 Warnings

Faculty are asked to report to the Registrar's office any student who at mid-term is earning at or below a C- (1.67) in a class. Students and their advisors are sent a notice telling them that a mid-term warning has been filed. This allows students time to consult with their advisor and/or the course faculty member to determine a plan for the rest of the term. No transcript notation is made, and academic standing is not affected.

Exception to Academic Policy

Pacific Lutheran University students are expected to follow the standard degree sequence, general education curriculum and the individual requirements for each degree, major and minor. In unusual circumstances, normally those beyond the student's control, students are given the opportunity to request an exception to academic policies/requirements. Students must complete the "Request for Exception to Academic Requirements" form (available on the Registrar's Office website at www.plu.edu/registrar/documents-forms/home.php) and obtain all required signatures. Requests for substitutions or waivers of a course or policy requirement in a major or minor may be approved by the relevant department chair or dean (see the form for details). Requests for substitutions or waivers of a general education element policy or requirement require approval of the appropriate dean and/or provost (supporting signatures from advisors and chairs may also be required by the approving official). Requests for waiver of other academic policies require the approval of the Office of the Provost and/or certain faculty committees (General Education Council or Admission and Retention of Students for example).

A request for a waiver or substitution to a policy does not mean the request will be granted, but instead provides a procedure for the student's request to be heard and considered by the relevant officials. While a committee or individual chair/dean may be understanding about a student's situation, missing deadlines, failing to achieve grade point average requirements, or misunderstanding requirements does not release the student from personal responsibility for completing the requirements. Typically, it takes one week to a month to receive a decision depending on the nature of the request. Students are notified via their official PLU email account when a decision has been made by the chair/dean or other approving officials or committees.

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.

Registered students must attend the first class meeting or contact the instructor to receive permission to miss the first meeting or they may be dropped from the class by the instructor. Students dropped by the faculty may not re-register for the course without faculty permission. Faculty must notify the Registrar's office to drop a student. Students who are dropped for non-attendance after the posted drop deadline for any semester or term will be charged the registration change fee.

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
- **Senior:** 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 Students

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

2012 2013 / Undergraduate program / Policies procedures

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 the January term is four semester hours with a maximum of five semester hours. For undergraduate students, a 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 Undergraduate 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; and, if stipulated by the student's major department, permission of the program director or dean.
- 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 complete 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 for a PLU course, 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. There is both tuition and a separate fee charged for credit by exam.

- 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.

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.

Repeating Courses

An undergraduate may repeat any course two times (including withdrawals); however, an academic unit may require permission to repeat a course within the major or minor. 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	Yes
A-	3.67	Yes
B+	3.33	Yes
B (Good)	3	Yes
B-	2.67	Yes

Grade	Points per Hour	Credit Awarded
C+	2.33	Yes
C (Satisfactory)	2	Yes
C-	1.67	Yes
D+	1.33	Yes
D (Poor)	1	Yes
D-	0.67	Yes
E (Fail)	0	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. IHON students may not pass/fail an International Honors course.

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. To receive credit, all work must be completed and a passing grade recorded. Incompletes from Spring Semester and the Summer Term are due six weeks into the Fall Semester. Fall Semester and J-Term incompletes are due six weeks into the Spring Semester. Faculty may assign an earlier deadline for completion of the work by the student. 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 when the incomplete grade is awarded at the end of the term. If a default grade was 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. An incomplete contract is available and may be required by the faculty member.

In-Progress Grade

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 courses are not completed due to medical cause. A medical withdrawal does not affect a student's grade point average, but may affect progression in a major or timely completion of the degree. For further information, go to Withdrawal from the University at the end of this section or to the Undergraduate Tuition, Financial Aid and Payment section in this catalog.

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 GenEds 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 GenEd elements 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 GenEd elements.
- Students who complete a bachelor's degree from an accredited college or university before matriculation at PLU will be admitted with senior standing of 90 semester hours. Students may transfer in a maximum of 96 semester hours or 144 quarter hours; of these the maximum transferable from a two-year school is 64 semester or 96 quarter hours. These students will have satisfied all general education program elements except for four hours in religion (from Christian Traditions), four hours in Perspectives on Diversity, the senior seminar requirement, and, where appropriate, the College of Arts and Sciences requirement. A bachelor's degree does not automatically satisfy the mathematics or foreign language entrance requirements.

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 are declared as majors/minors 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 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 education program elements in Literature, Philosophy, Religion, or Languages. Once a student has matriculated at PLU, departmental approval is required for a course to transfer in to meet general education program elements in Literature, Philosophy, Religion, or Languages.
- Transfer courses must be a minimum of three semester hours to fulfill a PLU four-hour general education element requirement. Transfer courses to fulfill any other semester hour general education program element (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.
- Out of the final 40 semester hours of a student's program, at least 32 semester hours must be completed in residence at PLU. That is, no more than 8 transfer credits may be applied during a student's final 40 hours in a degree program. (Special programs such as 3-2 Engineering and Study Away during a semester or January term are excluded from this limitation.)
- 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 who complete a bachelor's degree from an accredited college or university before matriculation at PLU will be admitted with senior standing of 90 semester hours. Students may transfer in a maximum of 96 semester hours or 144 quarter hours; of these the maximum transferable from a two-year school is 64 semester of 96 quarter hours. These students will have satisfied all general education program elements except for four hours in religion (from Christian Traditions), four hours in Perspectives on Diversity, the senior seminar requirement, and, where appropriate, the College of Arts and Sciences requirement. A bachelor's degree does not automatically satisfy the mathematics or foreign language entrance requirements.

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.

Evaluation of Credits

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.
- **Credits earned by Advanced Placement (AP)-English, International Baccalaureate (IB)-English, or through Washington State's Running Start Program** do not satisfy the Writing Seminar element of the First-Year Experience Program, though the hours may be used for elective credit. Transfer of credits from other universities courses must be listed in the official college catalog, be part of the regular college curriculum of a regionally accredited college or university, and be posted on an official college or university transcript.
- **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 Christian Traditions), 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.
- **Cambridge International Examinations (A-level exams):** A maximum of 30 semester hours may be granted for completion of Cambridge International Examinations. Students must earn a passing grade (C or better) to earn credit. No credit will be awarded for AS-Level or O-Level exams. Students are advised to contact the Registrar's Office for specific details.

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 coursework or may petition a department of 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.
- The university does not grant credit for college-level General Equivalency Diploma (GED) tests.

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:

Degree Completion and Bachelor's and Master's Graduation Application Deadlines

Degree Completion	Bachelor's and Master's Deadline
December 2012 or January 2013	May 1, 2012
May 2013 or August 2013	December 3, 2012

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)

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. All students are encouraged to consult with their academic advisor prior to making any significant schedule changes. Please refer to the Class Schedule or go online at www.plu.edu/registrar for the most current information. Students may add a course without an instructor signature that meets multiple times per week only during the first five business days for a full or half semester-length class. For courses that meet only one-time per week, students may not add the course without instructor permission after the first class meeting. A student may drop a course without an instructor's signature only during the first ten business days of a full semester-length class and during the first five business days of a half-semester length class. For all courses, registered students must attend the first class meeting or contact the instructor to receive permission to miss the first meeting or they may be dropped from the class by the instructor. Students dropped for nonattendance may not re-register for the course without faculty permission. Faculty must notify the Registrar's office to drop a student. 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 \$100 late registration fee is charged for any registration changes after the printed deadline dates.

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.

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.

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.

Withdrawal from a Course

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 \$100 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 \$100 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/registrar/documents-forms.

Withdrawal from the University (all classes)

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

2012 2013 / Undergraduate program / Policies procedures

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

Undergraduate Programs and Curricula 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 & Design
- 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)
- Publishing and Printing Arts
- Scandinavian Area Studies
- Women's and Gender Studies (Complementary Major)

Other Academic Programs

- 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.)

MAJORS (UNDERGRADUATE)

with applicable concentrations

- Anthropology (B.A.)
- Art History (B.A.)
- Biology (B.A., B.S.)
- Business Administration (B.B.A.)
 - Concentrations:
 - Accounting
 - Finance
 - Management and Human Resources
 - Marketing
 - Individualized
- 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
- Elementary Education (B.A.E.)
 - Endorsements:
 - Elementary Education
 - Elementary with Early Childhood
 - Education/Early Childhood Special Education
 - Elementary with Special Education
- Secondary Education (B.A.E.)
 - Endorsements:
 - Biology
 - Chemistry
 - Chinese
 - Earth and Space Science
 - English Language Arts
 - English Language Learners (ELL)
 - French
 - German
 - Health and Fitness (UG only)
 - History
 - Mathematics
 - Middle-Level Humanities
 - Middle-Level Mathematics
 - Middle-Level Science
 - Music

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- Physics
- Reading
- Science
- Social Studies
- Spanish
- Special Education
- Theatre Arts
- Visual Arts
- 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 Promotion
 - 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.)
- Studio Arts (B.A., B.F.A.)
Concentrations (B.F.A.):
 - Ceramics
 - Graphic Design
 - Painting
 - Photography
 - Printmaking
 - Sculpture
- Theatre (B.A., B.F.A.)
Concentrations:
 - Acting/Directing
 - Design/Technical
- Women's and Gender Studies (Interdisciplinary B.A.)

MINORS

2012 2013 / Undergraduate program / Program curriculum information

- Actuarial Science
- Anthropology
- Art History
- Biology
- Business Administration
- Business Administration, Specialized
- Chemistry
- Children's Literature and Culture
- Chinese (Language)
- Chinese Studies (Interdisciplinary)
- Classical Studies
- Coaching
- Communication
- Computer Science
- Conflict Resolution
- Dance Performance
- Economics
- Electrical Engineering
- Environmental Studies (Interdisciplinary)
- Exercise and Sport Psychology
- Fitness and Wellness Education
- French
- Geosciences
- German
- Global Studies (Interdisciplinary)
- Greek
- Health Services
- Hispanic Studies
- History
- Latin
- Literature
- Mathematics
- Music - General
- Music - Specialized
- Music - Specialized, Jazz
- Norwegian
- Personal Training
- Philosophy
- Physics
- Political Science
- Psychology
- Public Affairs
- Publishing and Printing Arts (Interdisciplinary)
- Religion
- Sociology
- Social Work
- Sport and Recreation Management
- Statistics
- Studio Arts (for non-art majors only)
- Theatre
- Women's and Gender Studies
- Writing

Academic Internship/Cooperative Education

253.535.7324

www.plu.edu/intern

intern@plu.edu

Academic internship/cooperative 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 firsthand 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.

Courses

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 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 Global Education 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 to 12)

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.

BACHELOR OF ARTS MAJOR

36 semester hours

Required: ANTH 102, 103, 480, 499.

Choose: ANTH 101 or 104; 4 semester hours from 330–345 (peoples courses); 4 semester hours from ANTH 350–465 (topics courses); 8 additional hours in anthropology, at least 4 of which must be above ANTH 321.

MINOR

20 semester hours

Required: ANTH 102.

Choose: ANTH 101 or 103 or 104; 4 semester hours from ANTH 330–345; 4 semester hours from ANTH 350–499; and 4 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.

Courses

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, 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 - 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 - 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 190: Inquiry Seminar - F

A four-credit seminar to 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. (4)

ANTH 192: Practicing Anthropology: Makah Culture Past and Present - A, 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, SO

A survey of global issues: modernization and development; economic change and international trade; diminishing resources; war and

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revolution; peace and justice; and cultural diversity. (Although this course is cross-listed with HIST/POLS 210, students receive anthropology credit only when this course has a faculty member from anthropology.) (4)

ANTH 220: Peoples of the World - 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 - SO

Native Americans have lived in Washington State for more than 12,000 years. Cultures of coastal interior peoples are examined through time until the emergency 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, 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 287: Special Topics in Anthropology

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. (1 to 4)

ANTH 288: Special Topics in Anthropology

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. (1 to 4)

ANTH 289: Special Topics in Anthropology

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. (1 to 4)

ANTH 291: Directed Study

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. (1 to 4)

ANTH 305: Exploring Anthropology - Conceptual and Procedural Approaches

Exploration of how humans, culture, and society are understood and studied anthropologically. Students will learn anthropological concepts and approaches associated with the four sub-disciplines, procedures for conducting anthropological projects, qualitative and quantitative analyses, and anthropological ethics. *Prerequisites:* ANTH 102, at least one more anthropology course, and consent of instructor. (4)

ANTH 330: Cultures and Peoples of Native North America - A, 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 - 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, 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, 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 Meosamerican societies were structured and how they changed over time. (4)

ANTH 336: Peoples of Latin America - C, 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 - C, SO

This course is an in-country examination of the rich past and present cultural variation of Central Mexico. It is structured 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, 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, 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, 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, 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, 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, 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, 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, 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, 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 - 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 to 4)

ANTH 368: Edible Landscapes, The Foraging Spectrum - C, 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, 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, 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 ideal citizens and citizens reshape their state? Specific topics may include refugees, transnational identities, colonialism, and neo-liberalism. (4)

ANTH 377: Culture and Prehistory of Central Mexico - C, SO

An investigation of the origins of social patterns and problems facing the native peoples of Oaxaca today with special emphasis on the history and impact of Mexican law, policies, conflicts and ongoing issues of sovereignty, identity and cultural rights. (4)

ANTH 380: Sickness, Madness and Health - C, 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, 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 - SO

Selected topics as announced by the department. Course will address important issues in archaeology and cultural anthropology. (1 to 4)

ANTH 388: Special Topics in Anthropology

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. (1 to 4)

ANTH 389: Special Topics in Anthropology

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. (1 to 4)

ANTH 392: Gods, Magic and Morals - C, 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)

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ANTH 465: Archaeology: The Field Experience - 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 to 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 487: Special Topics in Anthropology

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. (1 to 4)

ANTH 488: Special Topics in Anthropology

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. (1 to 4)

ANTH 489: Special Topics in Anthropology

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. (1 to 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 to 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 to 4)

ANTH 495: Internship

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. (1 to 12)

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 non-majors: Departmental approval. (4)

Art & Design

253.535.7573
www.plu.edu/art
soac@plu.edu

BACHELOR OF ARTS

38 to 44 semester hours

- Courses in teaching methods may not be applied to the major.
- A maximum of 44 semester hours in Art & Design courses may be applied toward the Bachelor of Arts in Studio Arts and in Art History only.
- 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 language requirement.

Art History Major

38 semester hours

- ARTD 180: History of Western Art I (4)
- ARTD 181: History of Western Art II (4)
- ARTD 280: Art Methodology and Theory (4)
- ARTD 499: Capstone (2)
- Studio Arts Courses (8)
- Art History Courses (16)

Studio Arts Major

44 semester hours

- ARTD 101: Drawing 1 (4)
- ARTD 102: 2D Design/Color Theory (4)
- ARTD 202: 3D Design (4)
- ARTD 399: Keystone (2)
- ARTD 499: Capstone (2)
- **Technique Courses (16):**
 - Two-Dimensional Course (4)
 - Three-Dimensional Courses (8)
 - Photography Course (4)
- **Understanding Art/Culture Courses (12):**
 - ARTD 180: History of Western Art I (4)
 - ARTD 181: History of Western Art II (4)
 - Upper-division Art History (4)

BACHELOR OF FINE ARTS

72 semester hours minimum, including:

Studio Arts Major

- **Foundation Courses (16):**
 - ARTD 101: Drawing 1 (4)
 - ARTD 102: 2D Design/Color Theory (4)
 - ARTD 201: Drawing 2: Figure Drawing (4)
 - ARTD 202: 3D Design (4)
- **Technique Courses (24):**

Go to www.plu.edu/art to view specific courses fulfilling requirements

 - Two-dimensional courses (8)
 - Three-dimensional courses (8)
 - Photography course (4)
 - Technology course (4)
- **Understanding Art/Culture Courses (12):**
 - ARTD 180: History of Western Art I (4)
 - ARTD 181: History of Western Art II (4)
 - Upper-division Art History (4)
- **Artistic Practice Courses (16)**
 - The courses under Artistic Practice are based on the specific concentration of each student.
- **Keystone/Capstone Courses (4):**
 - ARTD 399: Keystone (2)
 - ARTD 499: Capstone (2)

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

CONCENTRATIONS (B.F.A. STUDIO ARTS MAJOR)

A minimum of 16 semester hours in one concentration

Students may apply Independent Study courses ARTD 491: Special Projects on a case-by-case basis subject to approval by the department chair.

- Ceramics
- Graphic Design
- Painting
- Photography
- Printmaking
- Sculpture

MINORS

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

Studio Arts

20 semester hours, including:

- ARTD 380: Modern Art (4)
- Two-dimensional course, based on concentration area (4)
- Three-dimensional course, based on concentration area (4)
- Studio Arts electives drawn from upper-division courses (8)
- Courses in teaching methods (ARTD 340 and ARTD 440) may not be applied to the minor.

Art History

24 semester hours, including:

- ARTD 180 and ARTD 181 (8)
- Art history/theory electives (12)
- Studio Arts elective (4)
- Non-concentration courses, practical design courses (ARTD 110, 210, 310), and courses in teaching methods (ARTD 340, 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: 101, 102, 110, 201, 202, 210, 220, 230, 250, 310, 315, 320, 330, 350, 355, 365, 370, 410, 420, 425, 430, 450, 465, 466, 470, 483

Note: All studio courses require a studio lab fee in addition to tuition.

History and Theory Courses: 180, 181, 280, 380, 381, 382, 383, 480, 481, 482, 490

Courses

ARTD 101: Drawing 1 - AR

A course dealing with the basic techniques and media of drawing. (4)

ARTD 102: 2D Design/Color Theory - AR

This course combines course work in color and composition. Students will develop a better understanding in pictorial composition, color theory, patterning, materials and methods in the two-dimensional arts, perspective, and a range of conceptual design strategies. Required for all BA/BFA majors. (4)

ARTD 110: Graphic Design 1 - AR

An introduction to design through the study of basic techniques, color theory, and composition. (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 190: Inquiry Seminar - F

A four credit seminar to 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. (4)

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ARTD 201: Drawing 2: Figure Drawing - AR

Drawing taken beyond the basics of 101. Expansion of media forms, and solutions to compositional problems. Possibility of pursuing special individual interests, with permission. *Prerequisite:* ARTD 101 or consent of instructor. (4)

ARTD 202: 3D Design - AR

Students will develop an understanding in three-dimensional design with an emphasis on spatial awareness, problem-solving, and the many varieties of sculptural form. Required for all B.A. and B.F.A. majors. (4)

ARTD 210: Graphic Design 2

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 110 or consent of instructor. (4)

ARTD 220: Photography I: BW 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 1 - AR

Introduction to ceramic materials, tools, and techniques including hand-built and wheel-thrown methods, and glaze application. Includes a survey of ceramic art. (4)

ARTD 250: Sculpture 1 - 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. Includes a video survey of contemporary and historical artists. (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 287: Special Topics in Art - AR

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. *Prerequisite:* ARTD 110 or consent of instructor. (1 to 4)

ARTD 288: Special Topics in Art - AR

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. (1 to 4)

ARTD 289: Special Topics in Art - AR

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. (1 to 4)

ARTD 291: Directed Study

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. (1 to 4)

ARTD 310: Graphics Design 3

Design and execution of printed materials; emphasis on technical procedures and problems in mass communication. *Prerequisite:* ARTD 210 or consent of instructor. (4)

ARTD 315: 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. Requires permission from the Printing and Publishing Arts Director in the Department of English and instructor. (4)

ARTD 320: Photography 2: Digital Photography - AR

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 330: Ceramics 2

Advanced techniques in ceramic construction and experiments in glaze formation. Focus on form and craftsmanship. *Prerequisite:* ARTD 230 or consent of the instructor. (4)

ARTD 340: Elementary Art Education

A study of creative growth and development; art as studio projects; history and therapy in the classroom. (2)

ARTD 350: Sculpture 2

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 utilizing gas and MIG processes (text required). Both courses emphasize mixed media sculpture. May be taken twice for credit. *Prerequisite:* ARTD 250. (4)

ARTD 355: 3D Digital Modeling - AR

An introduction to three-dimensional modeling. Students will learn to design and manipulate objects in 3D digital space. (4)

ARTD 365: Painting I

Media and techniques of painting in oil or acrylics. *Prerequisite:* ARTD 101. (4)

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ARTD 370: Printmaking 1

Methods and media of fine art printmaking; both hand and photo processes involving lithographics, intaglio, and screen printing.

Prerequisite: ARTD 101 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, Turner, Courbet, Monet, Degas, Manet, Renoir, Van Gogh, Seurat, Cezanne, and Gauguin. (4)

ARTD 383: 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 387: Special Topics in Art - AR

This course is intended for unique opportunities to explore artistic expression, provided by visiting artists or artists in residence who intend to focus on a particular style, element or technique used in creative and artistic expression. (1 to 4)

ARTD 388: Special Topics in Art - AR

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. (1 to 4)

ARTD 389: Special Topics in Art - AR

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.. (1 to 4)

ARTD 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 or 2)

ARTD 410: Graphic Design 4

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 310 or consent of instructor. (4)

ARTD 420: Photography 3: 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 425: Photography 4: Lighting Environments

Light Environments explores various lighting strategies in photography and will explore various lighting techniques from a variety of genres: landscape, still life, portraiture, copy arts, product and fashion photography. *Prerequisite:* ARTD 420 or consent of instructor. (4)

ARTD 430: Ceramics 3

Individual research into ceramic construction, kiln operations, experiments in glaze formation, and non-traditional surface treatments. 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 450: Sculpture 3

This course emphasizes student formulated projects and research using processes and skills gained in the prerequisite courses. There is an emphasis on mixed media sculpture. May be taken twice. *Prerequisite:* ARTD 350 or consent of instructor. (4)

ARTD 465: Painting 2

Media and techniques of painting in oil or acrylics. May be taken twice. *Prerequisite:* ARTD 365 or consent of instructor. (4)

ARTD 466: Painting 3

Explore and develop student's portfolio of work within the area of painting. Independent project emphasis with instructor's input. Emphasis on student's development of individual style and problem solving. May be taken twice. *Prerequisite:* ARTD 365 or consent of instructor. (4)

ARTD 470: Printmaking 2

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 or consent of instructor. (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, Easkins, 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

2012 2013 / Undergraduate program / Program curriculum information / Art design

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: 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 483: Studio Practice

This course is focused on the student's individual research towards the capstone exhibition in collaboration with their faculty mentor or advisor. Requires senior standing, and may be taken twice for credit. Required for all BFA majors. (1 to 4)

ARTD 484: 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 to 4)

ARTD 487: Special Topics in Art

This course is intended for unique opportunities to explore artistic expression provided by visiting artists or artists in residence who intend to focus on a particular style, element, or technique used in creative and artistic expression. (1 to 4)

ARTD 488: Special Topics in Art - AR

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. (1 to 4)

ARTD 489: Special Topics in Art

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. (1 to 4)

ARTD 490: Gender and Art - A, AR

Studies the effects of race and class on the construction of femininity and masculinity in art and visual culture in the United States and in Europe, with an emphasis on 19th and 20th century modernism. May not be repeated for credit. (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 2.50 GPA, consent of instructor and department chair. (1 to 4)

ARTD 495: Internship

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. (1 to 12)

ARTD 499: Capstone - SR

Capstone course for undergraduate degrees in the Department of Art & Design. Focus is on integrating student learning objectives with student experience through development and presentation of portfolio projects and other assignments. (2 to 4)

Arts and Communication, School of

253.535.7150

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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 college 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 & design, 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.

DEGREES OFFERED

- Bachelor of Arts in Communication (B.A.C.)
- Bachelor of Fine Arts (B.F.A.)
- 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 fulfill general education elements and the specific requirements of the Departments of Art & Design, 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.

Arts and Sciences, College of

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

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.

After matriculation, no more than 44 semester hours earned in one department may be applied toward the B.A. or B.S. degree.

Biology

253.535.7561

www.plu.edu/biologybiology@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, and experience it.

Each major completes a two-course core sequence in introductory biology, followed by a semester of genetics. Upper-division courses in the biology program are designed so that students can continue to develop both breadth and depth of understanding of biology, expanding on the logical framework that core courses provide; breadth of knowledge and conceptual understanding are required for investigating biological questions and the application of knowledge in practical ways. The breadth of study allows students to integrate their knowledge from various sub-disciplines and understand different methodological approaches. At the same time, the curriculum provides room for students to pursue their special interests in depth. Therefore, biology graduates are prepared for a wide range of opportunities after graduation.

The upper-division courses are grouped by major conceptual ideas as such ideas are applied at the different levels of biological organization (cell, organism, population)—in sequence of scale from small to large. Important questions in biology span the range of these levels of organization. Emphasis is on understanding biological relationships within and between plants and animals.

The major requirements also stress the balance of importance of both plant and animal life, including use of selected plants and animals as model organisms. The curriculum offers opportunity for students to discover similarities and differences of structure, function, and relationships within and between plants and animals.

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.

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 225 and 226) and a semester of Genetics (BIOL 330). Completion of the two-course introductory core with grades of C- or higher is required before upper-division biology courses can be taken. Furthermore, BIOL 330 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 BIOL 499A and B, 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 225, 226, 330, 499A, and 499B
 - **Plus:** 20 additional upper-division biology hours that satisfy the following requirements:
 - Cellular and Molecular Biology (One course): BIOL 341, 342, 442, 444, 445 or 448
 - Organism Structure and Function (One course): BIOL 352, 353, 354, 355, 356, 357, 358, or 453
 - Ecology and Evolution (One course): BIOL 362, 366, 367, 368, 369, 461, or 462
- At least one upper-division course must be botanical in nature. Courses satisfying this requirement are: BIOL 356, 358, and 462
- At least one upper-division course must be zoological in nature. Courses satisfying this requirement are: BIOL 352, 353, 354, 355, 362, and 453
- **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 225, 226, 330, 499A, and 499B
 - **Plus:** 28 additional upper-division biology hours that satisfy the following requirements:
 - Cellular and Molecular Biology (One course): BIOL 341, 342, 442, 444, 445 or 448
 - Organism Structure and Function (One course): BIOL 352, 353, 354, 355, 356, 357, 358, or 453
 - Ecology and Evolution (One course): BIOL 362, 366, 367, 368, 369, 461, or 462
- At least one upper-division course must be botanical in nature. Courses satisfying this requirement are: BIOL 356, 358, and 462

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- At least one upper-division course must be zoological in nature. Courses satisfying this requirement are: BIOL 352, 353, 354, 355, 362, and 453
- For the B.S. degree only, CHEM 403 may count as an upper-division biology course with approval of the department chair. The use of CHEM 403 for the B.S. degree cannot be used to satisfy any of the distribution requirements listed above.
- **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

20 semester hours including:

- BIOL 225, 226
- 12 semester hours elective coursework in biology (minimum 4 hours upper division required)*

*No more than one 100-level course can be applied to the minor; this course must be taken prior to enrolling in BIOL 225.

At least 8 semester hours for the minor must be earned in courses taken at PLU. For those students applying only 8 semester hours of PLU biology credit toward the minor, those hours cannot include independent study (BIOL 491) or internship (BIOL 495).

Course Offerings by Semester/Term

Fall Semester: 201, 205, 225, 226, 330, 354, 358, 362, 444, 445, 453, 461, 491, 495, 499A, 499B

January Term: 111, 116, 356, 357, 366 (alternate years), 491, 495, 499A

Spring Semester: 111, 206, 225, 226, 330, 341, 342, 352, 355 (alternate years), 367 (alternate years), 387, 442, 448, 462, 491, 495, 499A, 499B

Courses

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 190: Inquiry Seminar - F

A four credit seminar to 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. (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 225: 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 226: 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 225 with a C- or better. (4)

BIOL 287: Special Topics in Biology

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. (1 to 4)

BIOL 288: Special Topics in Biology

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. (1 to 4)

BIOL 289: Special Topics in Biology

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. (1 to 4)

BIOL 291: Directed Study

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. (1 to 4)

BIOL 330: 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 226. (4)

BIOL 341: 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 226. (4)

BIOL 342: 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. *Prerequisites:* BIOL 226; CHEM 331 with CHEM 333 recommended. (4)

BIOL 352: Comparative Anatomy

Evolutional 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 226. (4)

BIOL 353: 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 226 or consent of instructor. (4)

BIOL 354: 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 226. (4)

BIOL 355: 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 226 or consent of instructor. (4)

BIOL 356: Economic and Cultural Botany

Botany of plants used by humans in a global context; traditional and contemporary uses of plants. General plant morphology and anatomy, overview of taxonomy of plants useful to humans, evolution of plant secondary metabolites, medical botany (medicines, poisons, psychoactive plants), genetic engineering, bio-prospecting and socio-economic issues surrounding botanical commodities. *Prerequisite:* BIOL 226. (4)

BIOL 357: Histology

The tissue level of biological organization, including animal and plant tissues. Tissue contributions to organ structure and function. Laboratory includes examination of prepared microscope slides as well as tissue processing and preparation of permanent microscope slides of sectioned and stained animal and plant tissues. *Prerequisite:* BIOL 226. (4)

BIOL 358: Plant Physiology

A study of how plants obtain and utilize nutrients, react to environmental factors, and adapt to stress. Focuses on mechanisms at the molecular, cellular, and organismal levels. Explores connections to agriculture and ecology. Relies significantly on primary literature. Includes laboratory. *Prerequisite:* BIOL 226. (4)

BIOL 362: Animal Behavior

A survey of the field of animal behavior with an emphasis on integrating behavioral analyses into an explicitly evolutionary framework. An understanding of both the proximate and ultimate mechanisms underlying behavior is emphasized. Laboratory/discussion in addition to lecture. *Prerequisite:* BIOL 226. (4)

BIOL 366: 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 226 or consent of instructor. (4)

BIOL 367: 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 226 or consent of instructor. (4)

BIOL 368: Ecology

Organisms in relation to their environment, including organismal adaptations, population growth and interactions, and ecosystem structure and function. Laboratory/discussion in addition to lecture. *Prerequisite:* BIOL 226. (4)

BIOL 369: Marine Biology

The ocean as environment for plant and animal life; an introduction to structure, dynamics, and history of marine ecosystems. Lab, field trips, and term project in addition to lecture. *Prerequisite:* BIOL 226. (4)

BIOL 387: Special Topics in Biology - NS

Selected topics as announced by the department. May be repeated for credit. (1 to 4)

BIOL 388: Special Topics in Biology

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. (1 to 4)

BIOL 389: Special Topics in Biology

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. (1 to 4)

BIOL 442: 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 226 and CHEM 331 with 333, or consent of instructor. (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 330 or consent of instructor. (4)

BIOL 445: 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 330. (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: 330, 341, 342, 442, 445, 453 (4)

BIOL 453: 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 226, CHEM 115; BIOL 352 recommended. (4)

BIOL 461: Evolution

An introduction to evolutionary theory and its broad explanatory power in biology. Coverage includes: a brief history of evolutionary thought, population genetics and the mechanisms of evolutionary change, phylogenetics, speciation, macroevolutionary processes, origins of life on earth, and evo-devo. Laboratory includes simulations and empirical examples of concepts covered in lecture. *Prerequisite:* BIOL 330. (4)

BIOL 462: 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 330. (4)

BIOL 487: Special Topics in Biology

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. (1 to 4)

BIOL 488: Special Topics in Biology

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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. (1 to 4)

BIOL 489: Special Topics in Biology

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. (1 to 4)

BIOL 491: Independent Studies

Investigations or research in areas of special interest not covered by regular courses. Open to qualified junior and senior majors. *Prerequisite:* Written proposal for the project approved by a faculty sponsor and the department chair. (1-4)

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 226 and consent of department chair. (1 to 4)

BIOL 499A: Capstone: Senior Seminar I - SR

Seminar focuses on developing and practicing oral and written presentation skills. Assignments and activities reinforce student ability to read and interpret scientific literature. Students work with individual mentors to select and outline an appropriate topic for a research project based on a review of the scientific literature or original student research. May graduates should take this course in the fall of their final year. December graduates should take this course in their final spring semester. Together with BIOL 499B meets the senior seminar requirement. *Prerequisite:* BIOL 225, 226, 330, and significant progress towards meeting the upper-division course requirements as determined by the Capstone Committee. (1)

BIOL 499B: Capstone: Senior Seminar II - SR

Students continue to work with individual mentors to complete the written and oral presentations of a research project based on a review of the scientific literature or original student research. May graduates should take this course in the spring semester of their final year. December graduates should take this course in their final fall semester. Together with BIOL 499A meets the senior seminar requirement. *Prerequisite:* BIOL 499A. (1)

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.

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 56 semester hours in required and elective business-related subjects; 40 semester hours from B.B.A. core and 16 semester hours of business electives.
- A minimum of 28 semester hours in business must be taken in residence at PLU.
- 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.
- 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, and who maintain a cumulative grade point average of 2.50 or above.

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, and who maintain a cumulative grade point average of 2.50 or above.

BACHELOR OF BUSINESS ADMINISTRATION MAJOR

Foundation and Other Course Requirements

Foundation courses may also satisfy the General Education Program (GenEd). See General Education Program section of this catalog.

Required Foundation Courses to Declare the Major

16 semester hours

- BUSA 201: Introduction to Business in the Global Environment (4) (*semester hours counted in BBA Core*)
- CSCE 120: Computerized Information Systems (4)
- ECON 101: Principles of Microeconomics (4)
- MATH 128: Linear Models and Calculus, An Introduction (4) *or* MATH 151: Introduction to Calculus (4)
(MATH 151 recommended for finance concentration)
- STAT 231: Introductory Statistics (4)

Foundation Courses Required to Graduate

8 semester hours

- PHIL 225: Business Ethics (4)
- COMA 235: Communication in Professional Settings (4)

B.B.A Core

40 semester hours

- BUSA 201: Introduction to Business in the Global Environment (4) (*Required to declare the major. Also listed in foundation courses; may be offered as BUSA 190*)
 - BUSA 202: Financial Accounting (4)
 - BUSA 203: Managerial Accounting (4)
 - BUSA 302: Business Finance (4)
 - BUSA 303: Business Law and Ethics (4) *or* BUSA 304: Business Law and Ethics for Financial Professionals (4)
 - BUSA 305: Behavior in Organizations (4)
 - BUSA 308: Principles of Marketing (4)
 - BUSA 309: Creating Value in Operations (4)
 - BUSA 310: Information Systems and Database Management (4)
 - BUSA 499: Capstone: Strategic Management (4)
- **B.B.A. Elective Requirement:** Any 16 semester hours of upper-division business electives, or any non-business elective courses approved by a student's faculty advisor. Minimum of 12 semester hours elective in business required. Internships encouraged but do not apply to the elective requirement.

CONCENTRATIONS

16 to 24 semester hours

By taking an approved set of electives (see concentration listings that follow) beyond the 40 semester hour core, a student satisfies the B.B.A. elective requirement and earns a concentration designation in one of the following: Accounting, Finance, Management and Human Resources, Marketing, and 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 12 semester hours of the total concentration requirements must be taken in residency at PLU
- All B.B.A. degree overall requirements
- Internship highly recommended but does not apply toward concentrations' requirements

Accounting

24 semester hours

- BUSA 320: Accounting Information Systems (4)
- BUSA 321: Intermediate Accounting I (4)
- BUSA 322: Intermediate Accounting II (4)
- BUSA 422: Consolidations and SEC Reporting (4)
- BUSA 424: Auditing (4)
- BUSA 427: Tax Accounting (4)
- **Recommend students also take electives:**
 - BUSA 323: Cost Accounting and Control Systems (4)
 - BUSA 423: Accounting for Non-profits and Government Entities (4)
- **NOTE:** BUSA 304 is required as B.B.A. Core Law option

Finance

20 semester hours

- BUSA 335: Investments and Portfolio Management (4)
- BUSA 437: Financial Analysis and Strategy (4)
- BUSA 438: Empirical Finance *or* ECON 344: Econometrics (4)
- **And 8 semester hours from the following:**
 - BUSA 321: Intermediate Accounting I (4)
 - BUSA 337: International Finance and Risk Management (4)
 - BUSA 430: Finance for Entrepreneurial and Privately-held Firms (4)
 - ECON 322: Money and Banking (4) *or* ECON 344: Econometrics (4)
 - **Note:** Only 4 semester hours from ECON may be applied to the concentration; either ECON 322 or 344, but not both.
- **Recommended:**
 - MATH 151/152 as substitute for MATH 128
 - BUSA 304 as law alternative
 - ECON 302. Note: ECON 102 is a prerequisite for ECON 302, 322 (or consent of instructor), and 344
 - Minors in economics and/or mathematics

Management and Human Resources

16 semester hours

- BUSA 342: Managing Human Resources (4)
- **And 12 semester hours from the following** (*at least 8 semester hours from BUSA*):
 - BUSA 340: Non-profit Management (4)

- BUSA 352: Global Management (4)
- BUSA 358: Entrepreneurship (4)
- BUSA 442: Leading Organizational Improvement (4)
- BUSA 449: Strategic Human Resource Management (4)
- ECON 321: Labor Economics (4)
- **Note:** Recommended track for human resource professional includes: BUSA 342, 440, 442, 449, and ECON 321

Marketing

16 semester hours

- BUSA 363: Consumer Behavior (4)
- BUSA 467: Marketing Research (4)
- BUSA 468: Marketing Management (4)
- **And 4 semester hours from the following:**
 - BUSA 361: e-Marketing (4)
 - BUSA 362: Sustainable Marketing (4)
 - BUSA 364: Services Marketing (4)
 - BUSA 460: International Marketing (4)

Individualized

16 semester hours

- Hours must be upper-division electives in purposeful selection. Proposal must be made in advance and not later than second semester of the junior year. Proposal 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. Only 4 semester hours of independent study, if approved, may apply to the concentration. Variations on existing concentrations are not acceptable.

Minimum Grade Point Average Required for Upper-division Courses

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, and who maintain a cumulative grade point average of 2.50 or above.

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 and business courses may not be taken Pass/Fail, except for BUSA 495: Internship which is only offered Pass/Fail.

Continuing Student Grade Point Average (GPA) Requirement

Declared business majors will be placed on School of Business probation after the first semester or term of cumulative GPA below 2.50. After two semesters or terms of cumulative GPA below 2.50, students will be dropped from the business program so they may pursue other degree options. Students who subsequently raise their cumulative GPA to 2.50 or above may reapply to the School of Business.

MINORS

20 semester hours minimum

All courses in a minor must be completed with a grade of C- or higher. A cumulative grade point average of 2.50 for all courses in a minor is required; and at least 12 semester hours must be completed in residence. Internships and Independent Study do not apply to the minors.

Business Administration Minor

A minimum of 20 semester hours in business courses, including:

- BUSA 201: Introduction to Business in the Global Environment (4)
- BUSA 202: Financial Accounting (4)
- BUSA 305: Behavior in Organizations (4)
- BUSA 308: Principles of Marketing (4)
- **And** any 4 semester hours 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 20 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.

Go to <http://www.plu.edu/communication-theatre/home.php> for the Specialized Business Minor in Marketing.

Accounting Certificate Program

24 semester hours

The Accounting Certificate Program is available for students who hold a baccalaureate degree, or are pursuing a baccalaureate degree (any

field) and wish to complete the accounting course educational requirements to sit for the Certified Public Account (CPA) examination. Requirements for the certificate include: 24 semester hours from BUSA 202, 203, 320, 321, 322, 323, 422, 423, 424, and 427; a cumulative 3.00 GPA in accounting courses; and a minimum of C- in any course. Please note that there are additional courses and experience requirements to sit for the CPA exam which are not met by this certificate program; completion of these other requirements is the student's responsibility. Contact the School of Business at 253.535.7244 for further information.

Business (BUSA) - Undergraduate

Upper-division Prerequisites: All upper-division business courses have the following prerequisites: BUSA 201, 202, and 203; CSCE 120; ECON 101; MATH 128 or 151; STAT 231; or permission of School of Business dean or his/her designate. Declared business majors may apply to co-enroll in BUSA 203 and one or more of the following: BUSA 302 (junior standing required), 303 or 304, 305, 308.

Courses

BUSA 190: Inquiry Seminar - F

A four-credit seminar to 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. (4)

BUSA 201: Introduction to Business in the Global Environment

Understanding business in the global marketplace and how functions and applications contribute to mission. Introduction to domestic and global economic, competitive, social, cultural, political and legal environments of the business enterprise, and how to integrate ethical and socially responsible behavior in the business environment. Opportunity to reflect on professional goals and explore potential careers in business. (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 or co-enrollment in MATH 128. (4)

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, operational budgeting, capital budgeting, and performance evaluation. Familiarity with Microsoft Excel or other spreadsheet software is required. *Prerequisites:* BUSA 202, CSCE 120 or competency by exam. (4)

BUSA 287: Special Topics in Business

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. (1 to 4)

BUSA 288: Special Topics in Business

Seminar on selected topic in business. (1 to 4)

BUSA 289: Special Topics in Business

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. (1 to 4)

BUSA 291: Directed Study

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. (1 to 4)

BUSA 302: Business Finance

Foundations of finance (e.g., time-value, risk-return relationship, market efficiency, cost of capital), corporate finance (e.g., statement analysis, decision making, capital structure, firm financing), asset pricing (e.g., valuation, diversification), and an introduction to selected topics (e.g., behavioral finance, ethics, investments, international finance), with an emphasis on using spreadsheets to develop quantitative skills. *Prerequisite:* BUSA 203. (4)

BUSA 303: Business Law and Ethics

Foundation in U.S. business law and the U.S. legal system. Legal principles governing contract, tort, agency, intellectual property, employment, consumer law and the legal structures of business organizations. Explores legal issues raised by operating in a global environment. Analyzes the ethical duties of those in business, including obligations under professional codes of ethics, and explores the interrelationship of law, ethics, and principles of sustainability in the business context. Note that BUSA 303 and 304 may not both be taken for credit. Open to any major with permission of instructor. (4)

BUSA 304: Business Law and Ethics for Financial Professionals

For finance, accounting, or similar fields which demand an understanding of the laws affecting financial transactions, including the Uniform Commercial Code articles dealing with negotiable instruments, sales contracts, and secured lending. Surveys significant areas of business law including contract, tort, agency, employment, legal structures of business, creditor/debtor rights and securities regulations. Analyzes the ethical duties of financial professionals, including those under professional codes of ethics, and explores the interrelationship of law, ethics and principles of sustainability. Note that BUSA 303 and 304 may not both be taken for credit. (4)

BUSA 305: Behavior in Organizations

Exploration of how to organize and manage in today's context of changing internal and external demands and expectations, with emphasis on group and individual dynamics, teamwork and related topics in managing human resources. Studies how tasks, processes, individuals, groups, and structure relate to one another and to effective organizational performance. (4)

BUSA 308: Principles of Marketing

Introduces the role of sustainable marketing in a global society. Particular focus on identifying market-related variables controlled by the firm, and defining how they are used in formulating marketing strategy. Emphasis is on the role of the consumer. (4)

BUSA 309: Creating Value in Operations

The holistic study of the organization and management of value producing processes in services, manufacturing, and other economic activities. (4)

BUSA 310: Information Systems and Database Management

Introduction to information technology and systems from a management perspective. Strategic use of technology and systems, and impacts on industry competition, corporate strategy, organization structure, and the firm's value creation process. Basic concepts, strategies, and features of database design and management and how database applications support managerial decision-making and business operations. (4)

BUSA 320: Accounting Information Systems

Study of the flow of accounting information through an enterprise, systems documentation, internal controls, and database applications in accounting. *Prerequisite:* BUSA 202. (4)

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 203 or permission of the instructor. (4)

BUSA 322: Intermediate Accounting II

Advanced study of, and research on measurement and valuation of assets, liabilities and income, and financial statement disclosure issues. Includes evaluation of U.S. framework relative to those of other international frameworks. *Prerequisite:* BUSA 321. (4)

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. (4)

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. (4)

BUSA 335: Investments and Portfolio Management

Theory and practice of securities (e.g., stocks, bonds, derivatives, hybrids) valuation as well as portfolio construction and evaluation. emphasis on applying classroom concepts in real-time to student-managed portfolios. Exposure to complicating factors including taxes, the risk-return relationship, pricing anomalies, and behavioral issues in investing. *Prerequisite:* BUSA 302. (4)

BUSA 337: International Finance and Risk Management

Management of cross-border financial issues, including managing exchange rates, accessing global capital markets, conducting foreign investment, and financing foreign trade. Techniques (e.g., options, swaps, futures, insurance) and firm decisions (degrees of economic, operating, and financial leverage) are considered both generally (to firm risk), and specifically to international issues. *Prerequisite:* BUSA 302. (4)

BUSA 340: Non-Profit Management

Introduction to managing or working with non-profits including aspects of unique governance and organizational structures, strategic planning, change management, marketing, financial management, legal and tax issues, and HRM for paid and volunteer staff. How increasing focus on professionalism, accountability and non-profit enterprise requires business acumen and knowledge of non-profit sector distinctiveness. No prerequisites and open to any major. (4)

BUSA 342: Managing Human Resources

HR's changing role in organizations, workforce planning, job analysis and design, staffing, talent and performance management, total rewards, retention, risk management, and employee and labor relations, with emphasis on employment law and managing diversity. Integration of globalization, ethics, HR metrics, and HR's use of technology. *Prerequisite:* BUSA 305 or permission of instructor. (4)

BUSA 352: Global Management

Integrated study of challenges faced by managers in large and small organizations as they do business globally. Competencies involved in communicating, negotiating, strategizing, organizing, making decisions, leading people, and managing a multicultural workforce across borders and cultures. *Prerequisite:* BUSA 305. (4)

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. (4)

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. (4)

BUSA 362: Sustainable Marketing

Investigates the environmental impact of marketing decisions of both product and service organizations as well as how marketing practices impact business sustainability. Addresses ethical concerns of overconsumption and materialism. For this class, sustainability refers to the organization accounting for its social, environmental and economic impacts. *Prerequisite:* BUSA 308 or permission of instructor for non-business majors. (4)

BUSA 363: Consumer Behavior

Processes involved as 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. (4)

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. (4)

BUSA 387: Special Topics in Business Administration

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. (1 to 4)

BUSA 388: Special Topics in Business Administration

Special Topics. (1 to 4)

BUSA 389: Special Topics in Business Administration

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. (1 to 4)

BUSA 422: Consolidations and SEC Reporting

Concentrated study of equity measurement including the accounting aspects of partnerships, corporations, and consolidations. Also includes accounting for multinational corporations and SEC reporting. *Prerequisite:* BUSA 321. (4)

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 321. (4)

BUSA 424: Auditing

Comprehensive study of auditing concepts and procedures. Recommended: BUSA 320 as prerequisite or co-requisite. (4)

BUSA 427: Tax Accounting

Study of income tax concepts, regulation and tax planning principles. Both individual income taxation and business taxation are discussed. (4)

BUSA 430: Finance for Entrepreneurial and Privately-Held Firms

Methods of financing and managing privately-held firms. Topics include private firm valuation issues, financing sources and methods, venture and private equity markets, and exit and outcomes for entrepreneurial and privately-held firms. *Prerequisite:* BUSA 302. (4)

BUSA 437: Financial Analysis and Strategy

Intermediate treatment of capital budgeting (and decision-making), valuation, forecasting, risk and return analysis, capital structure, and cost of capital. This course covers the essential tools of corporate finance, while illustrating corporate finance/corporate strategy interdependences through the use of cases. *Prerequisite:* BUSA 302. (4)

BUSA 438: Empirical Finance

Covers selected seminal finance theories, as well as relevant empirical methods. Applying empirical methods to test key asset pricing and corporate finance topics using real data. Theories covered and empirical methods employed will depend on instructor. *Prerequisites:* BUSA 302 and four hours from BUSA 335, 337, 430, or 437; or BUSA 302 and co-enrollment in BUSA 335, 337, 430, or 437; or permission of instructor. (4)

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. (4)

BUSA 442: Leading Organizational Improvement

Development of leader competencies and practices that promote organizational development and change, employee involvement and teamwork, culture change, and continuous organization learning and problem solving. *Prerequisites:* BUSA 305, 342. (4)

BUSA 449: Strategic Human Resource Management

Seminar course on topics of strategic transformation: HRM as a decision science to measure its impact and build competitive advantage and workforce engagement in alignment with organizational strategy, and internal/external environments. Advanced business students, in consultation with the instructor, select appropriate topics for research and discussion. *Prerequisite:* BUSA 305. Co-requisite: BUSA 342 or permission of instructor. (4)

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 or permission of instructor for non-business majors. (4)

2012 2013 / Undergraduate program / Program curriculum information / Business school of

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. (4)

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. (4)

BUSA 485: Study Away in Business

PLU-sponsored academic or experiential study in other countries. *Prerequisite:* Junior standing or permission of instructor. (1 to 32)

BUSA 486: Study Away in Business

PLU-sponsored academic or experiential study in other countries. *Prerequisite:* Junior standing or permission of instructor. (1 to 32)

BUSA 486A: SA: Business Culture in China - C

Study away in China, focusing on the changing business environment and business culture in leading urban centers. New policies, practices and markets as China's economy evolves. Visits to enterprises and cultural-historical sites, meetings with managers and local experts on contemporary Chinese culture and business. Junior standing or permission of instructor. *Prerequisite:* Junior standing or permission of instructor. (4)

BUSA 487: Special Topics in Business Administration

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. (1 to 4)

BUSA 488: Special Topics in Business Administration

Seminar on specifically selected topics in business. (1 to 4)

BUSA 489: Special Topics in Business Administration

Seminar on specifically selected topics in business. (1 to 4)

BUSA 491: Independent Study

Individualized studies in consultation with an instructor. *Prerequisites:* Junior standing, instructor approval, and approval by dean or his/her designate. (1 to 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. Internships do not apply to concentration requirements. Pass/Fail. (1 to 4)

BUSA 499: Capstone: Strategic Management - SR

Capstone seminar for business majors. Strategic decision-making by integrating all business functions to formulate and implement business policies and strategies to achieve organizational objectives; apply appropriate methodologies, concepts, and tools pertinent to strategic analyses and discuss implications of industry structure, organization resources and capabilities, business ethics and social responsibility, sustainability, and global competitive conditions in selecting courses of action. *Prerequisites:* BUSA 302, 303 or 304, 305, 308, 309, 310, and senior standing. Last semester or permission of dean or his/her designate. (4)

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.

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.
- Departmental Honors requires a 3.50 overall GPA in the major; and other qualifications as described below.
- A grade of C- or higher is required for all prerequisite courses. Students may enroll in courses that have prerequisites only if they have completed the prerequisite course(s) with a grade of C- or higher. This grade requirement applies to prerequisite courses offered by the Chemistry Department and to supporting courses offered by other departments.

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, 499A, 499B

Additional Courses

18 semester hours

- MATH 151, 152
- PHYS 153, 154, 163, 164

BACHELOR OF ARTS MAJOR

4 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 can lead to American Chemical Society Certification if the following courses are included: CHEM 403, 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

B.S. in Chemistry with Biochemistry Emphasis is often done as a double major with Biology

Required Foundation Courses

47 semester hours, plus:

- American Chemical Society Certification for Biochemistry requires CHEM 342 and 450.
- CHEM 403, 405, 410, 420
- BIOL 225, 226
- 4 semester hours from CHEM 342 or BIOL 330, 342, 442, 445, 448, 452, or 453

Chemical-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

Fall Semester

- CHEM 115
- Freshman Inquiry or Writing Seminar (and/or BIOL 225 for students interested in B.S. in Chemistry, Biochemistry Emphasis)
- MATH 151
- PHED 100 or other activity course
- A General Education Program Element course

Spring Semester

- CHEM 116
- Freshman Inquiry or Writing Seminar and/or BIOL 226
- MATH 152
- PHED 100 or other activity course

SECOND YEAR

Fall Semester

- CHEM 331, 333
- PHYS 153, 163
- Two additional courses

Spring Semester

- CHEM 332, 334 (or 336), 320, 410
- PHYS 154, 164

THIRD YEAR

Fall Semester

- CHEM 341, 343, 403
- General Education Program course(s)
- Elective

Spring Semester

- CHEM 342, 344
- For B.S. in Chemistry with Biochemistry Emphasis, BIOL 330, 342, 442, 445, 448, 452, 453 may be substituted for CHEM 342 and 344.
- CHEM 405 (for Biochemistry Emphasis)
- CHEM 410 (if not taken in the second year)
- General Education Program course(s)
- Elective

FOURTH YEAR

Fall Semester

- CHEM 499A
- Alternate Year Advanced CHEM Elective (for ACS Certification and/or B.S.)

- Electives

Spring Semester

- CHEM 420, 499B
- Electives

Alternate Year Advanced Courses

In the third or fourth year and if pre- or co-requisite requirements are met, B.S. students enroll in CHEM 450 (required for all ACS Certification options) or 456 (or 405 in Spring Term after 403).

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

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 IN CHEMISTRY

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.

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. Go to the Instructional Development and Leadership section of this catalog for further information.

Chemistry (CHEM)

Course Offerings by Semester/Term

Fall Semester: 104, 115, 331, 333, 341, 343, 403, 499A

Spring Semester: 105, 116, 320, 332, 334, 336, 343, 344, 405, 410, 420, 499B

Alternate Years: 440, 450, 456

Courses

CHEM 104: Environmental Chemistry - NS, SM

Basic principles of chemistry and reactions, with applications to human activities and the natural environment. Includes laboratory. No prerequisites; 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

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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. *Prerequisite:* MATH 140 or higher and CHEM 115. (4)

CHEM 287: Special Topics in Chemistry

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. (1 to 4)

CHEM 288: Special Topics in Chemistry

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. (1 to 4)

CHEM 289: Special Topics in Chemistry

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. (1 to 4)

CHEM 291: Directed Study

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. (1 to 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 and 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 analyses. 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 - NS, SM

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 - NS, SM

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 387: Special Topics in Chemistry

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. (1 to 4)

CHEM 388: Special Topics in Chemistry

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. (1 to 4)

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CHEM 389: Special Topics in Chemistry

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. (1 to 4)

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 CHEM 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

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 one-credit laboratory examining polymer synthesis through experiments is optional. *Prerequisite:* CHEM 341; Prerequisite or co-requisite: CHEM 342. (3)

CHEM 487: Special Topics in Chemistry

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. (1 to 4)

CHEM 488: Special Topics in Chemistry

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. (1 to 4)

CHEM 489: Special Topics in Chemistry

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. (1 to 4)

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 495: Internship

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. (1 to 12)

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 499A: Capstone Seminar I - SR

Students are trained in the practice of scientific writing and presentation by initiation of a project developed through independent library or laboratory research under the mentorship of a faculty advisor. Effective oral presentation skills are critically evaluated in seminars by practicing scientists and fellow students. Participation by all senior chemistry majors is required. With CHEM 499B, meets the senior seminar/project requirement. (1)

CHEM 499B: Capstone Seminar II - SR

Continuation of CHEM 499A with emphasis on completion of an independent library or laboratory research project with a faculty advisor.

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This includes presentation of their research in a department seminar and submission of the final capstone paper. Participation by all senior chemistry majors is required. With CHEM 499A meets the senior seminar/project requirements. (1)

Children's Literature and Culture

For curriculum information, go to www.plu.edu/english/childrens-literature/home.php

Courses

CHLC 336: Childhood and Culture

Examines representations and perceptions of childhood and youth. Readings and assignments may cover literary texts (the novel, poetry, memoir); other media (theater, cinema, visual arts, music); or areas of cultural expression including religion, philosophy, psychology, etc. Open to all students; required for CHLC minors. (4)

Chinese Studies Program

253.535.7216

www.plu.edu/chinesestudies/

csp@plu.edu

BACHELOR OF ARTS MAJOR

32 semester hours (24 required, 8 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

8 semester hours

- ANTH 345: Contemporary China
- BUSA 352: Global Management*
- CHIN 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:

8 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 271: China Through Film
- CHIN 371: Chinese Literature in Translation
- CHSP 287: Selected Topics in Chinese Studies
- CHSP 250: Urban Culture in China
- CHSP 350 Chinese Culture and Society
- HIST 339: Revolutionary China
- MUSI 105: 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.

Courses

2012 2013 / Undergraduate program / Program curriculum information / Chinese studies program

CHIN 101: Elementary Chinese

Introduction to Mandarin Chinese. Basic skills in listening, speaking, reading, and writing. Laboratory practice required. (4)

CHIN 102: Elementary Chinese

Introduction to Mandarin Chinese. Basic skills in listening, speaking, reading, and writing. Laboratory practice required. *Prerequisite:* CHIN 101. (4)

CHIN 190: Inquiry Seminar: China through Film - F

A four-credit seminar to 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. (4)

CHIN 201: 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)

CHIN 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)

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 287: Special Topics in Chinese

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. (1 to 4)

CHIN 288: Special Topics in Chinese

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. (1 to 4)

CHIN 289: Special Topics in Chinese

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. (1 to 4)

CHIN 291: Directed Study

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. (1 to 4)

CHIN 301: 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 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)

CHIN 387: Special Topics in Chinese

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. (1 to 4)

CHIN 388: Special Topics in Chinese

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. (1 to 4)

CHIN 389: Special Topics in Chinese

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. (1 to 4)

CHIN 487: Special Topics in Chinese

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. (1 to 4)

CHIN 488: Special Topics in Chinese

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. (1 to 4)

CHIN 489: Special Topics in Chinese

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. (1 to 4)

2012 2013 / Undergraduate program / Program curriculum information / Chinese studies program

CHIN 491: Independent Study

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. (1 to 4)

CHIN 495: Internship

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. (1 to 12)

Classics

253.535.7219

www.plu.edu/languages/Classics

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.

CLASSICAL STUDIES MAJOR

40 semester hours, plus 4 hours in CLAS 499

- **Language Courses**
 - LATN 101, 102: Elementary Latin
 - LATN 201, 202: Intermediate Latin
 - GREK 101, 102: Elementary Greek
 - GREK 201, 202: Intermediate Greek
- **Non-Language Courses**
 - ARTD 180: History of Western Art I
 - CLAS 231: Masterpieces of European Literature
 - CLAS 326: A History of Medicine: Antiquity to European Renaissance
 - CLAS 321: Greek Civilization
 - CLAS 322: Roman Civilization
 - CLAS 350: Classical and Comparative Mythology
 - 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: Hebrew Bible 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 4 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:**
 - CLAS/HIST 321: Greek Civilization
 - CLAS/HIST 322: Roman Civilization
 - CLAS 326: A History of Medicine: Antiquity to European Renaissance
 - CLAS 350: Classical and Comparative Mythology
 - CLAS/ENGL 231: Masterpieces of European Literature
 - 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

Courses

CLAS 190: Freshman Inquiry Seminar - F

A four credit seminar to 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. (4)

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CLAS 231: Masterpieces of European Literature - LT

Representative works of classical, medieval, and early Renaissance literature. Cross-listed with ENGL 231. (4)

CLAS 241: Special Topics in Ancient Literature and Culture

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 287: Special Topics in Classics

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. (1 to 4)

CLAS 288: Special Topics in Classics

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. (1 to 4)

CLAS 289: Special Topics in Classics

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. (1 to 4)

CLAS 291: Directed Study

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. (1 to 4)

CLAS 321: Greek Civilization

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

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 326: A History of Medicine: Antiquity to European Renaissance

An investigation of medical history from antiquity to the European Renaissance (c. 1660) through an examination of Greco-Roman, Islamic, Byzantine, and European traditions and their attendant concepts of health, healing, and disease. Cross-listed with HIST 326. *Prerequisite:* sophomore standing or instructor permission. (4)

CLAS 341: Special Topics in Ancient Literature and Culture

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 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 387: Special Topics in Classics

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. (1 to 4)

CLAS 388: Special Topics in Classics

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. (1 to 4)

CLAS 389: Special Topics in Classics

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. (1 to 4)

CLAS 487: Special Topics in Classics

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. (1 to 4)

CLAS 488: Special Topics in Classics

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. (1 to 4)

CLAS 489: Special Topics in Classics

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. (1 to 4)

CLAS 491: Independent Study

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. (1 to 4)

CLAS 495: Internship

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

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Intern: followed by the specific title designated by the instructor in consultation with the student. (1 to 12)

CLAS 499: Capstone: Senior Project - SR

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

Communication and Theatre

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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 general education program element 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 education program element 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 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.

- COMA 101 or 190: Introduction to Communication (4)
- COMA 102: Communication Ethics (4)
- COMA 212: Public Speaking (2)
- COMA 215: Writing in Communication Careers (4)
- COMA 399: Career Preparation (1)
- COMA 495: Internship (1 to 12)
- COMA 499: Capstone (2)

Declaration of Major

Students may declare a major in Communication upon successful completion of COMA 101(190): Introduction to Communication.

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 concentrations in the Bachelor of Arts in Communication (B.A.C.) degree must complete a minor.

Minor Requirement for Theatre Majors

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

- 4 semester hours in English (Writing)
- 4 semester hours in English (Literature)
- 8 semester hours in Social Sciences

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

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

• Communication Studies

44 semester hours, plus a minor

- **Communication Core Courses** (see list above)
- 12 semester hours from: COMA 301, 305, 306, 401
- COMA 303: Gender and Communication (4)
- COMA 304: Intercultural Communication (4)
- 8 semester hours in electives selected in consultation with an advisor
- **Minor Required:** A recognized university minor
- May substitute 1 semester hour COMA 225/425 (co-curricular work in speech and debate, or theatre, or student media) for COMA 495 requirement.
- Must complete 8 semester hours of college-level foreign language study. (High school language study does not count. Courses to not count towards meeting the PLU Entrance Language Requirement.)

• Conflict Management and Global Peacebuilding

44 semester hours, plus a minor

- **Communication Core Courses** (see list above)
- COMA 304: Intercultural Communication (4) **or** COMA 306: Persuasion (4) **or** COMA 401: Visual Culture (4)
- COMA 313: Dialog (2) **or** COMA 214: Group Communication (2)
- COMA 340: Conflict and Communication (4)
- COMA 341: Journalism and Conflict (4)
- COMA 342: Applied Research (4)
- COMA 441: Conflict and Peacebuilding (4)
- COMA 442: Negotiation (2) **or** completion of a Pierce County Dispute Resolution Certificate
- 4 semester hours of electives selected in consultation with advisor or completion of an approved Study Away experience (COMA 391 or 393)
- **Minor Required:** (Option 1 or Option 2)
 - **Option 1:** Anthropology, Environmental Studies, Global Studies, Political Science, Psychology, Social Work, Sociology, or Women's and Gender Studies.
 - **Option 2:** Completion of 8 semester hours of college-level foreign language study. (High school language study does not count. Courses do not count towards meeting the PLU Entrance Language Requirement.)
- **Journalism**
44 semester hours, plus a minor
 - **Communication Core Courses** (see list above)
 - COMA 120: Media and the World (4)
 - COMA 275: Digital Arts Lab (2)
 - COMA 302: Media Ethics (2)
 - COMA 343: Multimedia Writing and Reporting (4)
 - COMA 344: Multimedia Research and Editing (4)
 - COMA 421: Communication Law (4)
 - COMA 427: Application Seminar: Advanced Co-curricular Production (4) **or** COMA 426: Application Seminar: Media Lab (4)
 - 4 semester hours of electives chosen in consultation with advisor
 - **Minor Required:** A recognized university minor
- **Public Relations/Advertising**
46 semester hours, plus a minor
 - **Communication Core Courses** (see list above)
 - COMA 275: Digital Arts Lab (2)
 - COMA 342: Applied Research (4)
 - COMA 360: Public Relations Writing (4)
 - COMA 361: Public Relations Principles and Practices (4)
 - COMA 362: Advertising (4)
 - COMA 461: Public Relations Planning and Management (4)
 - 8 semester hours in electives selected in consultation with advisor
 - **Minor Required:** A recognized university minor

BACHELOR OF ARTS (B.A.) DEGREE

THEATRE

- **Acting/Directing**
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)
 - THEA 499: Capstone (2)
 - **Minor Required:** Selected in consultation with advisor
- **Design/Technical**
44 semester hours, plus a minor
 - ARTD 101: Drawing I (4)
 - ARTD 110: Graphic Design I or ARTD 102: 2D Design/Color Theory (4)
 - COMA 212: Public Speaking (2)
 - 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)
 - THEA 495: Internship (2) or both THEA 225: Practicum (1) and THEA 425: Practicum (1)
 - THEA 499: Capstone (2)

- **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

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)
- THEA 495: Internship (2) or both THEA 225: Practicum (1) and THEA 425: Practicum (1)
- THEA 499: Capstone (2)
- A minimum of 6 semester hours of electives selected in consultation with advisor
- **Minor Required:** Selected in consultation with advisor

• Design/Technical

54 semester hours, plus a minor

- ARTD 160: Drawing (4)
- ARTD 196: Design I - Fundamentals (4)
- COMA 212: Public Speaking (2)
- 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)
- THEA 495: Internship (2)
- THEA 499: Capstone (2)
- 4 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; 4 semester hours 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 4 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; 4 semester hours in electives 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: 20 semester hours, including BUSA 201, 305, 308, 364; and 4 semester hours from BUSA 363 or 387.

Communication and Theatre

COMA 101: Introduction to Communication

Introduces the study of human communication. Students will learn and apply a wide array of analytical theory and techniques across diverse human experiences from interpersonal to public communication and mass communication contexts to become more aware and effective communicators. (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 190: Inquiry Seminar - F

A four-credit seminar to 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. (4)

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 speechmaking, 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 215: Writing in Communication Careers

Introduces students to the fundamental standards and expectations in communication writing. Includes styles and formats routinely used in both academic and professional communication writing and research. Also includes writing for multiple audiences. Reviews basic grammar, sentence and paragraph structures. This course will conclude with an EXIT EXAM (grammar/syntax/clarity) that must be passed to proceed to any major/concentration in the department. (4)

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 235: Communication in Professional Settings

This course explores oral and written communication in the workplace by blending theory with practical application and skill development. Communication behavior in organizations, writing in professional contexts, interviewing; group communication; and public presentations will be examined. (4)

COMA 275: Digital Arts Lab

Students explore the processes involved in preparing messages for visual presentation. Integrates design concepts with technical applications in print, web and video presentation. Includes open lab opportunity. (2)

COMA 287: Special Topics in Communication

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. (1 to 4)

COMA 288: Special Topics in Communication

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. (1 to 4)

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COMA 289: Special Topics in Communication

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. (1 to 4)

COMA 291: Directed Study

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. (1 to 4)

COMA 301: Media and 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, 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, 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 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, 212, 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, 212, 215 or consent of instructor (2)

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 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. *Prerequisite:* COMA 101 or consent of instructor. (4)

COMA 341: Journalism and Conflict

Surveys the theories, practices and ethical considerations for reporting on conflicts throughout the world. Conflict-sensitive (sometimes called Peace Journalism) journalism is an alternative journalistic paradigm which seeks to enhance public understanding of conflicts by broadening the coverage of conflict from a war journalism model which emphasizes the roles of governmental decision-makers, and battle-related news reporting to a conflict-sensitive model which emphasizes understanding the roots of conflict; the perspectives of all sides in the dispute; and the need for on-going coverage after the cessation of hostilities. (4)

COMA 342: Applied Research

An investigation of research methods critical to professional and academic communication. Key methods and constructs include informational interviewing, database search, survey and focus group design and administration, and basic data analysis. (4)

COMA 343: Multimedia Writing and Reporting

Introduces students to various professional methods of writing across multimedia platforms. Students will engage in research, organization and presentation of non-fiction multimedia stories. In addition, students will learn to evaluate various multimedia products. *Prerequisite:* COMA 215. (4)

COMA 344: Multimedia Research and Editing

Course incorporates contemporary methods, styles and formats used in comprehensive research and editing for multimedia products.

Students will oversee development and design of non-fiction multimedia presentations while adhering to professional standards of media structure. *Prerequisite:* COMA 275. (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, 212, 215 or consent of instructor. (4)

COMA 361: Public Relations: Principles and Practices

Introduces the theories, methods, and practice of public relations. Emphasizes technical and analytical skills. *Prerequisites:* COMA 101, 102, 212, 215 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, 212, 215 or consent of instructor (4)

COMA 387: Topics in Communication

Special topics in communication s intended for unique opportunities to explore communication issues, methods, and viewpoints outside the normal curriculum. (1 to 4)

COMA 388: Topics in Communication

Special topics in communication is intended for unique opportunities to explore communication issues, methods, and viewpoints outside the normal curriculum. (1 to 4)

COMA 389: Topics in Communication

Special topics in communication is intended for unique opportunities to explore communication issues, methods, and viewpoints outside the normal curriculum (1 to 4)

COMA 391: Communication Abroad

Exploration of communication systems and environments beyond the university in international cultural contexts. (1 to 4)

COMA 392: Communication Abroad

Exploration of communication systems and environments beyond the university in international cultural contexts. (1 ro 4)

COMA 393: Communication Abroad

Exploration of communication systems and environments beyond the university in international cultural contexts. (1 to 4)

COMA 399: Career Exploration

Introduces students through the process of educational planning. Focus is on internship preparedness and initial development of portfolio or other capstone projects. (1)

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, 212, 215 or consent of instruction. (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, 215 or consent of instructor. (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 426: Application Seminar: MediaLab

Students engage in all aspects of multimedia productions for various constituents. Professional standards of production and ethics will be used to evaluate all productions. May be repeated for credit. *Prerequisite:* Students must apply and be accepted for inclusion in this course/program. (4)

COMA 427: Application Seminar: Advanced Co-curricular Production

Students produce multimedia projects for various student media outlets. Professional standards of production and ethics will be used to evaluate all productions. May be repeated for credit. *Prerequisite:* COMA 275. (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. *Prerequisite:* COMA 101 or consent of instructor. (4)

COMA 442: Negotiation

Introduces the techniques necessary to break an impasse and reach an agreement. Skills include how to create an atmosphere that fosters negotiation, how to conduct difficult conversation and how to mediate "win-win" situations. (2)

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 487: Topics in Communication

Special topics in communication is intended for unique opportunities to explore communication issues, methods, and viewpoints outside the normal curriculum. (1-4)

COMA 488: Topics in Communication

Special topics in communication is intended for unique opportunities to explore communication issues, methods, and viewpoints outside the normal curriculum. (1-4)

COMA 489: Topics in Communication

Special topics in communication is intended for unique opportunities to explore communication issues, methods, and viewpoints outside the normal curriculum. (1-4)

COMA 491: 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 to 4)

COMA 492: 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 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 495: Internship

The internship experience is designed to combine classroom theory with practical application through job-related experiences. (1 to 12)

COMA 499: Capstone - SR

The capstone focuses on integrating student-learning objectives with student experience through development and presentation of portfolio or projects. Students will make a public presentation of their capstone. (2)

Dance

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 190: Inquiry Seminar - F

A four-credit seminar to 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. (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 287: Special Topics in Dance

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. (1 to 4)

DANC 288: Special Topics in Dance

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. (1 to 4)

DANC 289: Special Topics in Dance

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. (1 to 4)

DANC 362: Healing Arts of the Mind and Body - A, AR

Designed to introduce alternative therapies of mind-body processes. History, roots, practice, and cultural significances of several therapies and practices. Cross-listed with PHED 362. (4)

DANC 387: Special Topics in Dance

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. (1 to 4)

DANC 388: Special Topics in Dance

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. (1 to 4)

DANC 389: Special Topics in Dance

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. (1 to 4)

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)

DANC 487: Special Topics in Dance

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. (1 to 4)

DANC 488: Special Topics in Dance

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. (1 to 4)

DANC 489: Special Topics in Dance

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. (1 to 4)

DANC 491: Independent Study

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. (1 to 4)

Theatre (THEA) courses

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 190: Inquiry Seminar - F

A four-credit seminar to 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. (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 - 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 CHIN 271. (4)

THEA 287: Special Topics in Theatre

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. (1 to 4)

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THEA 288: Special Topics in Theatre

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. (1 to 4)

THEA 289: Special Topics in Theatre

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. (1 to 4)

THEA 320: State 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 local. 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: Topics 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 to 4)

THEA 388: Special Topics in Theatre

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. (1 to 4)

THEA 389: Special Topics in Theatre

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. (1 to 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 THEA 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 THEA 255, or consent of instructor. (4)

2012 2013 / Undergraduate program / Program curriculum information / Communication theatre

THEA 487: Special Topics in Theatre

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. (1 to 4)

THEA 488: Special Topics in Theatre

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. (1 to 4)

THEA 489: Special Topics in Theatre

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. (1 to 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 to 4)

THEA 499: Capstone - SR

The capstone focuses on integrating student-learning objectives with student experience through development and presentation of portfolio or projects. Students will make a public presentation of their capstone. (2)

Computer Science and Computer Engineering

253.535.7400
www.cs.plu.edu
csce@plu.edu

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 ensure 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 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. The Bachelor of Science degree program in computer engineering has been accredited by the Engineering Accreditation Commission of ABET.

In keeping with the university's mission "to educate students for lives of thoughtful inquiry, service, leadership, and care—for other people, for their communities, and for the earth," there are four major objectives of the computer science and computer engineering programs.

Objective 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.

Objective II: To help students develop the ability and mental precision necessary to analyze, think critically, consider alternatives, and finally to be creative in computer science and computer engineering.

Objective 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.

Objective IV: To foster an aptitude and desire for life-long learning.

For a complete description of the CSCE objectives and outcomes visit the department website at www.cs.plu.edu.

BEGINNING CLASSES IN COMPUTER SCIENCE AND COMPUTER ENGINEERING (CSCE)

There are several beginning-level classes 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.

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; 231 or 380; 499A and 499B
- The remaining hours are from computer science and computer engineering courses numbered above CSCE 319 (except CSCE 331, 345, and 449)
- Up to 4 semester hours may be substituted from MATH 242 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, 231, 270, 320, 343, 371, 380, 499A and 499B
- 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 331, 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, 242, 245
 - 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.
 - Also acceptable are any of the following three options: CHEM 115, 116; BIOL 225, 226; or one of GEOS 102-105 and GEOS 201
- 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, 499A and 499B (Fall 2012)
- CSCE 131, 144, 231, 270, 331, 345, 380, 385, 499A and 499B (Spring 2013)
- MATH 151, 152, 242, 245, 253; 331 or 356
- PHYS 153, 154, 163, 164
- CHEM 115
- **At least 4 semester hours chosen from:**
 - PHYS 221, 240, 333, 334, 336, or CHEM 341
- 10 additional semester hours from any upper-division computer science and computer engineering courses numbered above CSCE 319 (except CSCE 449).

MINORS

Restrictions on Computer Science and Electrical Engineering minors:

At least 8 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 331, 345, 499A and 499B).
 - **Required supporting:** MATH 128, 151, or equivalent
- **Minor in Electrical Engineering**
44 semester hours including
 - CSCE 131, 144, 231, 245* (renumbered to 331* in Spring 2013), 345
 - **Required supporting:**
 - CHEM 115; MATH 151, 152, and MATH 245 or 253
 - PHYS 153, 154, 163, 164

Courses offered by Semester/Term:

Fall Semester: 120, 131, 144, 245*, 270, 343, 371, 380, 386, 499A (*renumbered to 331 in Spring 2013)

J-Term: 120

Spring Semester: 120, 131, 144, 231, 270, 320, 345, 367, 385, 499B

Alternate Years: 115, 340, 412, 436, 438, 444, 446, 480, 487, 488

Courses

CSCE 115: Solve It With the Computer - MR, NS

Teaches how computer use combined with mathematical reasoning can solve "real world" problems. Students use computer tools to solve everyday problems involving mathematics, data, and computing. **Prerequisite:** Fulfillment of PLU entrance requirement in mathematics. (4)

CSCE 120: Computerized Information Systems - NS

Introduction to computers including net-centric computing, computer ethics, operation systems, spreadsheets, graphics, and related topics. Includes a computer laboratory component. *Prerequisite:* MATH 128 or 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: 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 231: Digital Systems

Analysis of digital design techniques including coverage of combinational logic, circuit timing, sequential logic, counters, and finite state machines. The hardware description language VHDL will be taught and used in several projects. Includes a computer laboratory component that explores the relevant digital logic through simulation and hardware implementations (previously CSCE 346). *Prerequisite:* CSCE 144. (4)

CSCE 245: Electrical Circuits

Introduction to the fundamental concepts of DC and AC circuits analysis including Kirchhoff'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 287: Special Topics in Computer Science and Computer Engineering

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. (1 to 4)

CSCE 288: Special Topics in Computer Science and Computer Engineering

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. (1 to 4)

CSCE 289: Special Topics in Computer Science and Computer Engineering

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. (1 to 4)

CSCE 291: Independent Studies

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. *Prerequisite:* Consent of department chair. (1 to 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. *Prerequisite:* CSCE 270. (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 331: Electrical Circuits

Introduction to the fundamental techniques and concepts of analysis and design of DC and AC circuits including Kirchhoff's Laws, circuit theorems, OP Amps, first and second order transient and steady state circuits, and frequency response. Computer simulation and laboratory work are essential parts of the course. *Prerequisites:* MATH 151; PHYS 154 or consent of instructor. (effective Spring Semester 2013; previously CSCE 245).(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: Microelectronics

Introduction to microelectronic technology and integrated circuit analysis and design based on BJT and MOSFET devices. Analog and digital applications are discussed. Topics include: single and multistage filters and amplifiers, frequency response, feedback concepts, digital logic and memory circuits. Computer simulation and laboratory work are essential parts of the course. *Prerequisite:* CSCE 331. (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 242. (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. *Prerequisites:* CSCE 270, MATH 245. (4)

CSCE 380: Computer Organization and Assembly Language

Fundamentals of assembly programming and low-level computer organization. Instruction sets for RISC and CISC processors are analyzed and compared qualitatively and quantitatively. Topics include data and instruction formats, addressing, subroutines, macro definition, basic computer architecture, benchmarking, and interface between assembly language and high-level programming languages. *Prerequisite:* CSCE 270. Strongly recommended: CSCE 231. (4)

CSCE 385: Computer Architecture

An introduction to the structure and operation of large computer systems. Topics include information representation of instructions and data, memory structure, datapath and control unit organization and design, pipelining, and multiprocessing systems. Lab component includes designing and testing computer systems in simulation and on reprogrammable hardware. *Prerequisites:* CSCE 231, CSCE 380. (4)

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 231, MATH 242. (4)

CSCE 387: Special Topics in Computer Science and Computer Engineering

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. (1 to 4)

CSCE 388: Special Topics in Computer Science and Computer Engineering

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. (1 to 4)

CSCE 389: Special Topics in Computer Science and Computer Engineering

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. (1 to 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 to 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 to 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 152. Recommended: PHYS 153. (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 231. (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 and Embedded Systems

Study of microprocessors and their use in microcomputer embedded systems. Includes a computer laboratory component focusing on advanced computer architecture topics and incorporating a microcontroller-based project. *Prerequisite:* CSCE 385 or permission of the instructor. (4)

CSCE 487: Special Topics in Computer Science and Computer Engineering

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. (1 to 4)

CSCE 488: Special Topics in Computer Science and Computer Engineering

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. (1 to 4)

CSCE 489: Special Topics in Computer Science and Computer Engineering

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. (1 to 4)

CSCE 491: Independent Studies

Prerequisite: Consent of department chair. (1-4)

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 to 4)

CSCE 499A: Capstone: Senior 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 or 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. 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. *Prerequisites:* Requirements and prerequisites depend on the major and degree. 1) The B.S. in computer science - design and implement a significant software program and requires CSCE 320; 2) The B.S. in computer engineering - design and implement a significant hardware component and requires CSCE 231, 270, 345; and 3) The B.A. in computer science - same as the B.S. in computer science or write a research paper and requires CSCE 270. (2)

CSCE 499B: Capstone: Senior Seminar - SR

See description for CSCE 499A. (2)

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.

BACHELOR OF ARTS MAJOR

Minimum of 40 semester hours

• Required Courses for all Economic Majors:

◦ ECON 101 or 111, 102, 301, 302, 499

◦ **4 semester hours selected from:**

▪ STAT 231 or MATH/STAT 242

• Additional Required Courses (for a major without a concentration):

◦ 12 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

To remain in the major, junior and senior-level students must:

- maintain a minimum 2.50 overall GPA, and
- maintain a minimum 2.50 GPA in courses to be counted towards the major.

To register for an Economics course with any prerequisites, a grade of C- or better must be attained in each of the prerequisite courses.

Economics majors may transfer in a maximum of 20 semester hours toward the economics major, unless they have permission from the Economics Department chair.

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:

• Environmental and Resource Policy Analysis

52 semester hours

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

◦ **Internship:** ECON 495 (4)

◦ **4 semester hours from:** ECON 344, MATH 348, BIOL 116 or ENVT/GEOS 104

◦ **12 semester hours from:** ECON 311, 313, 315, 327

◦ **8 semester hours from:** HIST 370, BIOL 356, 367, 368, POLS 346

• International Economic Analysis

52 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

◦ **12 semester hours chosen from:**

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

◦ **Plus 4 semester hours 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

◦ 8 semester hours of Economics electives

• The Modern Economic Enterprise

52 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 12 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 four semester hours.

MINOR

24 semester hours

- ECON 101 or 111; 102; 301 or 302
- 12 additional semester hours of electives, 4 of which may be in Statistics

All courses counted toward an Economics minor must be completed with grades of C- or higher and with a cumulative GPA of 2.5 or higher in those courses.

Economics minors may transfer in a maximum of 12 semester hours toward the economics minor, unless they have permission from the Economics department chair.

Courses

ECON 101: Principles of Microeconomics - 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 - SO

Introduces the economy as a whole and major issues such as inflation, unemployment, economic growth, and international trade.

Prerequisite: ECON 101 or 111 (4)

ECON 111: Principles of Microeconomics: Global and Environmental - 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 190: Inquiry Seminar - F, SO

A four-credit seminar to 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. (4)

ECON 287: Special Topics in Economics

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. (1 to 4)

ECON 288: Special Topics in Economics

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. (1 to 4)

ECON 289: Special Topics in Economics

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. (1 to 4)

ECON 291: Directed Study

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. (1 to 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, or consent of instructor; and MATH 128 or 151. (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 - 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. *Prerequisite:* ECON 101 or 111, or consent of instructor. (4)

ECON 321: Labor Economics - 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 - 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 - 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 or consent of instructor. (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, 111, or consent of instructor. (4)

ECON 327: Public Finance - 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, 111 or consent of instructor. (4)

ECON 331: International Trade and Commercial Policy

Theories of trade based on labor productivity, factor endowments, and scale economies. Welfare analysis of commercial policy instruments. Political economy of interest groups and trade policy. Critical analysis of multilateral efforts to promote trade. Theoretical and empirical linkages among trade policy, renewable resource depletion, and environmental degradation. *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 governmental policies in the development process. *Prerequisites:* ECON 101, 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 or consent of instructor. (4)

ECON 337: International Macroeconomics

An introduction to international macroeconomic theory and policy, including the balance of payments accounts, foreign exchange markets, theory of exchange rates, policies under fixed and flexible exchange rates, economic integration, global financial crises, policy coordination. *Prerequisite:* ECON 102 or consent of instructor. (4)

ECON 338: Political Economy of Hong Kong and China - 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 - 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 or consent of instructor. (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, or consent of instructor. Cross-listed with STAT 344. (4)

ECON 345: Mathematical Topics in Economics - 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)

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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, or consent of instructor. (4)

ECON 387: Special Topics in Economics

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. (1 to 4)

ECON 388: Special Topics in Economics

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. (1 to 4)

ECON 389: Special Topics in Economics

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. (1 to 4)

ECON 487: Special Topics in Economics

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. (1 to 4)

ECON 488: Special Topics in Economics

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. (1 to 4)

ECON 489: Special Topics in Economics

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. (1 to 4)

ECON 491: Independent Study

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. *Prerequisites:* ECON 301 or 302 and consent of the department. (1 to 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 to 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 economic analysis. Topic(s) selected by class participants and instructor. *Prerequisite:* ECON 101, 102, 301 or 302, senior standing; satisfactory completion of two 300-level economics courses in addition to ECON 301 and 302, all with grade of a C- or above, and declared economics major; or consent of instructor. (4)

Education and Movement Studies, School of

253.535.7272

www.plu.edu/education-home/home.php

educ@plu.edu

DEGREES

- 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 education program elements plus the specific requirements for either the Department of Instructional Development and Leadership or the Department of Movement Studies and Wellness Education.

Engineering Dual-Degree Program

253.535.7400

www.plu.edu/physics/engineering-dual-degree/home.php

nsci@plu.edu

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 education element 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 221, 240, 331, 333, 334, 336
- CSCE 245 (effective Spring 2013 becomes CSCE 331)
- 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

- 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 3.30 or higher, and a grade point average of 3.30 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. In addition, Columbia requires that each grade earned in a mathematics or science course at PLU must be at the B level or higher the first time the course is taken. 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 Web site at www.plu.edu/physics/engineering-dual-degree/home.php.

English

253.535.7295

www.plu.edu/english

english@plu.edu

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).

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

ENGLISH MAJOR (*Emphasis on Literature*)

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

4 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 to 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 365: Special Topics in Literature Before 1914
- ENGL 371: American Literature Before 1860
- ENGL 372: American Literature, 1860-1914

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: Post-colonial Literature and Theory
- ENGL 345: Special Topics in Literature and Difference

3. Electives

8 to 16 semester hours

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

4. Writing

4 semester hours

Any writing course from the 200-400 levels

5. Capstone Senior Seminar

4 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 appropriate 400-level course taken in the senior year.

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

ENGLISH MAJOR (*Emphasis on Writing*)

MAJOR REQUIREMENTS

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

1. ENGL 300: English Studies Seminar

4 semester hours

Required for all English majors. Must be taken before (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 3 out of the 4 lines below, with at least 8 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

4 to 12 semester hours

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

4. Literature

8 semester hours, with at least 4 hours upper division

Students are encouraged to take literature courses which contribute to their goals as writers, and which expand their 4;

5. Capstone Senior Seminar

4 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

Children's Literature and Culture (CHLC)

20 semester hours, including:

CHLC 336, ENGL 235, 334

In addition, two elective courses (8 semester hours selected from the following list):

- CLAS 350; EDUC 205, 385, 428; ENGL 326*, 335; PSYC 101, 320, 420; SCAN 241.

*Note: ENGL 326 has prerequisites: ENGL 235, ENGL 227, or its equivalent or consent of instructor.

When including at least one substantial project relating to childhood and youth, the following courses may also be used for the minor. Should a student wish to complete one or more of these options as a CHLC elective in a given semester, she/he must receive approval from the course instructor and the CHLC advisor before the end of the semester's drop/add period: ARTD 101 110, 201, 210; COMA 301, 401; ENGL 311/COMA 321; MUSI 101.

Selected internship programs, regularly offered courses taught with a childhood/youth theme, and special topics courses may be included in the minor program with approval of the CHLC advisor and the faculty member teaching the affected course.

Up to 2 courses (8 semester hours) may be counted toward both a Children's Literature and Culture minor and another minor or major.

Literature

20 semester hours (excluding WRIT 101), distributed as follows: 4 semester hours of Shakespeare, 8 semester hours from Historical Surveys and Topics (see Literature Major Requirements), and 8 semester hours of electives.

Writing

20 semester hours (excluding WRIT 101), with at least 12 semester hours in upper division courses, distributed as follows: 12 semester hours in writing, 4 semester hours in literature, and 4 semester hours of electives.

Publishing and Printing Arts

24 semester hours. See separate listing under Publishing and Printing Arts.

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 the 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 I of the Foreign Language Requirements (2 years of a foreign language at the university level or the equivalent); at least 36 and no more than 44 semester 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: Reading and Writing Across 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 Instructional Development and Leadership.

GRADUATE PROGRAM

Master of Fine Arts in Creative Writing (Low Residency): Go to the Graduate and Post-Baccalaureate section of this catalog.

Courses

ENGL 190: Inquiry Seminar - F, LT

A four-credit seminar to 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. (4)

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

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. 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: 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)

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)

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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 235: Children's Literature - LT

An introduction to the critical reading of picture books, chapter books, novels, and nonfiction for young readers, addressing historical and cultural contexts. (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 287: Special Topics in English

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. (1 to 4)

ENGL 288: Special Topics in English

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. (1 to 4)

ENGL 289: Special Topics in English

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. (1 to 4)

ENGL 291: Directed Study

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. (1 to 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 315. Requires permission from the Printing and Publishing Arts director in the Department of English and instructor. (4)

ENGL 314: Art of the Book II

Individual projects to explore further typography and fine bookmaking. (4)

ENGL 322: Travel Writing

Writing about travel, while traveling or upon return. Students keep travel journals, produce short travel essays, and read selected travel writers. (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)

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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. *Prerequisite:* ENGL 235, ENGL 227 or its equivalent, or consent of instructor. (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 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 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 - A or C, LT

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 in literature 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)

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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 Present - LT

A survey of major developments in American literature between 1945 to present. Includes focus on postmodernism, and major authors and forms both conventional and experimental. (4)

ENGL 375: Special Topics in Literature, 1914 to 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 388: Special Topics in English

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. (1 to 4)

ENGL 389: Special Topics in English

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. (1 to 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 to 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. *Prerequisite:* 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 487: Special Topics in English

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. (1 to 4)

ENGL 488: Special Topics in English

To provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title will be

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listed on the student term-based record as ST: followed by the specific title designated by the academic unit. (1 to 4)

ENGL 489: Special Topics in English

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. (1 to 4)

ENGL 491: Independent Study

An intensive course in reading. May include a thesis. Intended for upper-division majors. (4)

ENGL 495: Internship

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. (1 to 12)

Environmental Studies

253.535.7128

www.plu.edu/environmental-studiesteska@plu.edu

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.

1. Multidisciplinary Courses in Environmental Studies

4 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

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

8 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 366: Comparative Ecology of Latin America*
- BIOL 367: Conservation Biology & Management*
- BIOL 368: Ecology*
- BIOL 369: Marine Biology*
- CHEM 104: Environmental Chemistry#
- GEOS 332: Geomorphology*
- GEOS 334: Hydrogeology*

B. The Environment and Society

8 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:

- ANTH 368: Edible Landscapes, The Foraging Spectrum
- 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 US
- POLS 346: Environmental Politics and Policy

C. The Environment and Sensibility

8 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 226: Environmental Ethics
- PHIL 327: Philosophy, Animals and the Environment
- RELI 247: Christian Theology (*when topic is "Women, Nature, and the Sacred" only*)
- RELI 365: Christian Moral Issues (*when topic is "Christian Ecological Ethics" only*)
- RELI 393: Topics in Comparative Religions (*when topic is "Native Traditions in Pacific Northwest" only*)

3. Interdisciplinary Advanced Courses in Environmental Studies

12 semester hours

Each student will complete these three 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 498: Interdisciplinary Inquiry and Analysis

- 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 course work in the Environmental Studies major
- Completion of a pre-approved experiential learning activity (*see program faculty for specific requirements*)

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

4 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

2. The Environment and Science

8 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 366: Comparative Ecology of Latin America*
- BIOL 367: Conservation Biology and Management*
- BIOL 368: Ecology*
- BIOL 369: Marine Biology*
- CHEM 104: Environmental Chemistry#
- GEOS 332: Geomorphology*
- GEOS 334: Hydrogeology*

3. The Environment and Society

4 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:

- ANTH 368: Edible Landscapes, The Foraging Spectrum
- 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

4 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 226: Environmental Ethics
- PHIL 327: Philosophy, Animals and the Environment
- RELI 247: Christian Theology (*when topic is "Women, Nature, and the Sacred" only*)
- RELI 365: Christian Moral Issues (*when the topic is "Christian Ecological Ethics" only*)
- RELI 393: Topics in Comparative Religions (*when topic is "Native Traditions in Pacific Northwest" only*)

5. Environmental Methods of Investigation, ENVT 350

4 semester hours

- ENVT 350: Environmental Methods of Investigation

Courses

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 287: Special Topics in Environmental Studies

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. (1 to 4)

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ENVT 288: Special Topics in Environmental Studies

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. (1 to 4)

ENVT 289: Special Topics in Environmental Studies

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. (1 to 4)

ENVT 291: Directed Study

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. (1 to 4)

ENVT 350: Environmental Methods

Study of a watershed using and integrating techniques and principles of environmental sciences, political science, economics, and ethics. Includes laboratory. *Prerequisite:* Line One completed or consent of instructor. (4)

ENVT 387: Special Topics in Environmental Studies

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. (1 to 4)

ENVT 388: Special Topics in Environmental Studies

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. (1 to 4)

ENVT 389: Special Topics in Environmental Studies

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. (1 to 4)

ENVT 487: Special Topics in Environmental Studies

Selected topics as announced by the program. Course will address current interdisciplinary issues in environmental studies. (1 to 4)

ENVT 488: Special Topics in Environmental Studies

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. (1 to 4)

ENVT 489: Special Topics in Environmental Studies

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. (1 to 4)

ENVT 491: Independent Study

Opportunity to focus on specific topics or issues in environmental studies under the supervision of a faculty member. (1 to 4)

ENVT 495: Internship in ENVT

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 498: Interdisciplinary Inquiry and Analysis

Guides students in analyses and inquiry of environmental issues, integrating and drawing upon methodology and content of various disciplinary perspectives. Encourages reflection on experiential learning and vocation. Includes field trips or active learning. Culminates in a proposal for the capstone senior project. *Prerequisites:* ENVT 350, completion of a pre-approved experiential learning activity and permission of instructor. (4)

ENVT 499: Capstone: Senior Project - SR

An interdisciplinary research project of the student's design that integrates the methods and contents of various academic perspectives to develop approaches to complex environmental challenges. A written and oral presentation is required. *Prerequisite:* ENVT 350. (4)

First-Year Experience Program

253.535.7126

www.plu.edu/~fyep

The First-Year Experience Program prepares students for successful participating 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. All first-year students with fewer than 30 transfer credits are required to participate in this program.

Each Department has a 190 Seminar. These 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.

WRIT 101: Writing Seminar - FW, WR

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. (4)

Geosciences

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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.

Degree Offerings and Policies

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.

Students must complete a Geosciences capstone project for the major. They may not use the capstone of another major to fulfill the Geosciences capstone. While there can be overlap in the topic chosen, they must complete all of the Geosciences capstone requirements and take GEOS 498 and GEOS 499.

Prerequisite Requirement

Students may enroll in a course that has GEOS 201 as a prerequisite only when they have completed GEOS 201 with a grade of C+ or higher. In the case of other prerequisite courses, they must be successfully completed with a C- or higher before enrolling in the next course.

All courses taken for the major (either B.A. or B.S.) must be completed with a grade of C- or higher; overall Geosciences GPA of 2.00 or higher is required for graduation.

All courses taken for the minor 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 8 semester hours from: GEOS 102, 103, 104, 105, 106, 107, or 109
 - 8 semester hours from: GEOS 324, 325, 326, 327, 329
 - 8 semester hours from: GEOS 328, 331, 332, 334, 335, 340, 350
 - 1 semester hour of GEOS 390
 - 1 semester hour of GEOS 498
 - 2 semester hours of GEOS 499
 - Required supporting non-geoscience course: CHEM 104 or CHEM 115
 - **Recommended (minimum of 4 semester hours):** Geologic Field Experience
- 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:

- **4 semester hours from:** GEOS 102, 103, 104, 105, 106, 107, or 109
- GEOS 201, 324, 325, 326, 327, 329, and 335
- **8 semester hours from:** GEOS 328, 331, 332, 334, 340, or 350
- 1 semester hour of GEOS 390
- 1 semester hour of GEOS 498
- 2 semester hours of GEOS 499
- **Required (minimum of 4 semester hours):** Geological Field Experience
Students completing the B.S. degree in geosciences are 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.
- **Required 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 226 and additional courses are recommended when paleontology is a major interest**

MINOR

20 semester hours

- All courses for the minor must be completed with grade of C or higher.
- Required: GEOS 201 and at least 3 upper-division Geosciences courses (a minimum of 8 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.

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

Course Offerings by Semester/Term

Fall Semester: 201, 326, 327, 332, 335, 340, 498

January Term: 331, 334

Spring Semester: 201, 324, 325, 328, 329, 350, 390, 499

Alternate Years: 324, 325, 326, 327, 328, 329, 331, 332, 334, 335, 340, 350, 390

Courses

GEOS 102: General Oceanography - NS, SM

Oceanography and its relationship to other fields; physical, chemical, biological, climatic, 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)

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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 Changes - 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 109: The Geology of Energy - NS, SM

Geoscientific exploration of natural systems and processes that create non-renewable and renewable energy resources. Issues of extraction and exploitation of diverse energy resources in a global context. May not be repeated for credit. (4)

GEOS 190: Inquiry Seminar - F, ?

A four-credit seminar to 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. (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 development 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 287: Special Topics in Geosciences

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. (1 to 4)

GEOS 288: Special Topics in Geosciences

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. (1 to 4)

GEOS 289: Special Topics in Geosciences

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. (1 to 4)

GEOS 291: Directed Study

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. (1 to 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 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 (geosciences preferred), math or computer science course or consent of instructor. 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 340: Glacial Geology

Applied and theoretical study of glacier dynamics, glacial geomorphology, and ice ages. Includes the role of glaciers in water resources, earth history, and climate change. Examines ice on microscopic to continental scales. Examines glacial change on short- and long-term timescales. Local glaciated environments will be featured. *Prerequisite:* GEOS 201 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 387: Special Topics in Geosciences

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. (1 to 4)

GEOS 388: Special Topics in Geosciences

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. (1 to 4)

GEOS 389: Special Topics in Geosciences

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. (1 to 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. A minimum of 4 credits of 300-level geosciences courses. Pass/Fail. (1)

GEOS 487: Special Topics in Geosciences

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. (1 to 4)

GEOS 488: Special Topics in Geosciences

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. (1 to 4)

GEOS 489: Special Topics in Geosciences

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. (1 to 4)

GEOS 491: Independent Study

Investigations or research in areas of special interest not covered by regular courses. Requires regular supervision by a faculty member. (1 to 4)

GEOS 495: Internship

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. (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. *Prerequisite:* At least 8 semester hours of 300-level or above courses in Geosciences. Pass/Fail. (1)

GEOS 499: Capstone: Senior 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)

Global Education Opportunities

253.535.7577

www.plu.edu/wang-center

wang.center@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. Consult the Wang Center for Global Education for comprehensive and more detailed information.

PLU encourages majors in all fields to participate in off-campus study –for a January term, semester, academic year, or summer term– where students earn major, minor, GenEd, and/or elective credits on off-campus programs that span the globe and the calendar.

SEMESTER PROGRAMS

Gateway Programs: These PLU faculty-developed programs offer coursework, study tours, and immersion in regions that are significant to the fields of study PLU students pursue. The academic focus and program dates vary in these Gateway locations: China; Mexico; Oslo, Norway; Telemark, Norway; and Trinidad & Tobago.

Featured Programs: PLU has several semester and year-long programs hosted in conjunction with other universities through consortia in which PLU participates. Featured programs are located in England, Spain, and Namibia; the Featured program, ISEP, allows for direct exchange all over the globe.

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 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.

International Internships: PLU offers internship opportunities in selected locations around the globe, providing students the chance to apply their knowledge in an international work setting. Currently, international internships can be completed as a featured component of a study away program in Mexico, England, Namibia, among others through Approved Programs.

SHORT TERM PROGRAMS

January Term: Courses 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, often on all seven continents. Over 300 students participate annually in these intensive J-term learning experiences, which fulfill many degree requirements.

Summer Programs: Short-term study away programs are also available during the summer months. PLU awards academic credit for approved programs and locations.

Research Grants: 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.

NON-APPROVED PROGRAMS

Opportunities to study away are made available through many other organizations and colleges in the United States, or students choose to enroll directly in an overseas university. In these cases, it is the student's responsibility to arrange in advance for appropriate credit transfer. PLU financial aid is not applicable.

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. All study away grades are calculated in the School of Business GPA requirement. Study away courses are not pass/fail.

PROGRAM COSTS AND FINANCIAL AID

Study away costs vary by program; while abroad, students continue to be billed by PLU and are expected to maintain their payment plan arrangements. 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, and may use PLU aid on one PLU Approved Program.

Tuition Remission and Exchange 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: China, Norway, Mexico, Trinidad and Tobago, and International Internships. Tuition exchange benefits do not apply to any other study away programs offered through Featured or Approved Programs.

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Global Scholar Awards provide students with greater access to participate in PLU's study away programs. Students may receive up to \$2,500 for a semester-long study away program. For a January-Term study away course, the program fee may be reduced up to \$1,000. The FAFSA is used to determine eligibility for an award.

Global Studies

253.535.7399

www.plu.edu/global-studiesglst@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 (8 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 (8 semester hours) from all other major or minor.

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 216: Topics in Literature: Emphasis on Cross-Cultural Perspectives
- 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)
- RELI 227: Christian Theology (*When topic is: Theology of Liberation and Democracy*)
- SOCW 325: Social, Educational and Health Services in Tobago

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)
- ENGL 216: Topics in Literature: Emphasis on Cross-Cultural Perspectives (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)
- PSYC 335: Cultural Psychology (4)
- RELI 230: Religion and Culture (*When the topic is "Religion, Healing, and the Body"*) (4)
- SOCW 325: Social, Educational and Health Services in Tobago (4)

• **Globalization and Trade Courses:**

- BUSA 201: Intro to Business in the Global Environment (4)
- BUSA 352: Global Management (3)
- BUSA 460: International Marketing (4)
- 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 340: The Anthropology of Africa (4)
- ANTH 342: Pacific Island Cultures (4)
- ANTH 343: East Asian Cultures
- ANTH 360: Ethnic Groups (4)
- ANTH 387: Special Topics in Anthropology (*When the topic is "First Nations"*) (4)
- COMA 304: Intercultural Communication (4)
- ENGL 216: Topics in Literature: Emphasis on Cross-Cultural Perspectives (4)
- ENGL 232: Women's Literature (4)
- ENGL 343: Post-Colonial Literature and Theory (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)
- NORW 301: Conversation and Composition (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)
- SOCW 325: Social, Educational and Health Services in Tobago (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 4 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.

Courses

GLST 287: Special Topics in Global Studies

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. (1 to 4)

GLST 288: Special Topics in Global Studies

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. (1 to 4)

GLST 289: Special Topics in Global Studies

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. (1 to 4)

GLST 291: Directed Study

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. (1 to 4)

GLST 387: Special Topics in Global Studies

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. (1 to 4)

GLST 388: Special Topics in Global Studies

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. (1 to 4)

GLST 389: Special Topics in Global Studies

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. (1 to 4)

GLST 487: Special Topics in Global Studies

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. (1 to 4)

GLST 488: Special Topics in Global Studies

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. (1 to 4)

GLST 489: Special Topics in Global Studies

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. (1 to 4)

GLST 491: Independent Study

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. (1 to 4)

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 to 12)

GLST 499: Capstone: Research Seminar - SR

Required of all students majoring and minoring in Global Studies, this is a capstone seminar that culminates in the writing of an extensive research paper. *Prerequisite:* ANTH/HIST/POLS 210. (4)

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.

BACHELOR OF ARTS MAJOR

Minimum of 36 semester hours, including:

- 4 semester hours - American field
- 4 semester hours - European field
- 4 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. Writing is emphasized across the curriculum.

All History majors must complete Option I or II of the College of Arts and Sciences Foreign Language Requirement.

Students earning a History major may take no more than 8 semester hours from HIST 321, 322, 326 and 327 unless they have permission of the chair of the History Department.

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 4 semester hours of historical methods and research and 4 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 GPA, and
 - maintain a minimum 2.50 GPA 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.
- Maintain a minimum 2.50 GPA in courses to be counted towards the minor.

Students earning a History minor may take no more than 4 semester hours from HIST 321, 322, 326, and 327 unless they have permission of the chair of the History Department.

Courses in the Department of History are offered in the following fields:

- **American Field:** 245, 247, 251, 252, 253, 287, 305, 348, 349, 352, 357, 359, 370, 381, 387, 460, 471, 494
- **European Field:** 107, 108, 260, 321, 322, 323, 324, 325, 326, 329, 332, 334, 360, 362, 364, 388, 497
- **Non-Western Field:** 109, 205, 210, 215, 220, 231, 232, 310, 335, 337, 338, 339, 340, 344, 369, 377, 389, 496
- **All Fields:** 301, 401, 491, 495

Courses

HIST 107: Western Civilizations - 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

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Sumer, Egypt, Israel, Persia, Greece, Rome, Byzantium, Islamic civilization, and early medieval Europe. (4)

HIST 108: Western Civilizations - SO

Analysis of institutions and ideas of selected civilizations. Europe from the Renaissance to the present. (4)

HIST 109: East Asian Societies - C, 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 190: Inquiry Seminar - F, SO

A four-credit seminar to 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. (4)

HIST 210: Global Perspectives: The World in Change - C, 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 and POLS 210, students receive history credit only when this course has a faculty member from history.) (4)

HIST 215: Modern World History - C, 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, SO

Introduction to modern Latin American history, from 1810 to the present. (4)

HIST 227: The Vikings - SO

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 HIST/SCAN 227. (4)

HIST 231: World War Two in China and Japan, 1931-1945 - C, 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, 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 - 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 - 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 - 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 - 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 - 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 - 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 287: Special Topics in History

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. (1 to 4)

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HIST 288: Special Topics in History - SO

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. (1 to 4)

HIST 289: Special Topics in History - SO

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. (1 to 4)

HIST 291: Directed Study

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. (1 to 4)

HIST 301: Introduction to Historical Methods and Research

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

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: 1945-Present

The course investigates the complexities of Japan as a defeated state under the shadow of American military and cultural power. The course analyzes cultural artifacts as well as the complex politics of national and international security. Issues of war memory, returnees from wartime China, and Japan's attempts to reconcile with regional neighbors represent key themes in this course. *Prerequisite:* Sophomore standing or consent of instructor. (4)

HIST 321: Greek Civilization

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

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

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

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

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 326: A History of Medicine: Antiquity to European Renaissance

An investigation of medical history from antiquity to the European Renaissance (c. 1660) through an examination of Greco-Roman, Islamic, Byzantine, and European traditions and their attendant concepts of health, healing, and disease. Crosslisted with CLAS 326. *Prerequisite:* Sophomore standing or consent of instructor. (4)

HIST 329: Europe and the World Wars: 1914-1945

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

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

The Revolutions of 1848 and unification of Germany; Bismarckian and Wilhelminian 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

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

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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

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

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 1868-1945 - C

Beginning with the Meiji Restoration, this course surveys Japanese history from 1868 until 1945. Among the themes covered are the rise of nationalism in Japan, the growth of the Japanese continental and maritime empires, the origins of war with the United States, and the impact of the war on Japanese society. *Prerequisite:* Sophomore standing or consent of instructor. (4)

HIST 344: The Andes in Latin American History - C

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 348: Lewis and Clark: History and Memory - A

Examines the Lewis and Clark expedition of 1804-1806 and its broader impact, including its costs and consequences for both the expanding U.S. and the people affected by it. Course emphasizes Native American perspectives of the expedition and how it has been depicted and commemorated in U.S. popular culture. *Prerequisite:* Sophomore standing or consent of instructor. (4)

HIST 349: History of the U.S. Civil War

Examines the history of the American Civil War (1861-1865) and its legacies. Course uses a wide range of historical sources to understand the social, political, and military histories of the war itself, as well as how it has been memorialized. *Prerequisite:* Sophomore standing or consent of instructor. (4)

HIST 352: The American Revolution

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 357: African-American History - A

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

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: The Holocaust: The Destruction of the European Jews - A

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. Sophomore standing or consent of instructor. (4)

HIST 364: England and the Second World War

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 369: History of Modern Palestine and Israel

Beginning in the 1880s with the rise of Zionism in Europe, this class will trace the events and issues that led to the creation of Israel as a modern nation in 1948 and subsequent decades of conflict and struggle for Palestinians and Israelis as both societies pursued security and autonomy. *Prerequisite:* Sophomore standing or consent of instructor. (4)

HIST 370: Environmental History of the United States

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 377: History of Mexico in Oaxaca - C, SO

Offered as part of PLU's Fall Semester Program in Oaxaca, this course consists of a study of the main periods of Mexican history from the

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conquest to the twentieth century with a thematic focus on education, popular and institutional religion. Coursework will require consultation of historical archives in Oaxaca and attendance at lectures by local historians. (4)

HIST 381: The Vietnam War and American Society

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

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

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

This course provides specific opportunities for students to examine chronologically, topically or geographically focused areas of study in Non-West History. (4) *Prerequisite:* Sophomore standing or consent of instructor.

HIST 460: History of the Western and Pacific Northwest U.S. - A

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 487: Special Topics in History

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. (1 to 4)

HIST 488: Special Topics in History

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. (1 to 4)

HIST 489: Special Topics in History

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. (1 to 4)

HIST 491: Independent Study

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. (1 to 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 to 6)

HIST 496: Seminar: Non-Western History - 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)

Humanities, Division of

253.535.7321

<http://www.plu.edu/humanities/>

huma@plu.edu

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 Honors, International Programs, Publishing and Printing Arts, Scandinavian Area Studies, and Women's and Gender Studies.

Individualized Major

253.535.7283

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/capstone.

Successful applicants to this program will normally have a cumulative grade point average 3.30 or higher, although in exceptional cases, they may demonstrate their potential in other ways.

Interest in an individualized major usually emerges through conversations with faculty. Students interested in pursuing this major will compose a committee of faculty representing at least two disciplinary perspectives. In consultation with the Associate Provost for Curriculum and the committee of faculty, the student will create a detailed plan of study pursuing the following criteria:

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 coursework, 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/capstone.
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**. Those faculty invited to participate on the committee of faculty will act as advisors for the student. They will submit letters that comment on the feasibility of the proposal and the student's ability to carry it out.

Students usually make such proposals any time after the beginning of the second semester of the sophomore year. This proposal must outline a complete plan of study over 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. Students must complete all College of Arts and Sciences requirements, including the language requirement, as part of degree completion. All subsequent changes in the study plan or the senior thesis/capstone must be submitted in writing and approved by the committee of faculty (including the Associate Provost for Curriculum).

Once a study plan is approved, it supplants usual degree requirements, and, when completed leads to the conferral of the B.A. degree with Special Honors.

Instructional Development And Leadership

253.535.7272

www.plu.edu/education
educ@plu.edu

Quick Facts:

<http://www.plu.edu/education/quick-facts/home.php>

Undergraduate Admissions

<http://www.plu.edu/education/Admissions/Undergraduate%20Certification.php>

B.A.E. - Elementary Education

<http://www.plu.edu/education/Programs/BAE-Elementary-Education.php>

B.A.E. - Secondary Education

<http://www.plu.edu/education/Programs/BAE-Secondary%20Education.php>

Eligibility Requirements for Admission to B.A.E. Program All individuals seeking to enter an undergraduate degree program must apply to the department. A completed application must be submitted to the department by the first Friday in March 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 <http://www.west.nesinc.com> for the dates and to register.
- Official transcripts of all college/university work (must be from a regionally accredited college/university; foreign transcripts must have a professional evaluation for regional university equivalency)
- Junior standing (60 or more semester hours)
- Cumulative grade point average (GPA) of 2.75
- Psychology 101 or equivalent with a grade of C or higher
- Writing 101 or equivalent with a grade of C or higher
- MATH 123 or equivalent with a grade of C or higher must be taken prior to admission to the Elementary Education program in the Instructional Development and Leadership Department
- Two letters of recommendation: one academic/professional reference and one that speaks to the candidate's work with young people
- Essay of 500-750 words identifying and discussing three values that will guide your educational practice.
- Interview
- Application forms and procedures for admission to professional studies in education are available on the department's website www.plu.edu/education/Admissions/home.php
- The Admission criteria will be used to assess the student's academic and professional readiness.

Continuation in any program of study in the department is subject to continuous assessment of student development and performance. Candidates 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 candidates are meeting standards throughout the program.

B.A.E. requirements

- 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, emphasis, or endorsement 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 candidates these include: MATH 123 or equivalent; MATH 124 or equivalent; life science; physical science; PHED 322 or equivalent; ARTD 340 or equivalent; and MUSI 341 or equivalent.
- Passage of the WEST-E in at least one endorsement area.

NOTE: Each endorsement requires passing the designated WEST-E (and ACTFL if pursuing World Languages).

The WEST-E (and ACTFL if necessary) must be taken and passed prior to student teaching.

Eligibility for Certification

Candidates become eligible for certification when they have met the requirements for a B.A.E. **and** passed the Teacher Performance Assessment (TPA) required by the state of Washington and scored by Pearson. The B.A.E. requirements are separate from the teacher certification. Though they may lead to teacher certification, the student must complete the TPA in order to be eligible to earn the B.A.E.

Residency Teaching Certificate

Candidates 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, WEST-E/ACTFL 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. Candidates 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

MATH 123 must be taken prior to admission to the program MATH 124 is recommended to be taken prior to admission and must be completed before the end of Semester II. Candidates must also complete ARTD 340, MUSI 341, PHED 322, a life science, and a physical science prior to program completion.

Semester I (Fall)

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)
- EDUC 320: Issues of Child Abuse and Neglect (1)

Semester II (Spring)

16 semester hours

- EDUC 408: Literacy in a K-8 Education (4)
- EDUC 410: Science/Health in 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)

Note: MATH 124: Modern Elementary Math II must be taken by end of Semester II.

Semester III (Fall)

12 semester hours

- EDUC 406: Mathematics 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 the WEST-E endorsement test for elementary education must be presented before a student can start in Term III. If pursuing a second endorsement, candidates must also submit passing scores on the WEST-E in the second endorsement area prior to enrolling in Term IV. If pursuing a world language as a second endorsement, candidates must also submit passing scores of at least advanced low on the ACTFL Oral and Written Proficiency Exams prior to enrolling in Term IV.

Semester IV (Spring)

12 semester hours

- EDUC 430: Student Teaching in K-8 Education (10)
- EDUC 450: Inquiry into Learning and Teaching: Reflective Practice and Seminar (2)

DUAL ELEMENTARY AND SPECIAL EDUCATION PROFESSIONAL EDUCATION SEQUENCE

In this teacher certification program candidates pursue an endorsement in Special Education (P-12) and elementary education while earning a B.A.E. degree. Candidates have the option of earning a Teacher Certification endorsed in Special Education (P-12) along with completing requirements for the elementary education endorsement and earning a B.A.E. degree and also earning a Washington State Residency Certificate.

The students are encouraged to take following courses prior to admission to the program:

- MATH 123 or equivalent
- MATH 124 or equivalent
- ARTD 340 or equivalent
- PHED 322 or equivalent
- Life Science
- Physical Science

Semester I (Fall)

13 semester hours

- EDUC 390: Inquiry into Learning I: Investigation into Learning and Development (4)

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- EDUC 392: Inquiry into Learning II: Investigation into Learning and Development (4)
- EDUC 394: Technology and Teaching (2)
- EDUC 320: Issues of Child Abuse and Neglect (1)
- SPED 315: Assessment and Evaluation in Special Education (2)

J-Term I

5 semester hours

- SPED 404: Communication and Collaboration (3)
- SPED 450: Early Childhood Special Education (2)

Semester II (Spring)

16 semester hours

- EDUC 410: Science/Health 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)

Summer

3 semester hours

- SPED 322: Moderate Disabilities and Transitions (3)

Semester III (Fall)

16 semester hours

- EDUC 406: Mathematics in K-8 Education (4)
- EDUC 412: Social Studies in K-8 Education (4)
- EDUC 425: Inquiry into Teaching II: Diverse Learners (4)
- SPED 430: Students with Emotional and Behavioral Disorders (4)

J-Term II

6 semester hours

- SPED 442: Technology in Special Education (2)
- SPED 454: Students with Physical Challenges and the Medically Fragile (2)
- MUSI 341: Music for Classroom Teachers (2)

Passing scores on the WEST-E endorsement tests for elementary education and special education must be presented before a student can enroll in Term IV.

Semester IV (Spring)

15 semester hours

- EDUC 434: Student Teaching – Elementary (Dual) (6)
- SPED 459: Student Teaching in Special Education (6)
- EDUC 450: Inquiry into Learning and Teaching: Reflective Practice Seminar (2)
- SPED 460: Special Education Student Teaching Seminar: Issues in Practice (1)

The Professional Education sequence forms the foundation of the program for all candidates seeking certification as an elementary education (K-8) multi-subject teacher. Undergraduate candidates 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, 20-24 semester hour academic emphasis area and passing scores on the TPA.
- They may earn a residency teaching certificate with elementary K-8 and P-12 special education endorsements. This requires the completion of the professional education sequence for elementary education candidates and the completion of coursework required for endorsement in special education and passing scores on the TPA.

Note: Information about all state endorsements can be obtained online at www.plu.edu/education and from the Assistant Director of Admission and Advising in the School of Education and Movement Studies.

Candidates pursuing a residency teaching certificate and an elementary K-8 endorsement must also complete a 20-24 semester hour academic emphasis. In some cases, emphasis areas may be pursued as a second endorsement through the completion of additional coursework, passing the WEST-E, passing the ACTFL (if pursuing a world language) and completing student teaching. All exams (WEST-E and if pursuing a world language, ACTFL) must be completed prior to student teaching. The number of endorsements that can be pursued in the B.A.E. certification is two, the only exception being the combination of elementary education/early childhood education/early childhood special education.

Areas of Emphasis for Elementary Education Majors

www.plu.edu/education/Teacher%20Endorsements/home.php

**ELEMENTARY EDUCATION/EARLY CHILDHOOD
EDUCATION/EARLY CHILDHOOD SPECIAL
EDUCATION PROFESSIONAL EDUCATION
SEQUENCE**

This program offers candidates an option of completing the requirements of the Early Childhood Education/Early Childhood Special Education (P-3) endorsement program concurrently with the requirements for the Elementary Education Teacher Education Program. Coursework would be offered concurrent with elementary education program coursework. Successful completion of all coursework along with passing scores on the TPA will allow the candidate to have additional endorsements on the Washington State residency teaching certificate.

Entering candidates who have an Early Childhood Education AA-DTA degree or equivalent from an accredited institution could be awarded up to 6 semester hours of the ECE/ECSE endorsement program based on transcript review and earning a 3.00 grade point average in early childhood coursework taken during the candidate's first term at PLU.

Students are encouraged to take the following courses prior to admission to the program:

- MATH 123 or equivalent
- MATH 124 or equivalent
- ARTD 340 or equivalent
- PHED 322 or equivalent
- Life Science
- Physical Science

Semester 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)
- EDUC 320: Issues of Child Abuse and Neglect (1)
- EDUC 414: Foundations in ECE/ECSE (4)

J-term (I)

4 semester hours

- SPED 450: Early Childhood Special Education (2)
- EDUC 416: Assessment in Early Childhood (2)

Semester II

16 semester hours

- EDUC 410: Science/Health 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)

Summer

7 semester hours

- EDUC/SPED 419: Child Guidance & Positive Behavior Support (3)
- EDUC 417: Curriculum, Instructional Strategies, and Progress Monitoring (4)

Semester III

15 semester hours

- EDUC 406: Mathematics in K-8 Education (4)
- EDUC 412: Social Studies in K-8 Education (4)
- EDUC 425: Inquiry into Teaching II: Diverse Learners (4)
- EDUC 415: Working with Families of Young Children (3)

Passing scores on the WEST-E endorsement tests for elementary education, early childhood education, and early childhood special education must be before a student can start in Term III. One of these tests may be taken for the first time during Term III.

Semester IV

16 semester hours

- EDUC 430: Student Teaching in K-8 Education (10)
- EDUC/SPED 458: Student Teaching in Early Childhood Education/Early Childhood Special Education (3)
- EDUC 450: Inquiry into Learning and Teaching: Reflective Practice Seminar (2)
- SPED 460: Special Education Student Teaching Seminar: Issues in Practice (1)

ELEMENTARY/READING PROFESSIONAL

EDUCATION SEQUENCE

MATH 123 must be taken prior to admission to the program MATH 124 is recommended to be taken prior to admission and must be completed before the end of Semester II.

Candidates must also complete ARTD 340, MUSI 341, PHED 322, a life science, and a physical science prior to program completion.

Semester 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)
- EDUC 320: Issues of Child Abuse and Neglect (1)

J-Term

4 semester hours

- EDUC 428: Children's Literature in K-8 Curriculum (2)
- EDUC 429: Adolescent Literature in Secondary Curriculum (2)

Semester II

16 semester hours

- EDUC 410: Science/Health 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)

NOTE: MATH 124: Modern Elementary Math II must be taken by end of Semester II.

Summer

12 semester hours

- EDUC 411: Strategies for Language & Literacy Development (4)
- EDUC 413: Language & Literacy Development: Assessment & Instruction (4)
- EDUC 431: Children's Writing (2)
- EDUC 490: Acquisition & Development of Language (2)

Semester III

16 semester hours

- EDUC 406: Mathematics in K-8 Education (4)
- EDUC 412: Social Studies in K-8 Education (4)
- EDUC 425: Inquiry into Teaching II: Diverse Learners (4)
- EDUC 438: Strategies for Whole Literacy Instruction K-12 (4)

Passing scores on the WEST-E endorsement test for elementary education must be presented before a student can enroll in Term IV. If pursuing reading as a second endorsement, candidates must also submit passing scores on the WEST-E in reading prior to enrolling in Term IV.

Semester IV

12 semester hours

- EDUC 430: Student Teaching in K-8 Education (10)
- EDUC 450: Inquiry into Learning and Teaching: Reflective Practice and Seminar (2)

Emphasis Areas

Candidates in the elementary education program must select an area of emphasis. The courses listed for each content area are required if the emphasis will be pursued as a second endorsement. If candidates pursue only the emphasis, she/he may choose any courses from the list that equal or a minimum of 20 semester hours for candidates entering the B.A.E. program in Fall 2012 and beyond.

Biology

- BIOL 225: Molecules, Cells, and Organisms (4)
- BIOL 226: Genes, Evolution, Diversity, and Ecology (4)
- BIOL 354: Natural History of Vertebrates (4)
- BIOL 462: Plant Diversity and Distribution (4)
- CHEM 115: General Chemistry I (4)
- MATH 140: Analytic Geometry and Functions (4)

Chemistry

- CHEM 115: General Chemistry I with lab (4)
- CHEM 116: General Chemistry II with lab (4)
- CHEM 331 & 333: Organic Chemistry I with lab (5)
- CHEM 332 & 334: Organic Chemistry II with lab (5)
- MATH 140: Analytic Geometry and Functions (4)
- PHYS 125 & 135: College Physics I with lab (5)

Chinese

- CHIN 101: Elementary Chinese I (4)
- CHIN 102: Elementary Chinese II (4)
- CHIN 201: Intermediate Chinese I (4)
- CHIN 202: Intermediate Chinese II (4)
- CHIN 371: Chinese Literature in Translation (4)
- EDUC 901JJ: Principles of Language Learning & Teaching (2)
- EDUC 901KK: History & Methods of Teaching ESL/Bilingual Education (2)

Earth and Space Science

- GEOS 102: General Oceanography (4)
- GEOS 105: Meteorology (4)
- GEOS 201: Geologic Principles (4)
- PHYS 110: Astronomy (4)
- GEOS 103: Earthquakes, Volcanoes, and Geological Hazards (4)
- GEOS 104: Conservation of Natural Resources (4)

English Language Arts

- ENGL 241: American Traditions in Literature (4)
- ENGL 251: British Traditions in Literature (4)
- ENGL 328: Theories of Reading & Writing (4)
- ENGL 393: The English Language (4)
- EDUC 428: Children's Literature in K-8 (2)
- EDUC 429: Adolescent Literature in Secondary (2)
- COMA 212: Public Speaking (2)
- COMA 213: Communication Writing (2)

English Language Learners

- EDUC 901JJ: Principles of Language Learning & Teaching (2)
- EDUC 901KK: History & Methods of Teaching ESL/Bilingual Education (2)
- EDUC 901LL: Issues Across Cultures (2)
- EDUC 901MM: English Structure for ESL/EFL Teachers (2)
- EDUC 901NN: Methods of Teaching Reading & Writing to the ESL Student (2)
- EDUC 901PP: Teaching Spoken Language (2)
- EDUC 901RR: Testing & Evaluation of the ESL Student (2)
- EDUC 901SS: ESL Materials Selection & Development (2)
- EDUC 205: Multicultural Perspectives in the Classroom (4)
- ENGL 328: Theories of Reading and Writing (4)

French

- FREN 101: Elementary French I (4)
- FREN 102: Elementary French II (4)
- FREN 201: Intermediate French I (4)
- FREN 202: Intermediate French II (4)
- FREN 321: Civilization and Culture (4)
- EDUC 901JJ: Principles of Language Learning & Teaching (2)
- EDUC 901KK: History & Methods of Teaching ESL/Bilingual Education (2)

German

- GERM 101: Elementary German I (4)
- GERM 102: Elementary German II (4)
- GERM 201: Intermediate German I (4)
- GERM 202: Intermediate German II (4)
- GERM 321: German Civilization to 1750 (4) or GERM 322: German Civilization Since 1750 (4)
- EDUC 901JJ: Principles of Language Learning & Teaching (2)
- EDUC 901KK: History & Methods of Teaching ESL/Bilingual Education (2)

Health & Fitness

May only be pursued as an emphasis. A B.A.P.E. with Certification and endorsement in Health and Fitness can be pursued through the

Department of Movement Studies and Wellness Education.

- HEED 266: Nutrition, Health & Performance (4)
- HEED 366: Health Psychology (4)
- HEED 395: Comprehensive School Health (4)
- HEED 425: Health Promotion/Wellness Intervention (2)
- PHED 279: Teaching Physical Activity (2)
- PHED 293: Teaching Methods: Fitness Activities (2)
- PHED 322: Elementary Physical Education (2)
- PHED 326: Adapted Physical Activity (4)

History

- ECON 101: Principles of Microeconomics (4)
- HIST 107/108: History of Western Civilization I (4)
- HIST 251/252/253: American History (4)
- HIST 335/337/338/339/340/344: Non-Western History (4)
- HIST 460: History of the Western and Pacific Northwestern US (4)
- POLS 151: American Government (4)

Mathematics

- MATH 151: Introduction to Calculus (4)
- MATH 152: Calculus II (4)
- MATH 203: History of Mathematics (4)
- MATH 317: Introduction to Proof in Mathematics (4)
- MATH 321: Geometry (4)
- MATH 341: Introduction to Mathematical Statistics (4)

Middle Level Humanities

- COMA 212: Public Speaking (2)
- ECON 101: Principles of Microeconomics (4)
- ENGL 328: Theories of Reading and Writing (4)
- HIST 251/252/253: American History (4)
- HIST 335/337/338/339/340/344: Non-Western History (4)
- HIST 460: History of the Western and Pacific Northwestern US (4)
- POLS 151: American Government (4)

Middle Level Mathematics

- MATH 123: Modern Elementary Mathematics (4)
- MATH 151: Introduction to Calculus (4)
- MATH 152: Calculus II (4)
- MATH 203: History of Mathematics (4)
- MATH 317: Introduction to Proof in Mathematics (4)
- MATH 341: Introduction to Mathematical Statistics (4)
- MATH 321: Geometry (4)

Middle Level Science

- BIOL 225: Molecules, Cells, and Organisms (4)
- CHEM 115: General Chemistry with lab (4)
- GEOS 103: Earthquakes, Volcanoes, and Geologic Hazards (4)
- GEOS 104: Conservations of Natural Resources (4)
- MATH 140: Analytic Geometry and Functions (4)
- PHYS 110: Astronomy (4)
- PHYS 125 & 135: College Physics I with lab (5)

Music

May only be pursued as an emphasis. A B.M.E can be pursued through the Department of Music.

- MUSI 120A/B: Music and Culture (4)
- MUSI 115: Introduction to Keyboarding (1)
- MUSI 124: Theory I (3)
- MUSI 125: Ear Training I (1)
- MUSI 126: Ear Training II (1)
- One of the following:
- MUSI 101: Introduction to Music (4)
- MUSI 103: History of Jazz (4)
- MUSI 104: Music and Technology (4)
- MUSI 105: The Arts of China (4)
- MUSI 106: Music of Scandinavia (4)

- Private Instruction: MUSI 202-219 (4)
- Performance MUSI 360-383 (4)
- Music Electives (2)

Physics

- MATH 151: Introduction to Calculus (4)
- MATH 152: Calculus II (4)
- MATH 253: Multivariable Calculus (4)
- PHYS 125 & 135: College Physics I with lab (5)
- PHYS 126 & 136: College Physics II with lab (5)
- PHYS 223: Elementary Modern Physics (4)

Science

- BIOL 225: Molecules, Cells and Organisms (4)
- CHEM 115: General Chemistry I with lab (4)
- GEOS 103: Earthquakes, Volcanoes, & Geologic Hazards(4)
- GEOS 104: Conservation of Natural Resources (4)
- MATH 140: Analytic Geometry and Functions (4)
- PHYS 110: Astronomy (4)
- PHYS 125 & 135: College Physics I with lab (5)

Social Studies

- ECON 101: Principles of Microeconomics (4)
- HIST 460: History of the Western and Pacific Northwestern U.S. (4)
- HIST 251/252/253: American History (4)
- HIST 107/108: History of Western Civilizations I & II (4)
- HIST 335/337/338/339/340/344: Non-Western History (4)
- POLS 151: American Government (4)
- SOCI 101: Introduction to Sociology (4)

Spanish

- HISP 101: Elementary Spanish I (4)
- HISP 102: Elementary Spanish II (4)
- HISP 201: Intermediate Spanish I (4)
- HISP 202: Intermediate Spanish II (4)
- HISP 301/321/322/341: Culture (4)
- HISP 325/421/422/431/432/441: Literature (4)
- EDUC 901JJ: Principles of Language Learning & Teaching (2)
- EDUC 901KK: History & Methods of Teaching ESL/Bilingual Education (2)

Theater Arts

- 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 360: Theatre History I (4)

Visual Arts

- ARTD 101: Drawing 1 (4)
- ARTD 110: Graphic Design 1 (4)
- ARTD 180/181: History of Western Art (4)
- ARTD 220: Photography 1: BW Photography (4)
- ARTD 250: Sculpture 1 (4)
- ARTD 365: Painting 1 (4)
- ARTD 380: Modern Art (4)

SECONDARY CERTIFICATION AND ENDORSEMENT OPTIONS

All undergraduate candidates seeking the path that leads to secondary certification in a content area (except those seeking certification in music and health/fitness) are required to complete the following four-term program of study.

PROFESSIONAL EDUCATION SEQUENCE

Semester 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)
- EDUC 320: Issues of Child Abuse & Neglect (1)

Semester 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)

Semester III

8 semester hours

- EDUC 425: Inquiry into Teaching II: Diverse Learners (4)
- One course from EDUC 440 to 449 (4)

Candidates must present passing scores on the WEST-E endorsement tests for the secondary endorsement being pursued before starting in Term III. If the endorsement is a world language, the candidate must also provide passing scores on the ACTFL.

Semester IV

12 semester hours

- EDUC 468: Student Teaching -Secondary (10)
- EDUC 450: Inquiry into Learning and Teaching: Reflective Practice and Seminar Education (2)

**SECONDARY AND SPECIAL EDUCATION
PROFESSIONAL EDUCATION SEQUENCE**

An undergraduate candidate who is pursuing a B.A.E. degree in Secondary Education also has the option of earning a Special Education (P-12) endorsement by completing the Special Education course sequence.

Semester I (Fall)

13 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)
- EDUC 320: Issues of Child Abuse & Neglect (1)
- SPED 315: Assessment and Evaluation in Special Education (2)

J-Term I

5 semester hours

- SPED 404: Communication and Collaboration (3)
- SPED 442: Technology in Special Education (2)

Semester II (Spring)

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)

Summer

3 semester hours

- SPED 322: Moderate Disabilities and Transitions (3)

Semester III (Fall)

12 semester hours

- EDUC 425: Inquiry into Teaching II: Diverse Learners (4)
- One course from EDUC 440 to 449 (4)
- SPED 430: Students with Emotional and Behavioral Disorders (4)

J-Term

4 semester hours

- SPED 450: Early Childhood Special Education (2)

- SPED 454: Students with Physical Challenges and the Medically Fragile (2)

Candidates must present passing scores on the WEST-E endorsement tests for the secondary endorsement and special education being pursued before enrolling in Term IV. If the endorsement is a world language, the candidate must also provide passing scores on the ACTFL.

Semester IV (Spring)

15 semester hours

- EDUC 466: Student Teaching -Secondary (Dual) (7)
- SPED 459: Student Teaching in Secondary School (5)
- EDUC 450: Inquiry into Learning and Teaching: Reflective Practice Seminar (2)
- SPED 460: Special Education Student Teaching Seminar: Issues in Practice (1)

The professional education sequence forms the foundation of the program for all candidates seeking certification in a content area (except music and physical education candidates). Undergraduate candidates 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 candidates and a teaching or academic major that meets state endorsement requirements and earning passing scores on the TPA.
- 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 candidates, a teaching or academic major and coursework required for endorsement in special education and earning passing scores on the TPA.

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.

- 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 Certification must apply and be accepted into the School of Education and Movement Studies. They must also complete the following courses:
- Music Education majors must complete EDUC 391 (offered every fall), EPSY 361 (offered every spring), EDUC 320, and all other course requirements specified by the Department of Music.
- Physical Science Education majors must complete
- EDUC 390, EDUC 392, EDUC 320, and all other requirements specified by the Department of Movement Studies and Wellness Education.

Biology (grades 5-12)

- BIOL 225: Molecules, Cells, and Organisms (4)
- BIOL 226: Genes, Evolution, Diversity, and Ecology (4)
- BIOL 462: Plant Diversity and Distribution (4)
- MATH 140: Analytical Geometry and Functions (4)
- Choose one of the following:
 - BIOL 328: Microbiology (4)
 - BIOL 348: Advanced Cell Biology (4)
- Choose one of the following:
 - BIOL 332: Genetics (4)
 - BIOL 407: Molecular Biology (4)
- Choose one of the following:
 - BIOL 424: Ecology (4)
 - BIOL 475: Evolution (4)
- Choose one of the following:
 - BIOL 324: Natural History of Vertebrates (4)
 - BIOL 325: Invertebrate Zoology (4)
 - BIOL 361: Comparative Anatomy (4)
 - BIOL 441: Mammalian Physiology (4)
- Choose one of the following:
 - CHEM 105: Chemistry of Life (4)
 - CHEM 115: General Chemistry I (4)
 - Four credits of BIOL elective

Chemistry (grades 5-12)

- CHEM 115: General Chemistry I (4)
- CHEM 116: General Chemistry II (4)
- CHEM 331: Organic Chemistry I (4)
- CHEM 332: Organic Chemistry II (4)
- CHEM 333: Organic Chemistry I Laboratory (1)
- CHEM 334: Organic Chemistry II Laboratory (1)
- CHEM 320: Analytical Chemistry (4)
- CHEM 341: Physical Chemistry (4)
- CHEM 342: Physical Chemistry (4)
- CHEM 343: Physical Chemistry Laboratory (1)
- CHEM 344: Physical Chemistry Laboratory (1)
- CHEM 403: Biochemistry (4)
- PHYS 153: General Physics I (4)

- PHYS 154: General Physics II (4)
- PHYS 163: General Physics I Laboratory (1)
- PHYS 164: General Physics II Laboratory (1)
- MATH 151: Introduction to Calculus (4)
- **Chinese (grades P-12)**
 - CHIN 101: Elementary Chinese I (4)
 - CHIN 102: Elementary Chinese II (4)
 - CHIN 201: Intermediate Chinese I (4)
 - CHIN 202: Intermediate Chinese II (4)
 - CHIN 301: Composition and Conversation I (4)
 - CHIN 302: Composition and Conversation II (4)
 - CHIN 371: Chinese Literature in Translation (4)
 - EDUC 901JJ: Principles of Language Learning and Teaching (2)
 - EDUC 901LL: History and Methods of Teaching ESL/Bilingual Education (2)
- **Earth and Space Science (grades 5-12)**
 - GEOS 102: General Oceanography (4)
 - GEOS 104: Conservation of Natural Resources (4)
 - GEOS 105: Meteorology (4)
 - GEOS 201: Geologic Principles (4)
 - PHYS 110: Astronomy (4)
 - PHYS 125: College Physics I (4)
 - PHYS 136: College Physics II (4)
 - PHYS 135: College Physics I Laboratory (1)
 - PHYS 136: College Physics II Laboratory (1)
 - MATH 140: Analytical Geometry and Functions (4)
 - Choose one of the following:
 - BIOL 111: Biology and the Modern World (4)
 - BIOL 116: Introductory Ecology (4)
 - BIOL 225: Molecules, Cells, and Organisms (4)
 - BIOL 226: Genes, Evolution, Diversity, and Ecology (4)
 - Choose one of the following:
 - CHEM 104: Environmental Chemistry (4)
 - CHEM 115: General Chemistry (4)
 - Choose one of the following:
 - GEOS 103: Earthquakes, Volcanoes, and Geologic Hazards (4)
 - GEOS 107: Global Climate Change (4)
 - GEOS 109: The Geology of Energy (4)
 - GEOS 324: Igneous Petrology (2)
 - GEOS 325: Structural Geology (4)
 - GEOS 326: Optical Mineralogy (2)
 - GEOS 327: Stratigraphy and Sedimentation (4)
 - GEOS 328: Paleontology (4)
- **English Language Arts (grades 5-12)**
 - COMA 212: Public Speaking (2)
 - ENGL 241: American Traditions in Literature (4)
 - ENGL 251: British Traditions in Literature (4)
 - ENGL 301: Shakespeare (4)
 - ENGL 393: The English Language (4)
 - ENGL 328: Theories of Reading and Writing (4)
 - Choose one of the following:
 - ENGL 232: Women's Literature (4)
 - ENGL 341: Feminist Approaches to Literature (4)
 - ENGL 343: Post-Colonial Literature and Theory (4)
 - ENGL 342: American Ethnic Literatures (4)
 - Choose one of the following:
 - ENGL 216: Topics in Literature: Emphasis on Cross-Cultural Perspectives (4)
 - ENGL 217: Topics in Literature: Emphasis on Alternative Perspectives (4)
 - ENGL 233: Post-Colonial Literature (4)
 - Choose one of the following:
 - ENGL 221: Research and Writing (4)
 - ENGL 325: Personal Essay (4)
 - ENGL 326: Writing for Children (4)
 - ENGL 327: Intermediate Poetry Writing (4)
 - Choose one of the following:
 - THEA 250: Acting I: Fundamentals (4)
 - THEA 270: Dramatic Literature (4)
 - Choose one of the following:
 - COMA 213: Communication Writing (2)
 - COMA 312: Advanced Public Speaking (2)
 - Choose one of the following:
 - ENGL 333: Children's Literature (4)
 - ENGL 334: Special Topics in Children's Literature (4)
 - EDUC 428 & 429: Children's Literature in the K-8 Curriculum (2) and Adolescent Literature in the Secondary Curriculum (2)

• **English Language Learners (grades P-12)**

- EDUC 901JJ: Principles of Language Learning & Teaching (2)
- EDUC 901KK: History & Methods of Teaching ESL/Bilingual Education (2)
- EDUC 901LL: Issues Across Cultures (2)
- EDUC 901MM: English Structure for ESL/EFL Teachers (2)
- EDUC 901NN: Methods of Teaching Reading & Writing to the ESL Student (2)
- EDUC 901PP: Teaching Spoken Language (2)
- EDUC 901RR: Testing & Evaluation of the ESL Student (2)
- EDUC 901SS: ESL Materials Selection & Development (2)
- EDUC 205: Multicultural Perspectives in the Classroom (4)
- ENGL 328: Theories of Reading and Writing (4)

• **French (grades P-12)**

- FREN 101: Elementary French I (4)
- FREN 102: Elementary French II (4)
- FREN 201: Intermediate French I (4)
- FREN 202: Intermediate French II (4)
- FREN 301: Composition and Conversation II (4)
- FREN 302: Composition and Conversation II (4)
- FREN 321: Civilization and Culture (4)
- EDUC 901JJ: Principles of Language Learning & Teaching (2)
- EDUC 901KK: History & Methods of Teaching ESL/Bilingual Education (2)

• **German (grades P-12)**

- GERM 101: Elementary German I (4)
- GERM 102: Elementary German II (4)
- GERM 201: Intermediate German I (4)
- GERM 202: Intermediate German II (4)
- GERM 301: Composition and Conversation I (4)
- GERM 302: Composition and Conversation II (4)
- GERM 321: German Civilization to 1750 (4)
- EDUC 901JJ: Principles of Language Learning & Teaching (2)
- EDUC 901KK: History & Methods of Teaching ESL/Bilingual Education (2)

• **History (grades 5-12)**

- HIST 460: History of the Western and Northwestern US (4)
- POLS 151: American Government (4)
- Choose one of the following:
 - HIST 107: History of Western Civilizations (4)
 - HIST 108: History of Western Civilizations (4)
 - HIST 215: Modern World History (4)
- Choose two of the following:
 - HIST 251: Colonial American History (4)
 - HIST 252: 19th Century American History (4)
 - HIST 253: 20th Century American History (4)
 - 8 semester hours from upper-division US/European History
 - 8 semester hours from upper-division Non-Western History
- Choose one of the following:
 - ECON 101: Principles of Microeconomics (4)
 - ECON 102: Principles of Macroeconomics (4)

• **Mathematics (grades 5-12)**

- MATH 151: Introduction to Calculus (4)
- MATH 152: Calculus II (4)
- MATH 203: History of Mathematics (4)
- MATH 242: Introduction to Mathematics Statistics (4)
- MATH 245: Discrete Mathematics (4)
- MATH 253: Multivariable Calculus (4)
- MATH 317: Introduction to Proof in Mathematics (4)
- MATH 321: Geometry (4)
- MATH 331: Linear Algebra (4)
- MATH 242: Introduction to Mathematics Statistics (4)
- MATH 433: Abstract Algebra (4)
 - Choose one of the following:
 - MATH 351: Differential Equations (4)
 - MATH 356: Numerical Analysis (4)
 - PHYS 153 & 163: General Physics I (4) and General Physics I Laboratory (1)

• **Middle Level Humanities (grades 4-9)**

- ENGL 241: American Traditions in Literature (4)
- ENGL 251: British Traditions in Literature (4)
- ENGL 328: Theories of Reading and Writing (4)
- HIST 460: History of the Western and Northwestern US (4)
- COMA 212: Public Speaking (2)
- POLS 151: American Government (4)
- Choose two of the following:
 - HIST 251: Colonial American History (4)

- HIST 252: 19th Century American History (4)
- HIST 253: 20th Century American History (4)
- Choose two of the following:
 - HIST 335: The History of the Caribbean (4)
 - HIST 337: The History of Mexico (4)
 - HIST 338: Modern China (4)
 - HIST 339: Revolutionary China (4)
 - HIST 340: Modern Japan (4)
 - HIST 344: The Andes in Latin American History (4)
- Choose one of the following:
 - ECON 101: Principles of Microeconomics (4)
 - ECON 102: Principles of Macroeconomics (4)
- **Middle Level Mathematics (grades 4-9)**
 - MATH 123: Modern Elementary Math I (4)
 - MATH 124: Modern Elementary Math II (4)
 - MATH 151: Introduction to Calculus (4)
 - MATH 152: Calculus II (4)
 - MATH 203: History of Mathematics (4)
 - MATH 242: Introduction to Mathematics Statistics (4)
 - MATH 245: Discrete Mathematics (4)
 - MATH 317: Introduction to Proof in Mathematics (4)
 - MATH 321: Geometry (4)
 - MATH 331: Linear Algebra (4)
- **Middle Level Science (grades 4-9)**
 - GEOS 102: General Oceanography (4)
 - GEOS 103: Earthquakes, Volcanoes, and Geologic Hazards (4)
 - GEOS 104: Conservations of Natural Resources (4)
 - BIOL 125: Molecules, Cells, and Organisms (4)
 - CHEM 115: General Chemistry with lab (4)
 - PHYS 125 & 135: College Physics I with lab (5)
 - PHYS 110: Astronomy (4)
 - Choose one of the following:
 - GEOS 105: Meteorology (4)
 - GEOS 201: Geologic Principles (4)
- **Physics (grades 5-12)**
 - MATH 151: Introduction to Calculus (4)
 - MATH 152: Calculus II (4)
 - MATH 253: Multivariable Calculus (4)
 - PHYS 153: General Physics I (4)
 - PHYS 154: General Physics I Laboratory (1)
 - PHYS 163: General Physics II (4)
 - PHYS 164: General Physics II Laboratory (1)
 - PHYS 240: Engineering Statics (4)
 - PHYS 331: Electromagnetic Theory (4)
 - PHYS 336: Classical Mechanics (4)
 - PHYS 354: Mathematics Physics I (4)
- **Science (grades 5-12)**
 - BIOL 125: Molecules, Cells, and Organisms (4)
 - CHEM 115: General Chemistry I (4)
 - GEOS 102: General Oceanography (4)
 - GEOS 103: Earthquakes, Volcanoes, and Geologic Hazards (4)
 - GEOS 104: Conservations of Natural Resources (4)
 - GEOS 105: Meteorology (4)
 - GEOS 201: Geologic Principles (4)
 - MATH 140: Analytic Geometry and Functions (4)
 - PHYS 110: Astronomy (4)
 - PHYS 125 & 135: College Physics I (4) and College Physics I Laboratory (1)
- **Social Studies (grades 5-12)**
 - POLS 151: American Government (4)
 - Choose two of the following:
 - Anthropology Course (4)
 - Psychology Course (4) (may not use PSYC 101)
 - Sociology Course (4)
 - Choose two of the following:
 - HIST 251: Colonial American History (4)
 - HIST 460: History of the Western and Northwestern U.S. (4)
 - HIST 253: 20th Century U.S. History (4)
 - Choose two of the following:
 - HIST 252: 19th Century U.S. History (4)

- HIST 107: Western Civilizations (4)
- HIST 108: Western Civilizations (4)
- HIST 215: Modern World History (4)
- Choose one of the following:
 - HIST 335: The History of the Caribbean (4)
 - HIST 337: The History of Mexico (4)
 - HIST 338: Modern China (4)
 - HIST 339: Revolutionary China (4)
 - HIST 340: Modern Japan (4)
 - HIST 344: The Andes in Latin American History (4)
- Choose one of the following:
 - ECON 101: Principles of Microeconomics (4)
 - ECON 102: Principles of Macroeconomics (4)
- **Spanish (grades P-12)**
 - HISP 101: Elementary Spanish I (4)
 - HISP 102: Elementary Spanish II (4)
 - HISP 201: Intermediate Spanish I (4)
 - HISP 202: Intermediate Spanish II (4)
 - HISP 301: Hispanic Voices for Social Change (4)
 - EDUC 901JJ: Principles of Language Learning & Teaching (2)
 - EDUC 901KK: History & Methods of Teaching ESL/Bilingual Education (2)
 - Choose one of the following:
 - HISP 321: Civilization and Culture of Spain (4)
 - HISP 322: Latin American Civilization and Culture (4)
 - HISP 325: Introduction to Hispanic Literary Studies (4)
 - HISP 341: The Latino Experiences in the U.S. (4)
 - Choose one of the following:
 - HISP 421: Masterpieces of Spanish Literature (4)
 - HISP 422: 20th Century Literature of Spain (4)
 - HISP 431: Latin American Literature, 1492-1888 (4)
 - HISP 432: 20th Century Latin American Literature (4)
 - HISP 441: U.S. Latino Literature (4)
- **Special Education (grades P-12)**
 - SPED 315: Assessment & Evaluation in Special Education (2)
 - SPED 322: Moderate Disabilities and Transitions (3)
 - SPED 404: Communication and Collaboration (3)
 - SPED 424: Learners with Special Needs in the General Education Classroom (4)
 - SPED 430: Students with Emotional and Behavioral Disabilities (4)
 - SPED 442: Technology in Special Education (2)
 - SPED 450: Early Childhood Special Education (2)
 - SPED 454: Students with Physical Challenges and with the Medically Fragile (2)
- **Theatre Arts (grades P-12)**
 - THEA 160: Introduction to Theatre (4)
 - THEA 220: Voice I: Voice and Articulation (2)
 - THEA 225: Theatre Practicum (1)
 - THEA 230: Movement I (2)
 - THEA 250: Acting I: Fundamentals (4)
 - THEA 255: Stage Technology (4)
 - THEA 270: Dramatic Literature (4)
 - THEA 350: Acting II: Scene Study (4)
 - THEA 360: Theatre History I (4)
 - THEA 365: Theatre History II (4)
 - THEA 425: Theatre Practicum (1)
 - THEA 470: Play Direction (4)
- **Visual Arts (grades P-12)**
 - ARTD 101: Drawing (4)
 - ARTD 180: History of Western Art I (4)
 - ARTD 181: History of Western Art II (4)
 - ARTD 220: Photography 1: BW Photography (4)
 - ARTD 250: Sculpture I (4)
 - ARTD 280: Art Methodology and Theory (4)
 - ARTD 340: Elementary Art Education (2)
 - ARTD 365: Painting I (4)
 - ARTD 440: Secondary Art Education (2)
 - Choose one of the following
 - ARTD 102: 2D Design/Color Theory (4)
 - ARTD 110: Graphic Design 1 (4)
 - ARTD 202: 3D Design (4)
 - ARTD 210: Graphic Design 2 (4)
 - ARTD 310: Design Graphics 3 (4)

Preparation for Teaching in Private and/or Christian Schools

Candidates 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

As early as possible during their study at PLU, prospective department majors should meet with the Assistant Director of Admissions and Advising to discuss the various options and to determine their program of study.

Certification 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:

- Alternative Routes to Certification Program. This 12-month cohort program leads to residency certification and selected endorsements.
- Master of Arts in Education with Certification Program. This one year or two year cohort program leads to a master's degree, residency certification, and selected endorsements.

Professional/National Board of Professional Teaching Standards Certificates

www.plu.edu/education/PPD/home.php

Professional Teaching Certificate

Certificate requirements in Washington changed on August 31, 2000. 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.

Note: Information about the Washington State Professional Certificate and Pacific Lutheran University's Professional Certification program is available in the Office of Partnerships and Professional Development. Individuals should contact the Program Coordinator to discuss options available to them.

Additional Endorsement Options for Educators

<http://www.plu.edu/education/Programs/Add-On-Endorsement.php>

To view graduate level work in the School of Education and Movement Studies, go to the Graduate and Post-Baccalaureate section of this catalog.

Education (EDUC) Undergraduate

EDUC 190: Inquiry Seminar - F

A four-credit seminar to 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. (4)

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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 287: Special Topics in Education

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. (1 to 4)

EDUC 288: Special Topics in Education

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. (1 to 4)

EDUC 289: Special Topics in Education

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. (1 to 4)

EDUC 291: Directed Study

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. (1 to 4)

EDUC 320: Issues in 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)

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 387: Special Topics in Education

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. (1 to 4)

EDUC 388: Special Topics in Education

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. (1 to 4)

EDUC 389: Special Topics in Education

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. (1 to 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. *Prerequisite:* Admission to the School of Education and Movement Studies and completion of MUSI 340. (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 instructional practices consistent with current NCTM and Washington State standards. Includes lesson and unit planning, assessment, curriculum and classroom practices. Focus on development and analysis of student conceptual understanding. Emphasis on creating mathematical learning communities within and outside of the classroom. For Term III elementary education students. Practicum included. *Prerequisite:* MATH 124. (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 412 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 406 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 408 and EDUC 424. (4)

EDUC 413: Language/Literacy Development: Assessment and Instruction

Cross-listed with EDUC 513. (4)

EDUC 414: Foundations in Early Childhood Education

This course introduces the concepts of how children ages birth through grade three grow, develop and learn; the role of the family in the education of young children; and the importance of providing developmentally age and culturally appropriate learning opportunities that support the intellectual, social, emotional and physical development of all young children. The course covers the historical context and rationale for providing educational programs to this age group and includes the laws and policies that currently affect delivery of services. This course includes a field experience component. Cross-listed course: SPED 414. (4)

EDUC 415: Working with Families of Young Children

This course provides students with the knowledge and skills necessary to engage families and to promote and support a family's involvement in their child's educational experiences. Students will learn effective ways to work with families and adults from a variety of cultural/linguistic/socio-economic backgrounds and to partner with economically disadvantaged families and families of children with special needs to develop appropriate individualized learning plans. This course includes a field experience component. Cross-listed course: SPED 415. (3)

EDUC 416: Assessment in Early Childhood

In this course, students will learn the many purposes of assessment and become familiar with some of the assessment strategies and tools used most frequently for each purpose. (2)

EDUC 417: Early Childhood Curriculum, Instructional Strategies, and Progress Monitoring

Students will learn the knowledge and skills needed to design classroom environments, develop and use curricula, deliver instruction, and make modifications based on student performance in the areas of Art, Music, Science, Math, Language, Literature, Physical Development, and Critical Thinking. Technology will be integrated throughout the course. (4)

EDUC 419: Child Guidance and Positive Behavior Support

This course is designed to introduce students to theories and skills needed to promote the development of self-regulation, emotional, and social skills in young children and to effectively manage disruptive behaviors in early childhood classroom settings. The course includes strategies for understanding the reasons for challenging behavior, observing and documenting specific behaviors, designing and delivering developmentally appropriate intervention, and advocating for children. This course includes a field experience component. Cross-listed course: SPED 419. (3)

EDUC 420A: Health, Safety, and Nutrition

This course will cover basic practices for promoting the health, safety, and good nutrition of young children. Students will become familiar with the program requirements of publicly-funded early childhood programs in each of these areas. (1)

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 408 and EDUC 412. (4)

EDUC 425: Inquiry into Teaching II: Diverse Learners

Extension and expansion of ideas introduced in EDUC 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 406 and EDUC 410. (4)

EDUC 427: Multicultural Children's Literature

Cross-listed with EDUC 527. (2)

EDUC 428: Children's Literature in the K-8 Curriculum

Crosslisted 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. (2)

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 Department of Instructional Development and Leadership 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)

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EDUC 444: English in 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

Instructional strategies, long- and short-range planning, curriculum, and other considerations specific to the disciplines. Cross-listed with MATH 446. (4)

EDUC 447: Science in Secondary School

Instructional strategies, long- and short-range planning, curriculum, and other considerations specific to the disciplines. (4)

EDUC 448: Social Studies in the Secondary School

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 458: Student Teaching in Early Childhood Education

Teaching in early childhood settings serving children, ages birth to eight, with and without disabilities. Nine weeks. Candidates getting both the ECE/ECSE and special education endorsements will spend part of this time in a special education setting. Concurrent enrollment with EDUC 434 and 450. Cross-listed course: SPED 458. (3)

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 487: Special Topics in Education

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. (1 to 4)

EDUC 488: ST: Higher Education Leadership

Explores the foundations of leadership. Focus is on leadership in higher education. Restricted to PLU administrations and faculty. (1 to 4)

EDUC 489: Special Topics in Education

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. (1 to 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 491: Independent Study

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. (1 to 4)

EDUC 495: Internship

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. (1 to 12)

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 to 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. Admission to the School of Education and Movement Studies and completion of MUSI 340. (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)

Special Education (SPED) Undergraduate

SPED 190: Inquiry Seminar - F

A four credit seminar to 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. (4)

SPED 195: Individuals with Disabilities - A

An introductory course focusing upon persons with disabilities. Intended for students outside the School of Education. (4)

SPED 287: Special Topics in Special Education

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. (1 to 4)

SPED 288: Special Topics in Special Education

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. (1 to 4)

SPED 289: Special Topics in Special Education

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. (1 to 4)

SPED 315: Assessment and Evaluation in Special Education

This course covers critical content in the area of assessment and evaluation of special needs populations. Types of assessments, issues of technical adequacy, and special education law are all covered. (2)

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. (4)

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 404: Communication and Collaboration

Focus on knowledge and skills necessary for effective collaboration and supervision with parents, professionals, and para-educators. (3)

SPED 414: Foundations in Early Childhood Special Education

This course introduces the concepts of how children ages birth through grade three grow, develop and learn; the role of the family in the education of young children; and the importance of providing developmentally age and culturally appropriate learning opportunities that support the intellectual, social, emotional and physical development of all young children. The course covers the historical context and rationale for providing educational programs to this age group and includes the laws and policies that currently affect delivery of services. This course includes a field experience component. Cross-listed course: EDUC 414. (4)

SPED 415: Working with Families of Young Children

This course provides students with the knowledge and skills necessary to engage families and to promote and support a family's involvement in their child's educational experiences. Students will learn effective ways to work with families and adults from a variety of cultural/linguistic/socio-economic backgrounds and to partner with economically disadvantaged families and families of children with special needs to develop appropriate individualized learning plans. This course includes a field experience component. Cross-listed course: EDUC 415. (3)

SPED 416: Assessment in Early Childhood

In this course, students will learn the many purposes of assessment and become familiar with some of the assessment strategies and tools used most frequently for each purpose. Cross-listed course: EDUC 416. (2)

SPED 419: Child Guidance and Positive Behavior Support

This course is designed to introduce students to theories and skills needed to promote the development of self-regulation, emotional, and social skills in young children and to effectively manage disruptive behaviors in early childhood classroom settings. The course includes strategies for understanding the reasons for challenging behavior, observing and documenting specific behaviors, designing and delivering developmentally appropriate intervention, and advocating for children. This course includes a field experience component. Cross-listed course: EDUC 419. (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, EDUC 408, and EDUC 412. (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)

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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 458: Student Teaching in Early Childhood Special Education

Teaching in early childhood settings serving children, ages birth to eight, with and without disabilities. Nine weeks. Candidates getting both the ECE/ECSE and special education endorsements will spend part of this time in a special education setting. Concurrent enrollment with EDUC 434 and 450. Cross-listed course: EDUC 458. (3)

SPED 459: Special Teaching in Special Education

Teaching in a K-8 special education setting; 9 weeks. Concurrent enrollment in EDUC 434 and EDUC 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 489: Special Topics

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. (1 to 4)

SPED 491: Independent Study

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. (1 to 4)

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)

International Honors Program

253.536.5062

www.plu.edu/honors

International Honors Requirements

7 courses, 28 semester hours distributed as follows:

IHON 111, 112 (190): Origins of the Contemporary World

8 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

4 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 honors-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. IHON students are allowed to count either an on-campus Language 301 course or a study away experience (semester long) for IHON credit. Students may not count both.

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.

IHON students cannot pass/fail an International Honors course.

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.

Courses

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: 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 190: Inquiry Seminar - F

Inquiry Seminar is designed for first-year students, which will introduce students to the methods and topics of study within a particular academic discipline or field. May fulfill no more than one GenEd. (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)

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IHON 257: The Human Experience - H2

The Human Experience course is a multidisciplinary 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 one of the following disciplines: English, Philosophy, Religion, or Languages & Literatures. In addition to the primary discipline of the course, the second discipline may be drawn from the Division of Humanities or from outside of the division. (4)

IHON 258: Self, Culture, and Society - H2

This course is a multidisciplinary study of specific international topics that illuminate 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 one of the following disciplines: Anthropology, Economics, History, Political Science, Psychology or Sociology. In addition to the primary discipline of the course, the second discipline may be drawn from the Division of Social Sciences or from outside of the division. (4)

IHON 260: The Arts in Society - H2

This course is a multidisciplinary study of selected topics that represents the breadth and influence of arts in society. Topics will vary by instructor and term, but each section of the course will draw from one of the following disciplines: Art, Communication, Music or Theatre. In addition to the primary discipline of the course, the second discipline may be drawn from the School of Arts and Communication or from outside of the School. (4)

IHON 287: Special Topics in Natural Sciences - H2

Course will cover various 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 328: Social Justice: Personal Inquiry and Global Investigations - C, H3

Students will wrestle with complex contemporary social problems, evaluate multiple responses to those problems, and develop and articulate their own positions and commitments. Class themes vary, but every section includes cross-cultural and interdisciplinary analysis and a final culminating project. (4)

Languages and Literatures

253.535.7235

www.plu.edu/languages

lang@plu.edu

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, of which 4 hours must be taken either in the senior year or upon return from a study abroad program. Minors must complete at least 8 semester 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, Norwegian and The International Honors house. 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 Web site at www.plu.edu/residential-life/misc/Residence_Halls/hong-international-hall.php 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 227: The Vikings
- SCAN 321: Topics in Scandinavian Culture and Society
- SCAN 322: Scandinavia and World Issues

In Respective Language

- FREN 310: ST in French History/Culture
- GERM 321: German Cultural History to 1750
- GERM 322: German Cultural History 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
- SCAN 241: Scandinavian Folklore
- SCAN 341: Topics in Scandinavian Literature
- SCAN 422: Modernity and Its Discontents

In Respective Language

- FREN 401: Early Modern French Literature
- FREN 402: Modern French Literature
- FREN 403: Contemporary French Literature
- FREN 404: (Post) Colonial Francophone Literature
- GERM 423: Topics in German Literature and Culture I
- GERM 424: Topics in German Literature and Culture II
- 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

- **Classical Languages**

Major: 40 hours in classical languages, plus CLAS 499

- **Classical Studies**

To view the major and minor in Classical Studies, go to the Classics curriculum section of this catalog.

- **Greek**

Minor in Greek

20 semester hours, which may include 101–102

- **Latin**

Minor in Latin

20 semester hours, which may include 101–102

Modern Languages

- **Chinese**

Minor in Chinese

20 semester hours which may include CHIN 101-102

- **French**

Major in French

A minimum of 36 semester hours beyond FREN 101-102, including FREN 201-202, 301-302, 241 or 310, 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.

- **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.

- **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 441)
- 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.

- **Norwegian**

Major in Norwegian

A minimum of 36 semester hours beyond NORW 101

- Required Language Courses: NORW 102 (NORW 101 as prerequisite), NORW 201-202 and 301-302
- Required Literature Courses (8 hours): SCAN 341 (may be repeated for credit if different topics) or SCAN 422
- Elective Course (4 hours): SCAN 241, 341, 422, or other SCAN course.
- Senior Capstone (4 hours): NORW 499

Minor in Norwegian

20 semester hours, including NORW 101, 102, 201, 202, and one of the following: SCAN 241, 341, 422; NORW 301 or 331

• **Scandinavian Area Studies**

Major in Scandinavian Area Studies

40 semester hours

www.plu.edu/scan

A cross-disciplinary approach to the study of Scandinavia. To view further curriculum and course information, go to the Scandinavian Area Studies section of this catalog.

Chinese (CHIN)

CHIN 101: Elementary Chinese

Introduction to Mandarin Chinese. Basic skills in listening, speaking, reading, and writing. Laboratory practice required. (4)

CHIN 102: Elementary Chinese

Introduction to Mandarin Chinese. Basic skills in listening, speaking, reading, and writing. Laboratory practice required. *Prerequisite:* CHIN 101. (4)

CHIN 190: Inquiry Seminar: China through Film - F

A four-credit seminar to 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. (4)

CHIN 201: 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)

CHIN 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)

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 287: Special Topics in Chinese

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. (1 to 4)

CHIN 288: Special Topics in Chinese

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. (1 to 4)

CHIN 289: Special Topics in Chinese

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. (1 to 4)

CHIN 291: Directed Study

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. (1 to 4)

CHIN 301: 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 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)

CHIN 387: Special Topics in Chinese

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. (1 to 4)

CHIN 388: Special Topics in Chinese

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. (1 to 4)

CHIN 389: Special Topics in Chinese

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. (1 to 4)

CHIN 487: Special Topics in Chinese

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. (1 to 4)

CHIN 488: Special Topics in Chinese

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. (1 to 4)

CHIN 489: Special Topics in Chinese

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. (1 to 4)

CHIN 491: Independent Study

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. (1 to 4)

CHIN 495: Internship

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. (1 to 12)

French (FREN)

FREN 101: Elementary French

Essentials of pronunciation, intonation, and structure; basic skills in listening, speaking, reading, and writing. (4)

FREN 102: Elementary French

Essentials of pronunciation, intonation, and structure; basic skills in listening, speaking, reading, and writing. *Prerequisite:* FREN 101, French placement exam or instructor permission. (4)

FREN 201: 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. *Prerequisite:* FREN 102.(4)

FREN 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. *Prerequisite:* FREN 201. (4)

FREN 241: French Language/Caribbean Culture in Martinique - C

French language study; lectures on history, geography, and literature of the French West Indies by local experts; a home stay; cultural excursions; and a final project. Credit toward French minor; credit toward major with the prior permission of both the instructor and the student's advisor. *Prerequisite:* FREN 201 or permission of instructor. (4)

FREN 287: Special Topics in French

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. (1 to 4)

FREN 288: Special Topics in French

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. (1 to 4)

FREN 289: Special Topics in French

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. (1 to 4)

FREN 291: Directed Study

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. (1 to 4)

FREN 301: Advanced French - C

Advanced grammar, composition, and conversation with an introduction to French literature and film. *Prerequisite:* FREN 202. (4)

FREN 302: Advanced French - C

Advanced grammar, composition, and conversation with an introduction to French literature and film. *Prerequisite:* FREN 202. (4)

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FREN 310: Special Topics in French History/Culture - C

Perspectives on French and Francophone culture, history, and society. May focus on an individual, era, or episode (e.g., Louis XIV; the French Revolution; the Dreyfus Affair); traditional or innovative practices (e.g., French agriculture and cuisine; the media); or an enduring question (e.g., artist's relation to society). *Prerequisite:* FREN 301, 302, or permission of instructor. May be repeated once for credit. (4)

FREN 387: Special Topics in French

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. (1 to 4)

FREN 388: Special Topics in French

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. (1 to 4)

FREN 389: Special Topics in French

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. (1 to 4)

FREN 401: Early Modern French Literature - C, LT

French literature from the Middle Ages, the Renaissance, the Grand Siècle, and/or the Enlightenment, with intensive study of a theme or genre of enduring interest. *Prerequisite:* FREN 301 or permission of instructor. May be repeated once for credit. (4)

FREN 402: Modern French Literature - C, LT

French literature from the long nineteenth century, including Hugo, Sand, Flaubert, Baudelaire, Rimbaud, and/or Zola, with attention to romanticism, realism, naturalism, and symbolism; includes study of the French novel and an introduction to French poetry. *Prerequisites:* FREN 301 or permission of instructor. May be repeated once for credit. (4)

FREN 403: Contemporary French Literature - C, LT

French literature since World War I, including Gide, Proust, Sartre, and/or Beauvoir with attention to the development of ideas of modernity and postmodernity; includes an introduction to modern French theatre. *Prerequisites:* FREN 301 or permission of instructor. May be repeated once for credit. (4)

FREN 404: (Post) Colonial Francophone Literature - C, LT

Issues of identity and justice in French language literature/film from North Africa, West Africa, North America, and/or the Caribbean, with attention to historical context and aesthetic innovation. *Prerequisites:* FREN 301 or permission of instructor. May be repeated once for credit. (4)

FREN 487: Special Topics in French

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. (1 to 4)

FREN 488: Special Topics in French

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. (1 to 4)

FREN 489: Special Topics in French

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. (1 to 4)

FREN 491: Independent Study

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. (1 to 4)

FREN 499: Capstone: Senior Project - SR

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

German (GERM)

GERM 101: Elementary German I

Basic skills of oral and written communication in classroom and laboratory practice. Use of materials reflecting contemporary German life. (4)

GERM 102: Elementary German II

Basic skills of oral and written communication in classroom and laboratory practice. Use of materials reflecting contemporary German life. *Prerequisite:* GERM 101 or equivalent. (4)

GERM 190: First Year Inquiry - F

A four-credit seminar to 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. (4)

GERM 201: Intermediate German I - 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)

GERM 202: Intermediate German II - 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. *Prerequisite:* GERM 201 or equivalent. (4)

GERM 231: Language, Art and Culture in the New Germany - C

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)

GERM 287: Special Topics in German

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. (1 to 4)

GERM 288: Special Topics in German

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. (1 to 4)

GERM 289: Special Topics in German

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. (1 to 4)

GERM 291: Directed Study

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. (1 to 4)

GERM 301: Composition and Conversation I - 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)

GERM 302: Composition and Conversation II - 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)

GERM 321: German Cultural History to 1750 - C

From the Middle Ages to the Enlightenment. An exploration of German cultural history through the study of art, music and literature. *Prerequisite:* GERM 302. (4)

GERM 322: German Cultural History Since 1750 - C

From the Enlightenment to the present. This course explores representative works and trends in German politics, philosophy, literature, art and music. *Prerequisite:* GERM 302. (4)

GERM 331: Language, Art and Culture in the New Germany - C

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)

GERM 387: Special Topics in German

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. (1 to 4)

GERM 388: Special Topics in German

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. (1 to 4)

GERM 389: Special Topics in German

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. (1 to 4)

GERM 423: Topics in German Literature and Culture I - C, LT

An opportunity to pursue an in-depth study of a specific aspect or topic in German-language literature and culture. May be repeated for credit with different topic. *Prerequisite:* GERM 302. (4)

GERM 424: Topics in German Literature and Culture II - C, LT

An opportunity to pursue an in-depth study of a specific aspect or topic in German-language literature and culture. May be repeated for credit with different topic. *Prerequisite:* GERM 302.

GERM 487: Special Topics in German

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. (1 to 4)

GERM 488: Special Topics in German

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. (1 to 4)

GERM 489: Special Topics in German

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. (1 to 4)

GERM 491: Independent Study

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. (1 to 4)

GERM 495: Internship

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. (1 to 12)

GERM 499: Capstone: Senior Project - SR

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

Greek (GREK)

GREK 101: Elementary Greek

Basic skills in reading classical, koine, and patristic Greek. (4)

GREK 102: Elementary Greek

Basic skills in reading classical, koine, and patristic Greek. *Prerequisite:* GREK 101 or instructor permission. (4)

GREK 201: Intermediate Greek - C

Review of basic grammar, reading in selected classical and New Testament authors. *Prerequisite:* GREK 102 or instructor permission. (4)

GREK 202: Intermediate Greek - C

Review of basic grammar, reading in selected classical and New Testament authors. *Prerequisite:* GREK 201 or instructor permission. (4)

GREK 287: Special Topics in Greek

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. (1 to 4)

GREK 288: Special Topics in Greek

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. (1 to 4)

GREK 289: Special Topics in Greek

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. (1 to 4)

GREK 291: Directed Study

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. (1 to 4)

GREK 387: Special Topics in Greek

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. (1 to 4)

GREK 388: Special Topics in Greek

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. (1 to 4)

GREK 389: Special Topics in Greek

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. (1 to 4)

GREK 487: Special Topics in Greek

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. (1 to 4)

GREK 488: Special Topics in Greek

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. (1 to 4)

GREK 489: Special Topics in Greek

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. (1 to 4)

GREK 491: Independent Study

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. (1 to 4)

GREK 495: Internship

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. (1 to 12)

Hispanic Studies (HISP)

HISP 101: 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 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 190: Inquiry Seminar - F

A four-credit seminar to 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. (4)

HISP 201: Intermediate Spanish

A continuation of elementary Spanish; reading selections which reflect the Spanish cultural heritage as well as contemporary materials. Lab attendance required. (4, 4)

HISP 202: Intermediate Spanish

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: 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 287: Special Topics in Hispanic Studies

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. (1 to 4)

HISP 288: Special Topics in Hispanic Studies

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. (1 to 4)

HISP 289: Special Topics in Hispanic Studies

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. (1 to 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 & 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 & 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 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 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 387: Special Topics in Hispanic Studies

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. (1 to 4)

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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 402: Advanced Spanish Conversation and Composition - C

An intensive composition and conversation course for advanced students of Spanish. Course includes four and one-half hours of class per day for a week period, intensive reading and writing, and guest lecturers on a variety of topics related to the history and culture of Oaxaca. *Prerequisite:* HISP 301. (4)

HISP 421: Masterpieces of Spanish Literature - C, LT

A concentrated study of major writers and movements in Hispanic 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 & 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 to 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 & 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 English majors with prior approval from the chair of the English Department. (4)

HISP 487: Special Topics in Hispanic Studies

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HISP 488: Special Topics in Hispanic Studies

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HISP 489: Special Topics in Hispanic Studies

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. (1 to 4)

HISP 491: Independent Study

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. (1 to 4)

HISP 499: Capstone: Senior Project - SR

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

Languages (LANG)

LANG 190: Inquiry Seminar - F

A four-credit seminar to 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. (4)

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

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tradition or shed light on contemporary challenges within a community, be it local, global, or virtual. All readings in English. (4)

LANG 287: Special Topics in Languages

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. (1 to 4)

LANG 288: Special Topics in Languages

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. (1 to 4)

LANG 289: Special Topics in Languages

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. (1 to 4)

LANG 291: Directed Study

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. (1 to 4)

LANG 387: Special Topics in Languages

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. (1 to 4)

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LANG 389: Special Topics in Languages

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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. (4)

LANG 487: Special Topics in Languages

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. (1 to 4)

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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. (1 to 4)

LANG 495: Internship

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. (1 to 12)

Latin (LATN)

LATN 101: Elementary Latin

Basic skills in reading Latin; an introduction to Roman literature and culture. (4)

LATN 102: Elementary Latin

Basic skills in reading Latin; an introduction to Roman literature and culture. LATN 101 or instructor permission. (4)

LATN 201: Intermediate Latin - C

Review of basic grammar; selected readings from Latin authors. LATN 102 or instructor permission. (4)

LATN 202: Intermediate Latin - C

Review of basic grammar; selected readings from Latin authors. *Prerequisite:* LATN 201 or instructor permission. (4)

LATN 287: Special Topics in Latin

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. (1 to 4)

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LATN 288: Special Topics in Latin

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LATN 289: Special Topics in Latin

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LATN 291: Directed Study

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. (1 to 4)

LATN 387: Special Topics in Latin

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. (1 to 4)

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LATN 389: Special Topics in Latin

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LATN 487: Special Topics in Latin

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LATN 495: Internship

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. (1 to 12)

Norwegian (NORW)

NORW 101: 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)

NORW 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)

NORW 201: 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)

NORW 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)

NORW 287: Special Topics in Norwegian

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. (1 to 4)

NORW 288: Special Topics in Norwegian

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NORW 291: Directed Study

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. (1 to 4)

NORW 301: Conversation & 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 331: Language & Identity: Norwegian in a Nordic Context - C

The nations of the Nordic region provide excellent contexts within which to study the assertion of identity as promoted in the age of nation building and challenged in the age of globalization and migration. The course explores Norwegian language and identity with one or more additional Nordic countries. (4)

NORW 387: Special Topics in Norwegian

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NORW 499: Capstone: Senior Project - SR

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Mathematics

253.535.7400

www.plu.edu/mathmath@plu.edu

The mathematics program at PLU is designed to serve five main objectives: (a) to provide backgrounds for other disciplines, (b) to provide a comprehensive pre-professional program for those directly entering the fields of teaching and applied mathematics, (c) 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, (d) to develop the mental skills necessary for the creation, analysis, and critique of mathematical topics, and (e) to provide a view of mathematics as a part of humanistic behavior.

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 and MATH 124. (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.

Math 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, 124, 128, 140, 145, 151, and 152) until the placement test and its included background survey are completed. The link to the placement exam and survey is available at banweb.plu.edu.

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:

Exam Score	Credit	Score	Credit
AB	3*		MATH 151*
AB	4,5	MATH 151	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) GenEd credit. Please be aware that credit taken from MATH 105, MATH 107, or any non-math course which carries the MR attribute 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 a more difficult than high school algebra or geometry and it must be approved by the Mathematics Department.

Mathematics and General Education Program Elements

All mathematics courses will satisfy the mathematical reasoning (MR) element of the General Education Program. At least 4 semester hours are needed. All mathematics courses will satisfy the natural sciences, computer science, mathematics (NS) of the General Education Program. At least 4 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: The 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, numerical analysis, mathematical finance, and statistics. 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 make special arrangements with the department chair by the start of the fall semester in the year preceding graduation.

A grade of C or higher is required in all prerequisite courses.

BACHELOR OF ARTS MAJOR

Mathematics

36 semester hours of mathematics, including 4 semester hours of supporting

- **Required:** MATH 151, 152, 242, 253, 317, 331, 433, 455, 499A, 499B
- **Required supporting:** CSCE 144
- **Strongly recommended is one course from the following:** CSCE 371; ECON 345; PHYS 153,163

BACHELOR OF SCIENCE MAJOR

Mathematics

44 semester hours of mathematics, including 8 or 9 semester hours of supporting

- **Required:** MATH 151, 152, 242, 253, 317, 331, 433, 455, 499A, 499B
- **8 semester hours from:**
 - MATH 321, 342, 348, 351*, 356, 381, 411, 480
 - PHYS 354* (*On one course from either MATH 351 or PHYS 354 may be used.)
- **Required supporting:** CSCE 144 and one of the following: CSCE 348, 371; ECON 345; PHYS 153, 163

Mathematics Education

44 semester hours, including 4 to 5 semester hours of supporting

- **Required:** MATH 151, 152, 203, 253, 317, 321, 331, 433, 499A, 499B, and MATH/EDUC 446
- **One course from:** PHYS 125/135 Lab; PHYS 153/163 Lab; or CHEM 115
- **Strongly recommended:** MATH 455

All courses counted toward a mathematics education major must 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 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.

Financial Mathematics

47 to 49 semester hours

• Required:

- Business: 8 semester hours
- Economics: 4 to 8 semester hours (*not including ECON 101 and 102*)
- Mathematics: 28 to 32 semester hours (*not including capstone hours*)
- Capstone: 2 to 4 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 GenEd element*)

• 36 semester hours from the following:

- BUSA 335: Financial Investments (4)
- BUSA 437: Financial Analysis and Strategy (4)
- ECON 345: Math Topics in Economics (4)
- MATH 151: Calculus I (4)
- MATH 152: Calculus II (4)
- MATH 242: Introduction to Mathematical Statistics (4) (*STAT 231 may be substituted with mathematics department permission*)
- MATH 253: Multivariate Calculus (4)
- MATH 331: Linear Algebra (4)
- MATH 411: Mathematics of Risk (4)

• 8 semester hours from the following: (*may only count either ECON 344 or MATH 348*)

*Note: Within the groups of alternative courses listed below, highly recommended courses are marked by an ***

- ECON 344: Econometrics (4)**
- MATH 342: Probability and Statistical Theory (4)**
- MATH 348: Applied Regression Analysis and ANOVA (4)
- MATH 351: Differential Equations (4)
- MATH 356: Numerical Analysis (4)

• 4 semester hours from the following:

- BUSA 337: International Finance (4)
- BUSA 438: Empirical Finance (4)

• Capstone Experience: (*either MATH 495A or both MATH 499A and 499B*)

- MATH 495A: Financial Mathematics Internship (2 to 4)
- MATH 499A: Capstone - Senior Seminar I (2)
- MATH 499B: Capstone - Senior Seminar II (2)

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 semester hours must be taken from mathematics and at least 4 semester hours from economics

Mathematics

20 semester hours of mathematics courses, including:

- MATH 151, 152, and 253; and 8 semester hours of upper-division mathematics courses, excluding MATH 446.

Statistics

A minimum of 16 semester hours to include:

- CSCE 120 or 144
- STAT 231, 232, or 233; or MATH/STAT 242
- **And at least:** 8 additional semester hours of statistics selected from BUSA 467, ECON 344, PSYC 242, MATH/STAT 342, MATH/STAT 348. (Additional courses may be approved by the chair of the mathematics department.)

See the Statistics section of this catalog for more details. Statistics courses taken for the statistics minor may not be simultaneously counted as elective credit for the bachelor of science major.

The statistics minor is administered by the department of mathematics. For information, contact the chair of the department of mathematics.

Courses Offered by Semester/Term:**Fall Semester:** 105, 115, 123, 124, 128, 140, 151, 152, 242, 253, 317, 331, 443, 446, 499A**January Term:** 107, 203, 381**Spring Semester:** 105, 115, 123, 124, 128, 140, 145, 151, 152, 245, 253, 317, 321, 331, 342, 348, 351, 356, 411, 455, 480, 499B**Odd Years:** 203, 348, 480, 351; **Even Years:** 342, 356, 411**Courses****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 triangle. Appropriate as preparation for Math 123, 128 and 140. *Prerequisite:* PLU math placement exam and two years of high school algebra. (4)

MATH 123: Modern Elementary Mathematics I: Number Sense and Algebraic Sense - MR, NS

Numeration systems and concepts underlying traditional computations. Field axioms, number theory, set theory. Patterns and variables, functions, proportionality, linear versus exponential growth. Emphasis on conceptual understanding of mathematics through problem solving, reasoning, and communication. Analyzing children's problem solving strategies. Intended for elementary teaching majors. *Prerequisites:* A qualifying score on the math placement text or a grade of C or higher in MATH 115. (4)

MATH 124: Modern Elementary Mathematics II: Measurement, Geometric Sense, Statistics and Probability - MR, NS

The units, systems and processes of measurement. Classification and measurement of geometric objects. Symmetry, transformations, congruence, dilations, similar figures. Display, analysis, and interpretation of data. Basic probability. Emphasis on conceptual understanding of mathematics through problem solving, reasoning, and communication. Analyzing children's problem solving strategies. Intended for elementary teaching majors. *Prerequisite:* A grade of C or higher in MATH 123. (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. *Prerequisite:* Math analysis or pre-calculus in high school or MATH 140. (4)

MATH 152: Calculus II - MR, NS

Continuation of MATH 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.

Prerequisite: MATH 152 or consent of instructor. (4)

MATH 242: Introduction to Mathematical Statistics - NS

Data description, probability, discrete and continuous random variables, expectations, 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 242. Previously was MATH/STAT 341. *Prerequisite:* MATH 151. (4)

MATH 245: Discrete Structures - NS

Topics that are 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)

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MATH 287: Special Topics in Mathematics

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. (1 to 4)

MATH 288: Special Topics in Mathematics

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. (1 to 4)

MATH 289: Special Topics in Mathematics

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. (1 to 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 to 4)

MATH 317: Introduction to Proof in Mathematics

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

Foundations of geometry and basic theory in Euclidean, projective, and non-Euclidean geometry. *Prerequisite:* 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 342: Probability and Statistical Theory

Continuation of MATH 242. 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 242. (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. *Prerequisite:* 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 for mathematical competitions, especially the Putnam Competition and the Mathematical Contest in Modeling. Pass/Fail only. May be taken more than once for credit. *Prerequisite:* Consent of instructor. (1)

MATH 387: Special Topics in Mathematics

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. (1 to 4)

MATH 388: Special Topics in Mathematics

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. (1 to 4)

MATH 389: Special Topics in Mathematics

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. (1 to 4)

MATH 411: Mathematics of Risk

This non-GenEd course introduces students to the mathematics underpinning financial investment in the presence of uncertainty. Students will investigate and 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; BUSA 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. *Prerequisite:* MATH 253 or 331. (4)

MATH 455: Mathematical Analysis

Theoretical treatment of topics introduced in elementary calculus. *Prerequisites:* MATH 253, 317 and 331. (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 to 4)

MATH 487: Special Topics in Mathematics

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. (1 to 4)

MATH 488: Special Topics in Mathematics

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. (1 to 4)

MATH 489: Special Topics in Mathematics

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. (1 to 4)

MATH 491: Independent Study

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. *Prerequisite:* Consent of department chair. (1 to 4)

MATH 495A: Financial Mathematics Internship - SR

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. (2 to 4)

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. (2)

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. (2)

Movement Studies and Wellness Education

253.535.7350

www.plu.edu/movement-studiesmswe@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 (i.e., 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 Education Program Element (GenEd) Requirements of the university. The goals of these classes are to: (a) 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 (b) 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.

GENERAL EDUCATION PROGRAM ELEMENT

RESIDENCY REQUIREMENTS

- At least 32 credits of all majors must be taken in residency at PLU, and at least 16 of those must be taken from within the Movement Studies and Wellness Education Department.
- At least 8 semester hours for all minors must be taken in residency at PLU and within the Movement Studies and Wellness Education Department.
- At least 8 credits applied toward a MSWE minor must be earned independently from MSWE major requirements.

BACHELOR OF SCIENCE IN PHYSICAL EDUCATION (B.S.P.E.)

Four Concentrations under the B.S.P.E. Degree

• Exercise Science

66 semester hours

- BIOL 205, 206, 225 (12)
- CHEM 105 (4)
- HEED 366 (4)
- MATH 128 or 140 (4)
- PHED 277, 324, 326, 383, 384, 478, 480, 486 (30)
- PHED 495 (4)
- PHED 499 (4)
- STAT 231 (4)

• Health and Fitness Promotion

68 semester hours

- BIOL 205, 206 (8)
- CHEM 105 (4)
- HEED 266, 366 (8)
- PHED 277, 293, 314, 324, 326, 330, 383, 384, 386, 480, 486 (40)
- PHED 495 (4)
- PHED 499 (4)

• Pre-Physical Therapy

74 to 75 semester hours

- BIOL 225, 226, 205, 206, and an approved upper- division biology elective. (20)
- Two from: CHEM 105, 115/116, 331/333 (8 to 9)
- HEED 281 (2)

- MATH 128 or 140 (4)
- PHED 277, 480, 486 (10)
- 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**

52 semester hours

- BIOL 205, 206, 225 (12)
- CHEM 105 (4)
- HEED 266, 281 (6)
- PHED 277, 326, 480, 486 (14)
- 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

62 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, 296, 297, (12)
- PHED 322 (4)
- PHED 326, 386, 478, 480, 486, 490 (24)
- All students must have current First Aid and CPR certification prior to internship.

Additional Requirements for K-12 Teacher Certification

29 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 (12)
- 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

66 semester hours

- BIOL 205, 206 (8)
- HEED 266, 395, 366 (12)
- PHED 275 or 298 (2)
- PHED 277, 279, 293, 294, 296, 297 (12)
- PHED 322 (4)
- PHED 326, 386, 478, 480, 486, 495 (24)

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 is 4 semester hours).

MINORS

• **Coaching**

18 semester hours

- HEED 266 (4)
- HEED 281 (2)
- PHED 334 (2)
- PHED 361 (2)
- PHED 390 (4)
- PHED 411 (4)
- First Aid and CPR certificate required

• **Fitness and Wellness Education**

22 semester hours

- HEED 266, 366 (8)
- PHED 279, 293, 360 (6)
- PHED 384 (4)
- **Select four semester hours from the following:**
 - PHED 383 (4)
 - PHED 386 (4)
 - PHED 486 (4)

• **Personal Training**

22 semester hours

- BUSA 305 (4)
- HEED 266 (4)
- PHED 293, 334, 360 (6)
- PHED 383, 390 (8)
- First Aid and CPR certificate required

• **Exercise and Sport Psychology**

20 semester hours

- **Required (12 semester hours)**
 - HEED 366, PHED 386, 390
- **Select 4 semester hours from the following**
 - PSYC 310, 320 or 330
- **Select 4 semester hours from the following**
 - BIOL 444; PHED 314, 315, 324, 411

• **Sport and Recreation Management**

22 to 24 semester hours

- PHED 314 (4)
- PHED 330 (4)
- PHED 384 (4)
- PHED 495 (4)
- **Select 4 semester hours from the following:**
 - BUSA 305 (4)
 - BUSA 308 (4)
 - BUSA 340 (4)
 - BUSA 358 (4)
- **Select 2 or 4 semester hours from the following:**
 - PHED 322 (2 or 4)
 - PHED 326 (4)
 - PHED 334 (2)
 - PHED 386 (4)
 - **OR** other approved alternative elective

Courses

HEED 190: Inquiry Seminar - F

A four-credit seminar to 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. (4)

HEED 266: Nutrition, Health and 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 288: Special Topics in Health Education

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. (1 to 4)

HEED 289: Special Topics in Health Education

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. (1 to 4)

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 387: Special Topics in Health Education

Provides the opportunity for the exploration of current and relevant issues in the areas of health education and wellness studies. (1-4)

HEED 388: Special Topics in Health Education

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. (1 to 4)

HEED 389: Special Topics in Health Education

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. (1 to 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 487: Special Topics in Health Education

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. (1 to 4)

HEED 488: Special Topics in Health Education

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. (1 to 4)

HEED 489: Special Topics in Health Education

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. (1 to 4)

HEED 491: Independent Study

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. *Prerequisite:* Consent of the dean. (1 to 4)

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 to 8)

PHED 100: Personalized Fitness Program - 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 physical activity course designed to meet the needs of students with diagnosed disabilities or long-term injury who, because of their medical condition, are unable to be accommodated through regular activity courses offered in the department. (1)

PHED 151: Beginning Golf - PE

Individual and Dual Activities Course in beginning golf. (1)

PHED 155: Bowling - PE

Individual and Dual Activities Course in bowling. (1)

PHED 162: Beginning Tennis - PE

Individual and Dual Activities Course in tennis. (1)

PHED 163: Beginning Badminton - PE

Individual and Dual Activities Course in badminton. (1)

PHED 164: Pickleball - PE

Individual and Dual Activities Course in pickleball. (1)

PHED 165: Racquetball/Squash - PE

Individual and Dual Activities Course in racquetball/squash. (1)

PHED 170: Skiing - PE

Individual and Dual Activities Course in skiing. (1)

PHED 173: Mountaineering - PE

Individual and Dual Activities Course in mountaineering. (1)

PHED 175: Snowboarding - PE

Individual and Dual Activities Course in snowboarding. (1)

PHED 177: Weight Training - PE

Individual and Dual Activities Course in weight training. (1)

PHED 182: Low Impact Aerobics - PE

Individual and Dual Activities Course in low impact aerobics. (1)

PHED 183: Power Aerobics - PE

Individual and Dual Activities Course in power aerobics. (1)

PHED 186: Step Aerobics - PE

Individual and Dual Activities Course in step aerobics. (1)

PHED 188: Boot Camp Conditioning - PE

Individual and Dual Activities Course in boot camp conditioning. (1)

PHED 190: Inquiry Seminar - F

A four-credit seminar to 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. (4)

PHED 192: Intermediate Tennis PE

Individual and Dual Activities Course in intermediate tennis. (1)

PHED 197: Advanced Weight Training - PE

Individual and Dual Activities Course in advanced weight training. (1)

PHED 200: Individual Swim Instruction - PE

Aquatics course in individual swim instruction. (1)

PHED 201: Swimming for Non-Swimmers - PE

Aquatics course in swimming for non-swimmers. (1)

PHED 205: Skin & Scuba Diving - PE

Aquatics course in skin and scuba diving. (1)

PHED 207: Basic Sailing - PE

Aquatics course in basic sailing. (1)

PHED 212: Conditioning Swimming - PE

Aquatics course in conditioning swimming. (1)

PHED 216: Lifeguard Training - PE

Aquatics course in lifeguard training. (1)

PHED 222: Jazz Dance Level I - PE

Rhythms course in jazz dance level I. (1)

PHED 223: Yoga - PE

Rhythms course in yoga. (1)

PHED 224: Salsa and Swing Dance - PE

Rhythms course in salsa and swing dance. (1)

PHED 225: Ballroom Dance - PE

Rhythms course in ballroom dance. (1)

PHED 234: Relaxation Techniques - PE

Rhythms course in relaxation techniques. (1)

PHED 240: Dance Ensemble - PE

Rhythms course in dance ensemble. (1)

PHED 241: Co-Ed Basketball - PE

Team Activities course in co-ed basketball. (1)

PHED 244: Co-Ed Volleyball - PE

Team activities course in co-ed volleyball. (1)

PHED 248: World Games and Sports - PE

Team Activities course in world games and sports. (1)

PHED 250: Directed Sports - PE

Team Activities course in directed sports. (1)

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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 GenEd element. (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 School of Physical 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 287: Special Topics in Physical Education

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. (1 to 4)

PHED 288: Special Topics in Physical Education

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. (1 to 4)

PHED 289: Special Topics in Physical Education

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. (1 to 4)

PHED 291: Directed Study

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. (1 to 4)

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 296: Teaching Methods: Recreation Activities

Learning to plan and implement a variety of recreational activities, including outdoor education. *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 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 GenEd element. (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 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)

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 GenEd. 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 Promotion

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. (4)

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 makeup 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 to 4)

PHED 388: Special Topics in Physical Education

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. (1 to 4)

PHED 389: Special Topics in Physical Education

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. (1 to 4)

PHED 390: Applied Exercise and Sports 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 and 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)

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PHED 487: Special Topics in Physical Education

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. (1 to 4)

PHED 488: Special Topics in Physical Education

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. (1 to 4)

PHED 489: Special Topics in Physical Education

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. (1 to 4)

PHED 490: Curriculum, Assessment and Instruction

An integrated and instructionally aligned approach to curriculum design, assessment, development and implementing instructional strategies consistent with 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 this four-semester hour course. (4)

PHED 491: Independent Study

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. *Prerequisite:* Consent of the dean. (1 to 4)

PHED 495: Internship - SR

Pre-professional experiences closely related to student's career and academic interests. *Prerequisites:* Declaration of major, junior status, ten hours in the major and department permission. (2 to 8)

PHED 499: Capstone: Senior Seminar - SR

To enable senior students in an academic unit to share their work and receive group criticism. The title will be listed on the student term-based record as Capstone and may be followed by a specific title designated by the academic unit. *Prerequisites:* Declaration of major, junior status, ten hours in the major, and department permission. (2 to 4)

Music

253.535.7602, 877.254.7001

www.plu.edu/music

music@plu.edu

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 first year courses are:

- MUSI 111: Music Fundamentals I (2)
- MUSI 113: Music Fundamentals II (2)
- MUSI 120: Music and Culture (*class size is limited*) (4)
- MUSI 124: Theory I (3)
- MUSI 125: Ear Training I (1)
- MUSI 126: Ear Training II (1)
- MUSI 115: Introduction to Keyboarding (1) **and/or** MUSI 116: Basic Keyboarding (1)
 - or MUSI 121: Keyboarding I (1) **and/or** MUSI 122: Keyboarding II (1)

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 away 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, 113, 115, 116 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 2.50 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

26 semester hours

The following core is required in all music degree programs:

- MUSI 120: Music and Culture (4)
- MUSI 121: Keyboarding I (1)
- MUSI 122: Keyboarding II (1)
- MUSI 124: Theory I (3)
- MUSI 223: Theory II (3)
- MUSI 224: Jazz Theory Lab (1)
- MUSI 234: Music History I (3)
- MUSI 333: Music History II (3)

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- MUSI 334: Twentieth-Century Music (3)
- MUSI 125: Ear Training I (1)
- MUSI 126: Ear Training II (1)
- MUSI 225: Ear Training III (1)
- MUSI 226: Ear Training IV (1)

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 Semester**
 - MUSI 111/113: Fundamentals (prerequisite to MUSI 124)
 - MUSI 115/121/122: Keyboarding Class (1) per placement
 - MUSI 120: Music and Culture (4) (if preferred may take MUSI 120 in Spring Semester)
- **Spring Semester**
 - MUSI 116/122: Keyboarding Class (1) per placement
 - MUSI 126: Ear Training II (1)
 - MUSI 120: Music and Culture (4) (if not taken in the Fall Semester)
 - MUSI 124: Theory I (3)

Year Two

- **Fall Semester**
 - MUSI 121/122: Keyboarding I (1) per placement
 - MUSI 223: Theory II (3)
 - MUSI 225: Ear Training III (1)
- **Spring Semester**
 - 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 Semester**
 - MUSI 333: History II (3)
- **Spring Semester**
 - MUSI 334: Twentieth-Century Music (3)

BACHELOR OF ARTS (B.A.) MAJOR

Maximum of 44 semester hours, including:

- Music Core: (26)
- Ensembles (4)
 - Choose from: MUSI 360-383 (4)
- Private Lessons (5)
 - Choose from: MUSI 201-219 and MUSI 401-419
- Upper-division Core (3)
 - MUSI 336: Making Music (3), or MUSI 337: Analyzing Music (3)
- Capstone Sequence (6)
 - MUSI 398: Keystone: Introduction to Music Research (2)
 - MUSI 498: Music Research Seminar (2)
 - MUSI 499: Capstone Senior Project (fall/spring) (1, 1)

Also required for the B.A. degree are:

- Meet College of Arts and Sciences Language Requirement (Option I, II) (1 year of language)
- Take a non-music arts elective course in visual arts, theatre or dance.
- Cognate: An academic minor or second major outside of music.

BACHELOR OF MUSIC EDUCATION (B.M.E.) DEGREE

66 semester hours in Music; total 83 semester hours

- Bachelor of Music Education: K-12 Choral (Elementary and Secondary)
- Bachelor of Music Education: K-12 Instrumental (Band)
- Bachelor of Music Education: K-12 Instrumental (Orchestra)

First-Year, sophomore, junior and senior assessments required.

Music Education Core

14 semester hours

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 (1)
- 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)

Department of Instructional Development and Leadership Sequence

17 semester hours

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. The WEST-E test must be passed prior to student teaching.

- 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)

B.M.E. Music Education Core

K-12 Choral (Elementary)

- Music Core (26)
- Ensembles (6)
 - Choose from: MUSI 360-363 (1 each semester)
- Private Lessons (6)
 - Choose from: MUSI 204 and 404 (5)
 - MUSI 499: Capstone: Senior Project (senior recital) (1)
- Music Education Core (14)
 - MUSI 240: Foundations Music Education (3)
 - MUSI 340: Fundamentals Music Education (2)
 - MUSI 343: Secondary General Music (1)
 - MUSI 345: Conducting I (1)
 - MUSI 346: Conducting II (1)
 - MUSI 347: Adaptive Music (1)
 - MUSI 348: Practicum Music Education (1)
 - MUSI 445: Conducting III (1)
 - MUSI 446: Conducting IV (1)
 - MUSI 469: Student Teaching Seminar (2)
- Concentration (14)
 - 2 semester hours from:
 - MUSI 241: String Lab (1)
 - MUSI 243: Woodwind Laboratory (1)
 - MUSI 245: Brass Laboratory (1)
 - MUSI 247: Percussion Laboratory (1)
 - MUSI 421: Advanced Keyboarding (1, 1)
 - MUSI 440: Methods/Materials for K-9 I (2)
 - MUSI 441: Methods and Materials for K-9 Music II (2)
 - MUSI 443: Methods Secondary Choral (2)
 - MUSI 453: Vocal Pedagogy (2)
 - MUSI 457: Instrumental Music Choral Educators (2)

K-12 Choral (Secondary Emphasis)

- Music Core (26)
- Ensembles (6)
 - Choose from: MUSI 360-363 (1 each semester)
- Private Lessons (6)
 - Choose from: MUSI 204 and 404 (5)
 - MUSI 499: Capstone: Senior Project (senior recital) (1)
- Music Education Core (14)
 - MUSI 240: Foundations Music Education (3)
 - MUSI 340: Fundamentals Music Education (2)
 - MUSI 343: Secondary General Music (1)
 - MUSI 345: Conducting I (1)

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- MUSI 346: Conducting II (1)
- MUSI 347: Adaptive Music (1)
- MUSI 348: Practicum Music Education (1)
- MUSI 445: Conducting III (1)
- MUSI 446: Conducting IV (1)
- MUSI 469: Student Learning Seminar (2)
- Concentration (14)
 - 2 semester hours from:
 - MUSI 241: String Lab (1)
 - MUSI 243: Woodwind Laboratory (1)
 - MUSI 245: Brass Laboratory (1)
 - MUSI 247: Percussion Laboratory (1)
 - MUSI 421: Advanced Keyboarding (1, 1)
 - MUSI 440: Methods/Materials for K-9 I (2)
 - MUSI 443: Methods Secondary Choral (2)
 - MUSI 444: Materials Secondary Choral (2)
 - MUSI 453: Vocal Pedagogy (2)
 - MUSI 457: Instrumental Music Choral Educators (2)

K-12 Instrumental (Band)

- Music Core (26)
- Ensembles (6)
 - Choose from large ensemble: MUSI 370-371 (4)
 - MUSI 381: Chamber Ensemble (1)
 - Choose from: MUSI 370-371, 380 (1)
- Private Lessons (6)
 - Choose from: MUSI 202-219; MUSI 402-419
 - MUSI 499: Capstone: Senior Project (recital) (1)
- Music Education Core (14)
 - MUSI 240: Foundations Music Education (3)
 - MUSI 340: Fundamentals Music Education (2)
 - MUSI 343: Secondary General Music (1)
 - MUSI 345: Conducting I (1)
 - MUSI 346: Conducting II (1)
 - MUSI 347: Adaptive Music (1)
 - MUSI 348: Practicum Music Education (1)
 - MUSI 445: Conducting III (1)
 - MUSI 446: Conducting IV (1)
 - MUSI 469: Student Teaching Seminar (2)
- Concentration (14)
 - MUSI 248: Voice Lab (1)
 - MUSI 241: String Lab (1)
 - Lab Electives - Choose 4 semester hours from:
 - MUSI 243/244: Woodwind Laboratory (1,1)
 - MUSI 245/246: Brass Laboratory (1,1)
 - MUSI 247: Percussion Laboratory (1)
 - MUSI 447: Methods for School Band Music (2)
 - MUSI 448: Materials for School Band Music (2)
 - MUSI 458: Choral Music: Instrumental Educators (2)
 - Choral Ensemble (2)
 - Choose from: MUSI 360-365

K-12 Instrumental (Orchestra)

- Music Core (26)
- Ensembles (6)
 - Choose from large ensemble: MUSI 370-371, 380 (1)
 - MUSI 381: Chamber Ensemble (1)
 - MUSI 380: University Symphony Orchestra (4)
- Private Lessons (5)
 - Choose from: MUSI 202-219; MUSI 402-491 (5)
 - MUSI 499: Capstone: Senior Project (recital) (1)
- Music Education Core (14)
 - MUSI 240: Foundations Music Education (3)
 - MUSI 340: Fundamentals/Music Education (2)
 - MUSI 343: Sec. General Music (1)
 - MUSI 345: Conducting I (1)
 - MUSI 346: Conducting II (1)

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- MUSI 347: Adaptive Music (1)
- MUSI 348: Practicum Music Education (1)
- MUSI 445: Conducting III (1)
- MUSI 446: Conducting IV (1)
- MUSI 469: Student Teaching Seminar (2)
- Concentration (14)
 - MUSI 248: Voice Laboratory (1)
 - MUSI 241/242: String Laboratory (1,1)
 - MUSI 243: Woodwind Laboratory (1)
 - MUSI 245: Brass Laboratory (1)
 - MUSI 247: Percussion Laboratory (1)
 - MUSI 455: String Pedagogy (2)
 - MUSI 456: Methods and Materials for School Strings (2)
 - MUSI 458: Choral Music for Instrumental Educators (2)
- Choral Ensemble (2)
 - Choose from: MUSI 360-365

BACHELOR OF MUSICAL ARTS (B.M.A.) DEGREE

62 semester hours, plus cognate

- Music Core (26)
- Ensembles (8)
 - Choose from: MUSI 360-383 (1 each semester)
- Private Lessons (8)
 - Choose from: MUSI 202-219 (4)
 - Choose from: MUSI 402-419 (4)
- Upper-division Core (6)
 - MUSI 336: Making Music (3)
 - MUSI 337: Analyzing Music (3)
- Capstone Sequence
 - MUSI 398: Keystone: Introduction to Music Research (2)
 - MUSI 498: Music Research Seminar (2)
 - MUSI 499: Capstone Senior Project (fall/spring) (1,1)
- J Term - 1 Required
 - MUSI 390/391: Intensive Performance Study (4)
- Electives (4)
 - Choose any MUSI 103-499 (not already used in the major. MUSI 111 and 113 cannot be used)
- Cognate: An academic minor or second major outside of music. First-year, sophomore, junior, and senior assessments required.

BACHELOR OF MUSIC IN PERFORMANCE (B.M.)

80 semester hours

- First-year, sophomore, junior and senior assessments required.
- For vocal performance: language study required.
- * Credit to be taken in consecutive Fall/Spring semesters; continuous non-jazz study throughout the program required.

Composition

- Music Core (26)
- Ensembles (8) (1 each semester)
 - MUSI 360-383
- Private Lessons (22*)
 - Choose from: MUSI 202-219, 402-419 (6)
 - MUSI 327: Composition (12)
 - MUSI 499: Capstone: Senior Project (4)
- Upper-division Core (6)
 - MUSI 336: Making Music (3)
 - MUSI 337: Analyzing Music (3)
- J Term - 1 Required
 - MUSI 390/391: Intensive Performance (4)
- Concentration Module (6)
 - MUSI 328: Electronic Media (2)
 - MUSI 345: Conducting I (1)
 - MUSI 346: Conducting II (1)
 - MUSI 398: Keystone: Introduction to Research (2)
- Electives (8)
 - Choose from MUSI 103-499 (4)(not already used in the major. MUSI 111 and 113 cannot be used)
 - Non-Music Elective (4): Computer Science, Acoustics, Media

Instrumental

- Music Core (26)
- Ensembles (8) (1 each semester)
 - Choose from: MUSI 370-371, 380
- Private Lessons (22*)
 - Principal Instrument (15)
 - Choose from: MUSI 205-219, 405-419 (5)
 - Choose from: MUSI 201, 205-219, 401, 405-491 (3)
 - MUSI 399: Keystone (jr recital) (3)
 - MUSI 499: Capstone: Senior Project (sr recital) (4)
- Upper-division Core (6)
 - MUSI 336: Making Music (3)
 - MUSI 337: Analyzing Music (3)
- J Term - 1 required (4)
 - MUSI 390/391: Intensive Performance (4)
- Concentration Module (7)
 - MUSI 345: Conducting I (1)
 - MUSI 346: Conducting II (1)
 - MUSI 358: Early Music Lab (1)
 - MUSI 381: Chamber Ensemble (2)
 - MUSI 420: Pedagogy (2) or MUSI 454: Instrument Pedagogy (2)
- Electives (7)
 - Choose any MUSI 103-499 (not already used in the major. MUSI 111 and 113 cannot be used)

Organ

- Music Core (26)
- Ensemble (8)
 - MUSI 381: Chamber Ensemble (1)
 - Music Ensembles (7)
 - Choose from: MUSI 360-383 (1 each semester)
- Private Lessons (22*)
 - MUSI 203 Organ (8)
 - MUSI 403: Organ (7)
 - MUSI 399: Keystone (jr recital) (3)
 - MUSI 499: Capstone: Senior Project (sr recital) (4)
- Upper-Division Core (6)
 - MUSI 336: Making Music (3)
 - MUSI 337: Analyzing Music (3)
- J Term - 1 Required (4)
 - MUSI 390/391: Intensive Performance (4)
- Concentration Module (7)
 - MUSI 219: Harpsichord (1)
 - MUSI 345: Conducting I (1)
 - MUSI 346: Conducting II (1)
 - MUSI 352: Organ - Improvisation (1)
 - MUSI 358: Early Music Lab (1)
 - MUSI 420 or 454: Pedagogy (2)
- Electives (7)
 - Choose any MUSI 103-499 (not already used in the major. MUSI 111 and 113 cannot be used)

Piano

- Music Core (26)
- Ensembles (8)
 - Choose from: MUSI 370-371, 380 (2)
 - MUSI 351: Accompanying (2)
 - MUSI 383: Piano Ensemble (2)
 - Piano ensemble electives (2)
 - Choose from MUSI 351, 370-371, 380, 383
- Private Lessons (22*)
 - Choose from: MUSI 202/402: Piano (15)
 - MUSI 399: Keystone (jr recital) (3)
 - MUSI 499: Capstone: Senior Project (sr recital) (4)
- Upper-Division Core (6)
 - MUSI 336: Making Music (3)
 - MUSI 337: Analyzing Music (3)
- J Term (1 required) (4)
 - MUSI 390/391: Intensive Performance (4)
- Concentration Module (11)
 - MUSI 219: Harpsichord (1)

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- MUSI 345: Conducting I (1)
- MUSI 358: Early Music Laboratory (1)
- MUSI 430: Piano Literature 1 (2)
- MUSI 431: Piano Literature 2 (2)
- MUSI 451: Piano Pedagogy 1 (2)
- MUSI 452: Piano Pedagogy 2 (2)
- Electives (3)
 - Choose any MUSI 103-499 (not already used in the major. MUSI 111 and 113 cannot be used)

Voice

- Music Core (26)
- Ensembles (8)
 - Choral Ensemble: Choose from: MUSI 360-363 (1 each semester)
- Private/Diction Lessons (22*)
 - Voice/Diction Instruction (13)
 - Choose from: MUSI 204/404
 - MUSI 399: Keystone (jr recital) (3)
 - MUSI 499: Capstone: Senior Project (sr recital) (4)
 - MUSI 355: Diction I (1)
 - MUSI 356: Diction II (1)
- Upper-Division Core (6)
 - MUSI 336: Making Music (3)
 - MUSI 337: Analyzing Music (3)
- J Term - 1 Required (4)
 - MUSI 390/391: Intensive Performance (4)
- Concentration Module (8)
 - MUSI 345: Conducting I (1)
 - MUSI 353: Solo Vocal Lit (2)
 - MUSI 358: Early Music Laboratory (1)
 - MUSI 366: Opera (2)
 - MUSI 453: Vocal Pedagogy (2)
- Electives (6)
 - Choose any MUSI 103-499 (not already used in the major. MUSI 111 and 113 cannot be used)
- Language (one year required) (8) Choose from FREN or GERM 101, 102, 201, 202, 301, 302

MINORS

General Minor

22 semester hours including:

- MUSI 120: Music and Culture (4)
- One of the following: MUSI 115, 116, 121, 122 or 202 (1)
- MUSI 124, 125, 126 (5)
- 4 semester hours of Private Instruction: (MUSI 202-219)
- 4 semester hours of Ensemble (MUSI 360-383)
- 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

- Includes courses required in the General Minor as listed above (22 semester hours), plus:
 - 4 additional semester hours of Private Instruction (MUSI 401-419)
 - 6 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 4 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

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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. In this program, all private lesson and ensemble credit may be in jazz.

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 and Summer: Six hours of instruction to be arranged 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: One-hour lesson per week (12 weeks) in addition to daily practice. Summer: Twelve hours of instruction to be arranged in addition to daily practice.

Three or four semester hours

By permission of department only; not offered in January or Summer.

Music

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 103: History of Jazz - AR

Survey of America's unique art form—Jazz: Emphasis on history, listening, structure, and style from early developments through recent trends. (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 education element in arts; may be combined with MUSI 113 in a single semester to complete the general education element 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 education element in arts; may be combined with MUSI 111 in a single semester to complete the general education element 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: 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. Co-requisite Fall term: MUSI 111/113 or consent of department chair. (4)

MUSI 120B: 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. Co-requisite Spring Semester: MUSI 124 or consent of department chair. (4)

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MUSI 121: Keyboarding I - AR

Development of keyboarding skills, including sight-reading, group performance, and harmonization of simple melodies. *Prerequisite:* MUSI 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 190: Inquiry Seminar - F

A four-credit seminar to 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. (4)

MUSI 201A: Private Instruction: Jazz - AR

Prerequisite: Two semesters of non-jazz study (MUSI 202-219) or permission of the Director of Jazz Studies. Special Fee in addition to tuition. (1, 2, 3 or 4).

MUSI 201B: Private Instruction: Jazz - AR

Prerequisite: Two semesters of non-jazz study (MUSI 202-219) or permission of the Director of Jazz Studies. Special Fee in addition to tuition. (1, 2, 3 or 4).

MUSI 201C: Private Instruction: Jazz - AR

Prerequisite: Two semesters of non-jazz study (MUSI 202-219) or permission of the Director of Jazz Studies. Special Fee in addition to tuition. (3 or 4).

MUSI 202A: Private Instruction: Piano - AR

Private instruction for Piano. Special fee in addition to tuition. (1)

MUSI 202B: Private Instruction: Piano - AR

Private instruction for Piano. Special fee in addition to tuition. (2)

MUSI 202C: Private Instruction: Piano - AR

Private instruction for Piano. Special fee in addition to tuition. (3 or 4)

MUSI 203A: Private Instruction: Organ - AR

Private instruction for Organ. Special fee in addition to tuition. (1)

MUSI 203B: Private Instruction: Organ - AR

Private instruction for Organ. Special fee in addition to tuition. (2)

MUSI 203C: Private Instruction: Organ - AR

Private instruction for Organ. Special fee in addition to tuition. (3 or 4)

MUSI 204A: Private Instruction: Voice AR

Private instruction for Voice. Special fee in addition to tuition. (1)

MUSI 204B: Private Instruction: Voice - AR

Private instruction for Voice. Special fee in addition to tuition. (2)

MUSI 204C: Private Instruction: Voice - AR

Private instruction for Voice. Special fee in addition to tuition. (3 or 4)

MUSI 205A: Private Instruction: Violin/Viola - AR

Private instruction for Violin/Viola. Special fee in addition to tuition. (1)

MUSI 205B: Private Instruction: Violin/Viola - AR

Private instruction for Violin/Viola. Special fee in addition to tuition. (2)

MUSI 205C: Private Instruction: Violin/Viola - AR

Private instruction for Violin/Viola. Special fee in addition to tuition. (3 or 4)

MUSI 206A: Private Music Instruction: Cello/Bass - AR

Private Instruction for Cello/Bass. Special fee in addition to tuition. (1)

MUSI 206B: Private Music Instruction: Cello/Bass - AR

Private instruction for Cello/Bass. Special fee in addition to tuition. (2)

MUSI 206C: Private Instruction: Cello/Bass - AR

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Private instruction for Cello/Bass. Special fee in addition to tuition. (3 or 4)

MUSI 207A: Music Instruction: Flute - AR

Private instruction for Flute. Special fee in addition to tuition. (1)

MUSI 207B: Private Instruction: Flute - AR

Private instruction for Flute. Special fee in addition to tuition. (2)

MUSI 207C: Private Instruction: Flute - AR

Private instruction for Flute. Special fee in addition to tuition. (3 or 4)

MUSI 208A: Private Instruction: Oboe/English Horn - AR

Private Instruction for Oboe/English Horn. Special fee in addition to tuition. (1)

MUSI 208B: Private Instruction: Oboe/English Horn - AR

Private instruction for Oboe/English Horn. Special fee in addition to tuition. (2)

MUSI 208C: Private Instruction: Oboe/English Horn - AR

Private instruction for Oboe/English Horn. Special fee in addition to tuition. (3 or 4)

MUSI 209A: Private Instruction: Bassoon - AR

Private instruction for Bassoon. Special fee in addition to tuition. (1)

MUSI 209B: Private Instruction: Bassoon - AR

Private instruction for Bassoon. Special fee in addition to tuition. (2)

MUSI 209C: Private Instruction: Bassoon - AR

Private instruction for Bassoon. Special fee in addition to tuition. (3 or 4)

MUSI 210A: Private Instruction: Clarinet - AR

Private instruction for Clarinet. Special fee in addition to tuition. (1)

MUSI 210B: Private Instruction: Clarinet - AR

Private instruction for Clarinet. Special fee in addition to tuition. (2)

MUSI 210C: Private Instruction: Clarinet - AR

Private instruction for Clarinet. Special fee in addition to tuition. (3 or 4)

MUSI 211A: Private Instruction: Saxophone -AR

Private instruction for Saxophone. Special fee in addition to tuition. (1)

MUSI 211B: Private Instruction: Saxophone - AR

Private instruction for Saxophone. Special fee in addition to tuition. (2)

MUSI 211C: Private Instruction: Saxophone - AR

Private instruction for Saxophone. Special fee in addition to tuition. (3 or 4)

MUSI 212A: Private Instruction: Trumpet - AR

Private instruction for Trumpet. Special fee in addition to tuition. (1)

MUSI 212B: Private Instruction: Trumpet - AR

Private instruction for Trumpet. Special fee in addition to tuition. (2)

MUSI 212C: Private Instruction: Trumpet - AR

Private instruction for Trumpet. Special fee in addition to tuition. (3 or 4)

MUSI 213A: Private Instruction: French Horn - AR

Private instruction for French horn. Special fee in addition to tuition. (1)

MUSI 213B: Private Instruction: French Horn - AR

Private instruction for French Horn. Special fee in addition to tuition. (2)

MUSI 213C: Private Instruction: French Horn - AR

Private instruction for French Horn. Special fee in addition to tuition. (3 or 4)

MUSI 214A: Private Instruction: Trombone - AR

Private Instruction for Trombone. Special fee in addition to tuition. (1)

MUSI 214B: Private Instruction: Trombone - AR

Private instruction for Trombone. Special fee in addition to tuition. (2)

MUSI 214C: Private Instruction: Trombone - AR

Private instruction for Trombone. Special fee in addition to tuition. (3 or 4)

MUSI 215A: Private Instruction: Baritone/Tuba - AR

Private instruction for Baritone/Tuba. Special fee in addition to tuition. (1)

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MUSI 215B: Private Instruction: Baritone/Tuba - AR

Private instruction for Baritone/Tuba. Special fee in addition to tuition. (2)

MUSI 215C: Private Instruction: Baritone/Tuba - AR

Private instruction for Baritone/Tuba. Special fee in addition to tuition. (3 or 4)

MUSI 216A: Private Instruction: Percussion - AR

Private instruction for Percussion. Special fee in addition to tuition. (1)

MUSI 216B: Private Instruction: Percussion - AR

Private instruction for Percussion. Special fee in addition to tuition. (2)

MUSI 216C: Private Instruction: Percussion - AR

Private instruction for Percussion. Special fee in addition to tuition. (3 or 4)

MUSI 217A: Private Instruction: Guitar - AR

Private instruction for Guitar. Special fee in addition to tuition. (1)

MUSI 217B: Private Instruction: Guitar - AR

Private instruction for Guitar. Special fee in addition to tuition. (2)

MUSI 217C: Private Instruction: Guitar - AR

Private instruction for Guitar. Special fee in addition to tuition. (3 or 4)

MUSI 218A: Private Instruction: Harp - AR

Private instruction for Harp. Special fee in addition to tuition. (1)

MUSI 218B: Private Instruction: Harp - AR

Private instruction for Harp. Special fee in addition to tuition. (2)

MUSI 218C: Private Instruction: Harp - AR

Private instruction for Harp. Special fee in addition to tuition. (3 or 4)

MUSI 219A: Private Instruction: Harpsichord - AR

Private Instruction for Harpsichord. Special fee in addition to tuition. (1)

MUSI 219B: Private Instruction: Harpsichord - AR

Private instruction for Harpsichord. Special fee in addition to tuition. (2)

MUSI 219C: Private Instruction: Harpsichord - AR

Private instruction for Harpsichord. Special fee in addition to tuition. (3 or 4)

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: String Laboratory

Methods and materials of teaching and playing string instruments in the public schools. (1)

MUSI 242: String Laboratory

Methods and materials of teaching and playing string instruments in the public schools. (1)

MUSI 243: Woodwind Laboratory

Methods and materials of teaching and playing woodwind instruments in the public schools. (1)

MUSI 244: Woodwind Laboratory

Methods and materials of teaching and playing woodwind instruments in the public schools. (1)

MUSI 245: Brass Laboratory

Methods and materials of teaching and playing brass instruments in the public schools. (1)

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MUSI 246: Brass Laboratory

Methods and materials of teaching and playing brass instruments in the public schools. (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 287: Special Topics in Music

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. (1 to 4)

MUSI 288: Special Topics in Music

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. (1 to 4)

MUSI 289: Special Topics in Music

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. (1 to 4)

MUSI 291: Directed Study

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. (1 to 4)

MUSI 327A: 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)

MUSI 327B: 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. (2)

MUSI 327C: 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. (3 or 4)

MUSI 328A: Electronic Media

Application of electronic media and techniques to compositional process. Private instruction: special fee in addition to tuition. May be repeated for additional credit. (1)

MUSI 328B: Electronic Media

Application of electronic media and techniques to compositional process. Private instruction: special fee in addition to tuition. May be repeated for additional credit. (2)

MUSI 328C: Electronic Media

Application of electronic media and techniques to compositional process. Private instruction: special fee in addition to tuition. May be repeated for additional credit. (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: Twentieth 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 340: Fundamentals: 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. (1)

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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 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 Music 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 - AR

Production of chamber opera, opera scenes, and full operas. 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)

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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. *Prerequisite:* consent of instructor. (1)

MUSI 387: Special Topics in Music

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. (1 to 4)

MUSI 388: Special Topics in Music

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. (1 to 4)

MUSI 389: Special Topics in Music

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. (1 to 4)

MUSI 390: Intensive Performance Study: Ensemble Tour - AR

Intensive study and rehearsal of your 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: 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)

MUSI 398: Keystone: Introduction to Music Research

Introduction to principles and standards relevant to academic research in music, exploration of common research materials and experience with practices and techniques in this field. (2)

MUSI 399: Keystone: Junior Recital

Preparation and presentation of a juried half recital, normally in the junior year. Declared Bachelor of Music majors only. Private instruction; special fee in addition to tuition. *Prerequisite:* Consent of instructor. (1 to 4)

MUSI 401A: Private Instruction: Jazz - AR

Prerequisite: Two semesters of non-jazz study (202-219) or permission of the Director of Jazz Studies. Special fee in addition to tuition. (1)

MUSI 401B: Private Instruction: Jazz - AR

Prerequisite: Two semesters of non-jazz study (202-219) or permission of the Director of Jazz Studies. Special fee in addition to tuition. (2)

MUSI 401C: Private Instruction: Jazz - AR

Prerequisite: Two semesters of non-jazz study (202-219) or permission of the Director of Jazz Studies. Special fee in addition to tuition. (3 or 4)

MUSI 402A: Private Instruction: Piano - AR

Private instruction for Piano. Special fee in addition to tuition. (1)

MUSI 402B: Private Instruction: Piano - AR

Private instruction for Piano. Special fee in addition to tuition. (2)

MUSI 402C: Private Instruction: Piano - AR

Private instruction for Piano. Special fee in addition to tuition. (3 or 4)

MUSI 403A: Private Instruction: Organ - AR

Private instruction for Organ. Special fee in addition to tuition. (1)

MUSI 403B: Private Instruction: Organ - AR

Private Instruction for Organ. Special fee in addition to tuition. (2)

MUSI 403C: Private Instruction: Organ - AR

Private instruction for Organ. Special fee in addition to tuition. (3 or 4)

MUSI 404A: Private Instruction: Voice - AR

Private instruction for Voice. Special fee in addition to tuition. (1)

MUSI 404B: Private Instruction: Voice - AR

Private Instruction for Voice. Special fee in addition to tuition. (2)

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MUSI 404C: Private Instruction: Voice - AR

Private instruction for Voice. Special fee in addition to tuition. (3 or 4)

MUSI 405A: Private Instruction: Violin/Viola - AR

Private instruction for Violin/Viola. Special fee in addition to tuition. (1)

MUSI 405B: Private Instruction: Violin/Viola - AR

Private Instruction for Violin/Viola. Special fee in addition to tuition. (2)

MUSI 405C: Private Instruction: Violin/Viola - AR

Private instruction for Violin/Viola. Special fee in addition to tuition. (3 or 4)

MUSI 406A: Private Instruction: Cello/Bass - AR

Private instruction for Cello/Bass. Special fee in addition to tuition. (1)

MUSI 406B: Private Instruction: Cello/Bass - AR

Private Instruction for Cello/Bass. Special fee in addition to tuition. (2)

MUSI 406C: Private Instruction: Cello/Bass - AR

Private instruction for Cello/Bass. Special fee in addition to tuition. (3 or 4)

MUSI 407A: Private Instruction: Flute - AR

Private instruction for Flute. Special fee in addition to tuition. (1)

MUSI 407B: Private Instruction: Flute - AR

Private Instruction for Flute. Special fee in addition to tuition. (2)

MUSI 407C: Private Instruction: Flute - AR

Private instruction for Flute. Special fee in addition to tuition. (3 or 4)

MUSI 408A: Private Instruction: Oboe/English Horn - AR

Private instruction for Oboe/English Horn. Special fee in addition to tuition. (1)

MUSI 408B: Private Instruction: Oboe/English Horn - AR

Private Instruction for Oboe/English Horn. Special fee in addition to tuition. (2)

MUSI 408C: Private Instruction: Oboe/English Horn - AR

Private instruction for Oboe/English Horn. Special fee in addition to tuition. (3 or 4)

MUSI 409A: Private Instruction: Bassoon - AR

Private instruction for Bassoon. Special fee in addition to tuition. (1)

MUSI 409B: Private Instruction: Bassoon - AR

Private Instruction for Bassoon. Special fee in addition to tuition. (2)

MUSI 409C: Private Instruction: Bassoon - AR

Private instruction for Bassoon. Special fee in addition to tuition. (3 or 4)

MUSI 410A: Private Instruction: Clarinet - AR

Private instruction for Clarinet. Special fee in addition to tuition. (1)

MUSI 410B: Private Instruction: Clarinet - AR

Private Instruction for Clarinet. Special fee in addition to tuition. (2)

MUSI 410C: Private Instruction: Clarinet - AR

Private instruction for Clarinet. Special fee in addition to tuition. (3 or 4)

MUSI 411A: Private Instruction: Saxophone - AR

Private instruction for Saxophone. Special fee in addition to tuition. (1)

MUSI 411B: Private Instruction: Saxophone - AR

Private Instruction for Saxophone. Special fee in addition to tuition. (2)

MUSI 411C: Private Instruction: Saxophone - AR

Private instruction for Saxophone. Special fee in addition to tuition. (3 or 4)

MUSI 412A: Private Instruction: Trumpet - AR

Private instruction for Trumpet. Special fee in addition to tuition. (1)

MUSI 412B: Private Instruction: Trumpet - AR

Private Instruction for Trumpet. Special fee in addition to tuition. (2)

MUSI 412C: Private Instruction: Trumpet - AR

Private instruction for Trumpet. Special fee in addition to tuition. (3 or 4)

MUSI 413A: Private Instruction: French Horn - AR

Private instruction for French Horn. Special fee in addition to tuition. (1)

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MUSI 413B: Private Instruction: French Horn - AR

Private Instruction for French Horn. Special fee in addition to tuition. (2)

MUSI 413C: Private Instruction: French Horn - AR

Private instruction for French Horn. Special fee in addition to tuition. (3 or 4)

MUSI 414A: Private Instruction: Trombone - AR

Private instruction for Trombone. Special fee in addition to tuition. (1)

MUSI 414B: Private Instruction: Trombone - AR

Private Instruction for Trombone. Special fee in addition to tuition. (2)

MUSI 414C: Private Instruction: Trombone - AR

Private instruction for Trombone. Special fee in addition to tuition. (3 or 4)

MUSI 415A: Private Instruction: Baritone/Tuba - AR

Private instruction for Baritone/Tuba. Special fee in addition to tuition. (1)

MUSI 415B: Private Instruction: Baritone/Tuba - AR

Private Instruction for Baritone/Tuba. Special fee in addition to tuition. (2)

MUSI 415C: Private Instruction: Baritone/Tuba - AR

Private instruction for Baritone/Tuba. Special fee in addition to tuition. (3 or 4)

MUSI 416A: Private Instruction: Percussion - AR

Private instruction for Percussion. Special fee in addition to tuition. (1)

MUSI 416B: Private Instruction: Percussion - AR

Private Instruction for Percussion. Special fee in addition to tuition. (2)

MUSI 416C: Private Instruction: Percussion - AR

Private instruction for Percussion. Special fee in addition to tuition. (3 or 4)

MUSI 417A: Private Instruction: Guitar - AR

Private instruction for Guitar. Special fee in addition to tuition. (1)

MUSI 417B: Private Instruction: Guitar - AR

Private Instruction for Guitar. Special fee in addition to tuition. (2)

MUSI 417C: Private Instruction: Guitar - AR

Private instruction for Guitar. Special fee in addition to tuition. (3 or 4)

MUSI 418A: Private Instruction: Harp - AR

Private instruction for Harp. Special fee in addition to tuition. (1)

MUSI 418B: Private Instruction: Harp - AR

Private Instruction for Harp. Special fee in addition to tuition. (2)

MUSI 418C: Private Instruction: Harp - AR

Private instruction for Harp. Special fee in addition to tuition. (3 or 4)

MUSI 419A: Private Instruction: Harpsichord - AR

Private instruction for Harpsichord. Special fee in addition to tuition. (1)

MUSI 419B: Private Instruction: Harpsichord - AR

Private Instruction for Harpsichord. Special fee in addition to tuition. (2)

MUSI 419C: Private Instruction: Harpsichord - AR

Private instruction for Harpsichord. Special fee in addition to tuition. (3 or 4)

MUSI 420: Private Instruction: Pedagogy - AR

Methods and materials for teaching specific instrumental media in the studio; special fee in addition to tuition. (2)

MUSI 421A: Advanced Keyboarding Skills - AR

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:* MUSI 122 (with grade of C or better) and successful completion of Keyboard Proficiency Jury and sophomore B.M. or B.M.E. Jury. (1)

MUSI 427A: 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)

MUSI 427B: 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. (2)

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MUSI 427C: 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. (3 or 4)

MUSI 430: Piano Literature I - AR

Study of representative piano repertoire from the 18th and early 19th Century. (2)

MUSI 431: Piano Literature II - AR

Study of representative piano compositions of the late 19th and 20th Century. (2)

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. (2)

MUSI 444: Materials of 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. (2)

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. (2)

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. (2)

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 in 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 487: Special Topics in Music

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. (1 to 4)

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MUSI 488: Special Topics in Music

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. (1 to 4)

MUSI 489: Special Topics in Music

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. (1 to 4)

MUSI 491: Independent Study

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. *Prerequisite:* Consent of instructor. May be repeated for additional credit. (1 to 4)

MUSI 495: Internship

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. (1 to 12)

MUSI 498: Music Research Seminar

Continuation of MUSI 398, culminating in an initial draft of the capstone project research paper required in the B.M.A. and B.A. in music degrees. *Prerequisite:* MUSI 398. Co-requisite: MUSI 499A or 499B. (2)

MUSI 499A: 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)

MUSI 499B: 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. (2 to 4)

Natural Sciences, Division of

253.535.7560

www.plu.edu/nsci

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, the 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.

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 Department of Instructional Development and Leadership section of this catalog for the specific degree requirements. See also the sections on Environmental Studies and on the Health Sciences (located in the Pre-Professional Programs section) for related programs.

Descriptions of specific course offerings and degree requirements offered within the Natural Sciences are listed under:

- Biology
- Chemistry
- Geosciences
- Mathematics
- Physics
- Computer Sciences
- Computer Engineering

Natural Sciences (NSCI)

Courses

The following course is offered under Natural Sciences. Other courses suitable for satisfying General Education (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)

Nursing, School of

253.535.7672

www.plu.edu/nursing
nurs@plu.edu

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 U.S. 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 hours 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 may apply for admission to the Fall or Spring term or (when offered) Summer or January term. Application procedures and other details are found elsewhere in this catalog.

Admission to 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.

The selection of students for admission is competitive. Students who have completed the pre-nursing sequence of courses and have made progress on general education requirements may be selected to begin the nursing major in the fall or spring semester each year; students are admitted to the term of their choice when feasible and appropriate. When applications exceed capacity, qualified candidates may be placed on a waitlist; persons on the waitlist 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.

Two modes of application to the School of Nursing are offered:

1. **Direct Application to the School of Nursing.** College students seeking admission to the nursing major must submit separate applications to the university (if not currently enrolled at PLU) and to the School of Nursing. This mode of application applies to transfer students, LPN to B.S.N. applicants and currently-enrolled PLU students of all levels who did not seek or were not offered simultaneous freshman admission to PLU and nursing. The application to the School of Nursing is available on the School of Nursing Web site or directly from the School of Nursing.
2. **Simultaneous Freshman Admission to PLU and Nursing.** Highly qualified high school seniors may be considered for conditional admission to the nursing major based on their application to the university, which is reviewed by both the university and nursing admission committees; contact the Office of Admission for details, criteria, and deadlines (253.535.7151, www.plu.edu/admission). 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 to the university does not imply or guarantee admission to the School of Nursing. Admission is a selective process and meeting minimum requirements does not imply or guarantee admission. Minimum criteria for admission to the Basic B.S.N., LPN to B.S.N., or ADN to B.S.N. programs of study include the following:

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- 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.
- Completion of the university's Language Entrance Requirement: Two years of a single foreign language in high school or one-year of college-level foreign language (or American Sign Language).
- 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. No course may be repeated more than one time.
- 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.
- 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 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 Nursing Student Handbook.
- Nursing majors who, for any reason, withdraw from or drop a nursing course without prior permission of the School of Nursing will be subject to dismissal from the major.

Health

Nursing students are being developed as professional role models and are responsible for optimal health practices. All students at PLU are required to submit a health History Form and accurate immunization record prior to enrollment at PLU to the PLU Health Services Office. In addition, all nursing students are required to submit separate specific health-related documentation and certification 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, emotional, or psychological health.

English Proficiency

A university level of English proficiency is necessary for academic success in nursing and for patient safety. Students whose first language is not English 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 TOEFL-iBT, unless the applicant provides documentation of completion of all K-12 education U.S.-based schools. Test fees are the responsibility of the student. Guidelines and policies may 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 at the end of this section and in the Graduate-Post-Baccalaureate section of this catalog.

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
- 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. Pre- and co-requisite courses taken off-campus must be approved for equivalency with PLU courses. Applicants are encouraged to review the School of Nursing "Comparable Course Guide," which shows courses at Washington State colleges and universities that fulfill nursing course requirements (available at www.plu.edu/nursing). Applicants must submit course descriptions and syllabi for courses completed out of state. The PLU Registrar evaluates all transcripts and is the only department that approves credits for transfer to Pacific Lutheran University. To be awarded a B.S.N. degree, all students must meet both nursing and university requirements.

What follows are sample curricula for the Basic B.S.N., LPN to B.S.N., and ADN to B.S.N. programs. The School of Nursing may add, amend, delete or deviate from the sample curricula and apply such changes to registered and accepted students. Deviations may include, and are not limited to, requiring attendance in summer and/or January terms.

B.S.N. SEQUENCE FOR BASIC STUDENTS

The curriculum plan for the Basic student, who does 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 normally extend over six semesters. 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: Writing Seminar (4)
- PHED 100: Personalized Fitness (1)

January Term

- General Education Program Element (GenEd):First-Year Residency Requirement (4)

- PHED Physical Activity (1)

Second Semester

- BIOL 206: Human Anatomy and Physiology II (4)
- CHEM 105: Chemistry of Life (4)
- General Education Program Element (GenEd) (4)
- Inquiry Seminar 190: GenEd (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 (4)
- PHED Physical Activity (1)

January Term

- STAT 231: Introductory Statistics (4)
(If not taken in the previous semester)

Second Semester

- NURS 260: Professional Foundations (4)
- NURS 270: Health Assessment and Promotion (4)
- NURS 280: Pathological Human Processes (4)
- General Education Program Element (GenEd) (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

- General Education Program Element (GenEd) or 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

- General Education Program Element (GenEd) or 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)
- General Education Program Element (GenEd) or Elective (4)

Note: A minimum of 128 semester hours is required for the baccalaureate degree. The sequence of required nursing courses comprises 70

semester 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.

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 education 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 YEAR

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)
- General Education Program Element (GenEd) or Elective (4)

Note: A minimum of 128 semester hours is required for the baccalaureate degree. The LPN to B.S.N. sequence of required nursing courses comprises a maximum of 66 semester 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 and Post-Baccalaureate Programs section of this catalog.)

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 Education Courses

- Math Entrance Requirement
- Foreign Language Entrance Requirement
- Fine Arts: Art, Music or Theatre (4)
- Literature (4)
- Philosophy (excludes logic or critical thinking courses) (4)
- Physical Education: Four different activity courses, including PHED 100 (4)
- Social Sciences (SO) (excludes psychology)(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 is required with a 3.00 GPA or better in all PLU coursework and approval of the Dean.

B.S.N. COURSE OF STUDY FOR ADN-PREPARED REGISTERED NURSES

(For M.S.N. course sequence, go to the Graduate and Post-Baccalaureate Programs section of this catalog.)

Prior to first semester in program

- Religious Studies 3xx (upper-division only) (4)

First Semester

- NURS 365: Culturally Congruent Healthcare (4)
- NURS 399: Professional Portfolio Workshop (4)
- NURS 420: Introduction to Leadership and Management (4)
- NURS 430: Nursing Situations with Communities (5)

January Term

- Religious Studies 3xx (upper division only) (4) (if not taken prior to the program)

Second Semester

- NURS 360: Nursing Research and Informatics (4)
- NURS 399: Professional Portfolio Workshop (4) (if not taken in the first semester)
- 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 other than nursing, 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 and Post-Baccalaureate Programs 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: Intro 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 & Resource Management in Nursing (4)
 - NURS 530: Resource Management (3)
 - **Physiologic Functioning**
 - NURS 280: Human Pathological Processes (4)
 - NURS 330: Pharmacology & Therapeutic Modalities (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 and Post-Baccalaureate Programs 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 at 253.535.7672 or Office of Graduate Admission at 253.535.8570.

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 and Post-Baccalaureate Programs 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 admitted students 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.

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 190: Inquiry Seminar - F

A four-credit seminar to 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. (4)

NURS 220: Nursing Competencies I

Focuses on the core knowledge and competencies of therapeutic communication, and technical skills associated with health management.

Prerequisites: BIOL 205, 206; CHEM 105, PSYC 101. Pre- or Co-requisites: BIOL 201, PSYC 320. (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. *Prerequisites:* Majors complete BIOL 201, 206 and CHEM 105.

Non-majors must receive permission from the instructor. (4)

NURS 287: Special Topics in Nursing

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. (1 to 4)

NURS 288: Special Topics in Nursing

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. (1 to 4)

NURS 289: Special Topics in Nursing

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. (1 to 4)

NURS 291: Directed Study

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. (1 to 4)

NURS 320: Nursing Competencies II

Focuses on the core knowledge and competencies of advanced technical skills associated with health management. *Prerequisites:* NURS 260, 270, 280, 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. *Prerequisites:* 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: STAT 231, concurrent or prior completion of NURS 340 or 350, 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 387: Special Topics in Nursing

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. (1 to 4)

NURS 388: Special Topics in Nursing

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. (1 to 4)

NURS 389: Special Topics in Nursing

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. (1 to 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 BSN 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. *Prerequisites:* 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 status. (2)

NURS 478: Effective 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 permission of the faculty. (1 to 4)

NURS 480: Professional Foundations II

Critical evaluation of role transition into professional nursing. *Prerequisites:* Concurrent enrollment in NURS 499, achievement of Senior II status. (2)

NURS 487: Special Topics in Nursing

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. (1 to 4)

NURS 488: Special Topics in Nursing

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. (1 to 4)

NURS 489: Special Topics in Nursing

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. (1 to 4)

NURS 491: Independent Study

Prerequisite: Permission of the dean. (1 to 4)

NURS 493: Internship Abroad

(1 to 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, and achievement of Senior II status. (6)

Philosophy

253.535.8306

www.plu.edu/philosophy

phil@plu.edu

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 education program element 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 (4 semester 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 4 upper-division hours

For transfer students, at least 8 semester hours must be taken at PLU. Non-PLU courses must be approved by the department chair.

Courses

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 190: Inquiry Seminar - F

A four-credit seminar to 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. (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, 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)

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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 226: Environmental Ethics - PH

Apply ethical theories to determine what we should do in the face of environmental issues and dilemmas such as whether and why animals have rights, what kind of value nature possesses, the proper focus of an environmental ethic, and what ecology has to do with economics and justice. (4)

PHIL 227: Philosophy and Race - A, 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 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 288: Special Topics in Philosophy

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. (1 to 4)

PHIL 289: Special Topics in Philosophy

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. (1 to 4)

PHIL 291: Directed Studies

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. (1 to 4)

PHIL 327: Philosophy, Animals, and the Environment - PH

Examines concepts such as wilderness, nature/natural, and consciousness. This examination leads to consideration of issues such as resource distribution and consumption, obligations to future generations and other than human life. Specifically the preservation of endangered species, animal experimentation, farming, resource consumption, pollution, and population growth will be addressed. (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 331: Ancient Philosophy - PH

The development of philosophical thought and methods from the Pre-Socratic period to the end of the fourth century CE. Emphasis on Plato and Aristotle. (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)

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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 to 4)

PHIL 387: Special Topics in Philosophy

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. (1 to 4)

PHIL 388: Special Topics in Philosophy

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. (1 to 4)

PHIL 389: Special Topics in Philosophy

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. (1 to 4)

PHIL 487: Special Topics in Philosophy

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. (1 to 4)

PHIL 488: Special Topics in Philosophy

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. (1 to 4)

PHIL 489: Special Topics in Philosophy

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. (1 to 4)

PHIL 491: Independent Reading and Research

Prerequisite: Departmental consent. (1 to 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 495: Internship

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. (1 to 12)

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

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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.

PHYSICS MAJOR

The physics major offers a challenging program emphasizing a low student-faculty 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 all majors and the minor.

BACHELOR OF ARTS MAJOR

44 semester hours

- PHYS 153, 154, 163, 164, 223, 499A, 499B
- **Plus:** 12 additional, upper-division semester hours in physics.
- **Required supporting courses:** MATH 151, 152, 253; CSCE 144

BACHELOR OF SCIENCE MAJOR

56 semester hours

- PHYS 153, 154, 163, 164, 223, 331, 332, 333, 336, 354, 356, 499A, 499B
- **Strongly recommended:** PHYS 401
- Chemistry 341 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, 499A, 499B

MINOR

22 semester hours

- PHYS 153; 154; 163; 164; 223
- **Plus:** 8 additional semester hours in physics (excluding PHYS 110), of which at least 4 hours must be upper division.

BACHELOR OF SCIENCE MAJOR APPLIED PHYSICS

70 semester hours

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*, 331, 345, 346**
 - PHYS 210, 221, 240, 333
 - PHYS 336 may be substituted for PHYS 240
 - CHEM 341 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 Year:** PHYS 154, 164, 221, 354; MATH 253
- **Junior Year:** PHYS 223, 333, 356; CHEM 115; CSCE 144
- **Senior Year:** PHYS 240, 331, 334, 499A, 499B; CSCE 245*

*CSCE 245 becomes 331 in Spring 2013

**CSCE 346 becomes 231 in Spring 2013

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. *Prerequisite:* 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 MATH 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. (4)

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 190: Inquiry Seminar - F

A four-credit seminar to 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. (4)

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 221: Waves and Fluids

A systematic introduction to waves and fluids under the unifying theme of physics of continuous systems. The course covers harmonic oscillations and waves in their most common physical realizations: mechanical, electromagnetic, and quantum. It discusses the statics and dynamics of ideal and viscous fluids, and some topics from nonlinear dynamics. *Prerequisites:* PHYS 153, 154 (or permission of instructor), MATH 151, 152. Co-requisite: MATH 253.

PHYS 223: Elementary Modern Physics

A selected treatment of various physical phenomena that are inadequately described by classical methods of physics. Interpretations that 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 movement 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 287: Special Topics in Physics

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. (1 to 4)

PHYS 288: Special Topics in Physics

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. (1 to 4)

PHYS 289: Special Topics in Physics

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. (1 to 4)

PHYS 291: Directed Study

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. (1 to 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 387: Special Topics in Physics

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. (1 to 4)

PHYS 388: Special Topics in Physics

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. (1 to 4)

PHYS 389: Special Topics in Physics

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. (1 to 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 487: Special Topics in Physics

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. (1 to 4)

PHYS 488: Special Topics in Physics

To provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title will be

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listed on the student term-based record as ST: followed by the specific title designated by the academic unit. (1 to 4)

PHYS 489: Special Topics in Physics

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. (1 to 4)

PHYS 491: Independent Studies

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. (1 to 4)

PHYS 495: Internship

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. (1 to 12)

PHYS 499A: Capstone: Advanced Lab - 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. *Prerequisites:* PHYS 223; two upper-division courses in physics, one of which may be taken concurrently with 499A. (1)

PHYS 499B: Capstone: Advanced Lab 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

253.535.7595

www.plu.edu/political-science

pols@plu.edu

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

16 semester hours

- POLS 151, 301, 325, 499

Distributional requirement:

8 semester hours

• One course from 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

4 semester hours

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 12 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 8 semester hours taken to satisfy other major or minor requirements may also be applied to the political science major. No more than 4 such semester hours may also be applied to the political science minor.

Residency

A minimum of 12 semester hours for the major and 8 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.

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 8 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 8 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 4 semester hours if this minor is selected

- SOCI 240: Social Problems
- SOCI 413: Crime and Society

• **Statistics**

Minimum of 4 semester hours if this minor is selected

- STAT 231: Introductory Statistics

On approval by the Public Affairs advisor, up to 8 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, including

POLS 331, 332; COMA 340, 441, and 4 elective hours from POLS 210 or COMA 304 or another course selected in consultation with the minor's faculty coordinator.

PRE-LAW

For information, see Pre-Professional Programs section of this catalog.

Courses

POLS 101: Introduction to Politics - SO

A general introduction to political issues, ideals and processes using case studies (4)

POLS 151: American Government - 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 - 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, 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/HIST 210, students receive political science credit only when this course has a faculty member from political science.) (4)

POLS 231: Current International Issues - SO

A survey course in international relations with emphasis on current events. (4)

POLS 287: Special Topics in Political Science

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. (1 to 4)

POLS 288: Special Topics in Political Science

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. (1 to 4)

POLS 289: Special Topics in Political Science

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. (1 to 4)

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POLS 291: Directed Study

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. (1 to 4)

POLS 301: Political Science Methods

How does political science approach analysis of the political world? This course covers the approaches borrowed and developed by the discipline, research design, and qualitative methods to conduct research. Upon completion, students should be able to critique, understand, and conduct research about politics. (4)

POLS 322: Scandinavia and World Issues

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 - 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 - SO

A critical examination of the major ideologies of the modern world. (4)

POLS 331: International Relations - SO

A systematic analysis of the international system highlighting patterns in state interaction. Intensive writing course. (4)

POLS 332: International Conflict Resolution - 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 - 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 - 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 - 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 - 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. *Prerequisites:* POLS 101; ECON 101 or 102 or ECON 111. (4)

POLS 353: US Citizenship and Ethnic Relations - A, 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 US citizenship policy. Intensive writing course. (4)

POLS 354: State and Local Government - SO

Governmental structures, processes, and policy at state, local, and regional levels of the American system. (4)

POLS 361: Political Parties and Elections - 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 - 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 - 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 - 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 - 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 - 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)

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POLS 373: Civil Rights and Civil Liberties - 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 - SO

Introduction to various methods of legal analysis, research, and writing. (4)

POLS 380: Politics of Global Development - 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, SO

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 - 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 - 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 - 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, 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 387: Special Topics in Political Science

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. (1 to 4)

POLS 388: Special Topics in Political Science

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. (1 to 4)

POLS 389: Special Topics in Political Science

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. (1 to 4)

POLS 401: Workshops and Special Topics - SO

(1 to 4)

POLS 431: Advanced International Relations - 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

Internship in the political dimensions of non-governmental organizations. By departmental consent only. (1 to 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 to 8)

POLS 458: Internship in Public Administration

An internship with a government department or agency. By departmental consent only. (1 to 8)

POLS 464: Internship in the Legislative Process

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 to 12)

POLS 471: Internships in Legal Studies

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 487: Special Topics in Political Science

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. (1 to 4)

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POLS 488: Special Topics in Political Science

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. (1 to 4)

POLS 489: Special Topics in Political Science

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. (1 to 4)

POLS 491: Independent Studies

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. By department consent only. (1 to 4)

POLS 495: Internship

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. (1 to 12)

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. *Prerequisite:* POLS 301. (4)

Pre-Professional Studies

HEALTH SCIENCES

www.plu.edu/healthsciences/

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 225, 226, 330
- 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 225, 226, 330, 342, 445, 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 225, 226, 330
- 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 225, 226, 201 or 342
- 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

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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 225, 226, 330
- CHEM 115, 116, 331; MATH 140; PHYS 125 and 126 (with laboratories)

In addition to the introductory biology sequence, applicants must complete courses in anatomy and physiology. This admission requirement is often met by either the combination of BIOL 205 and 206 or the combination BIOL 352 and 453.

Biology majors should take BIOL 352 and 453, 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

253.535.8257

Advisor: Kaitlyn Sill

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, news writing 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. Students interested in pre-law advising and activities are invited to contact the pre-law advisor in the Department of Political Science.

MILITARY SCIENCE (ARMY ROTC)

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<https://sites.google.com/a/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.

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 instruction. 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 Joint Base Lewis McChord (JBLM), 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.

Advance course students must take or have taken a Professional Military Education history course that includes one of the following:

- HIST 329: Europe and the World Wars, 1914-1945 (4)
- HIST 352: The American Revolution (4)
- HIST 381: The Vietnam War and American Society (4)
- PHIL 224: Military Ethics (4)
- POLS 331: International Relations (4)
- POLS 332: International Conflict Resolution (4)
- POLS 401: Special Topics: Politics and War - Iraq (4)

Courses

MILS 111: 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)

MILS 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)

MILS 211: 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)

MILS 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)

MILS 311: Leadership and Management

A survey of leadership/management and motivational theories. An orientation on the competencies required for the small unit leader. Includes tactics, communications and land navigation. (3)

MILS 312: Leadership and Management

A survey of leadership/management and motivational theories. An orientation on the competencies required for the small unit leader. Includes tactics, communications and land navigation. (3)

MILS 411: 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)

MILS 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)

MILS 491: Independent Study

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. (1 to 4)

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.

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- **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 post-graduate 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

BACHELOR OF ARTS MAJOR

38 semester 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 2 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 2 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 4 semester hours must be in mathematics and at least 8 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 minor.

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 2 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.

Courses

PSYC 101: Introduction to Psychology - 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. Includes zero-hour required discussion section for required supplemental workshops. Does not meet general educational elements 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, résumé 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 232 and accompanying lab taught by members of the psychology department. Topics include single- and multi-factor experimental designs and analyses of variance, multiple regression, quasi-experiments, surveys, and non-parametric statistical techniques. Students will learn to use computer programs to carry out statistical analyses 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 287: Special Topics in Psychology

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. (1 to 4)

PSYC 288: Special Topics in Psychology

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. (1 to 4)

PSYC 289: Special Topics in Psychology

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. (1 to 4)

PSYC 291: Directed Study

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. (1 to 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 387: Special Topics in Psychology

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. (1 to 4)

PSYC 388: Special Topics in Psychology

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. (1 to 4)

PSYC 389: Special Topics in Psychology

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. (1 to 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 415: Abnormal Psychology

Models of psychopathology. Diagnosis and treatment of abnormal behaviors. *Prerequisite:* 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 PSYC 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. *Prerequisite:* 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. *Prerequisite:* 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. *Prerequisite:* 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 to 4)

PSYC 487: Special Topics in Psychology

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. (1 to 4)

PSYC 488: Special Topics in Psychology

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. (1 to 4)

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PSYC 489: Special Topics in Psychology

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. (1 to 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 to 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 PSYC 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. *Prerequisite:* Sophomore standing plus one course in psychology and consent of the department. (1 to 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. *Prerequisite:* PSYC 101 or consent of instructor. (1 to 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 to 4)

PSYC 499: Capstone: Senior Seminar - SR

Required for Psychology majors. Students will complete and present at an on-campus Psychology Research Conference held fall and spring terms. Students earning the B.S. degree must conduct empirical research projects whereas as 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)

Publishing and Printing Arts

253.535.7241

www.plu.edu/english/publishing-and-printing-arts/home.php

solveig.robinson@plu.edu

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, communication, 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.

PUBLISHING AND PRINTING ARTS MINOR

24 semester hours including:

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 315: 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 WRIT 101, including ENGL 393

- Approved courses in Communication: COMA 215, 343, 344 360

Marketing/Management

- Approved courses in Business: BUSA 203, 305, 308, 340, 358, 361, 363, 364
- **or** in Communication: COMA 275, 361, 362, 421, 461

Design/Production

Approved courses in Art, English, or Communication:

- ARTD 210, 220, 310, 320, 370, 410, 420, 470
- ENGL 314 or COMA 275, 401, 426, 427

Up to two courses (8 semester hours) can be counted toward both a PPA minor and other requirements, such as general education program elements, another minor, or a major.

As part of their minor in Publishing and Printing Arts, students are encouraged to acquire practical experience in publishing-related work outside the classroom.

Religion

253.535.7215

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.

BACHELOR OF ARTS MAJOR

32 semester hours

Majors Requirements

- RELI 301: Research in Religion (offered only in Fall semester; must be taken prior to RELI 499)
- RELI 499: Capstone Research Seminar (offered only in Spring semester)
- 8 semester hours RELI coursework from Line One: Christian Theology (RC)
- 8 semester hours RELI coursework from Line Two: Global Religious Traditions (RG)
- **In addition:**
 - 8 hrs RELI coursework from either line RC or RG
 - At least 12 semester hours must be upper-division, not including RELI 301 and 499
 - Option I or II of the College of Arts and Sciences Language requirement.

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 Option I or Option II of the College of Arts and Language Sciences requirement.

Transfer majors will normally take 20 semester hours in residence.

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

16 semester hours

- 8 semester hours RELI coursework from Line One: Christian Theology (RC)
- 8 semester hours RELI coursework from Line Two: Global Religious Traditions (RG)

Transfer minors under this option must take at least 8 semester hours in residence.

MINOR (Teacher Education Option)

24 semester hours, at least 4 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.

Courses

RELI 121: The Christian Tradition - 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, RG

Hinduism, Buddhism, Jainism, and Sikhism ? their origins and development, expansion, and contemporary issues. (4)

RELI 132: The Religions of East Asia - C, RG

Confucianism, Taoism, Chinese and Japanese Buddhism, Shinto, and the "new religions" of Japan -- their origins, development, and contemporary issues. (4)

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RELI 190: Inquiry Seminar - F

A four-credit seminar to 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. (4)

RELI 211: Religion and Literature of the Hebrew Bible - RG

The literary, historical, and theological dimensions of the Hebrew Bible, including perspectives on contemporary issues. These writings later formed the Jewish Scriptures and the Christian Old Testament. (4)

RELI 212: Religion and Literature of the New Testament - RC

The literary, historical, and theological dimensions of the New Testament, including perspectives on contemporary issues. (4)

RELI 213: Topics in Biblical Studies - RG

The study of selected biblical questions or themes examined in their social and historical contexts. Fulfills Global Religious Traditions. (4)

RELI 214: Topics in Biblical Studies - RC

The study of selected biblical questions or themes examined in their social and historical contexts. Fulfills Christians Traditions. (4)

RELI 220: Early Christianity - 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 - 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 - 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 - RC

Interaction of religious and social forces in American history, especially their impact on religious communities. (4)

RELI 224: The Lutheran Heritage - 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 - RC

Reflection on Christian lifestyles, beliefs, and commitments. (4)

RELI 226: Christian Ethics - 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: Christian Theology - 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 GenEd and RELI 257 for alternative perspective GenEd. (4)

RELI 230: Religion and Culture - A, 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 - RG

The nature of myth and its expression through symbol and ritual. (4)

RELI 232: The Buddhist Tradition - C, 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, RG

Introduction to the major religious movements of China. (4)

RELI 235: Islamic Traditions - C, RG

An introduction to the history, teachings, and practices of Islam. (4)

RELI 236: Native American Religious Traditions - A, RG

Introduction to a variety of Native American religious traditions, emphasizing the way in which religion works to construct identity, promote individual 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, RG

Historical development of Judaism's faith and commitment from early Biblical times to the present. (4)

RELI 238: The Religions of Korea and Japan - C, RG

Introduction to the major religious traditions of Korea and Japan. (4)

RELI 239: Environment and Culture - RG

Study of the ways in which environmental issues are shaped by human culture and values. Major conceptions of nature, including

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non-western perspectives and issues in eco-justice. Critical evaluations of literature, arts, ethics, conceptual frameworks, history, and spirituality. Cross-listed with ENGL 239. (4)

RELI 246: Religion and Diversity - C, RG

Course offers comparative introduction to multiple religious traditions and investigates the commonalities and distinctions between their views of the world and teachings about how human beings are to act within the world. Students will gain a basic familiarity with diverse religions and will develop their own constructive response to variety of religious and cultural traditions. (4)

RELI 247: Christian Theology - C, RC

Survey of selected topics or movements in Christian theology designed to introduce the themes and methodologies of the discipline. RELI 247 for crosscultural GenEd and RELI 257 for alternative perspective GenEd. (4)

RELI 257: Christian Theology - A, 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 GenEd and RELI 257 for alternative perspective GenEd. (4)

RELI 287: Special Topics in Religion

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. When topic is "Diversity amongst the Earliest Christians" receives RC GenEd element. (1 to 4)

RELI 288: Special Topics in Religion

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. (1 to 4)

RELI 289: Special Topics in Religion

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. (1 to 4)

RELI 291: Directed Study

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. (1 to 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 - RG

Major areas of inquiry: the prophets, psalms, wisdom literature, mythology, theology, or biblical archeology. (4)

RELI 331: New Testament Studies - RC

Major areas of inquiry: intertestamental, synoptic, Johannine, or Pauline literature, or New Testament theology. (4)

RELI 332: Jesus and His Early Interpreters - 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 341: Church History Studies - C, 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 GenEd and RELI 351 for alternative perspective GenEd. (4)

RELI 344: Theological Studies - C, RC

Selected topic or movement within Christian theology. RELI 344 for cross cultural GenEd and RELI 354 for alternative perspective GenEd. (4)

RELI 347: Major Religious Thinkers, Texts and Genres - C, 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 2 or 3 as appropriate. *Prerequisite:* Consent of instructor. (4)

RELI 351: Church History Studies - A, 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 GenEd and RELI 351 for alternative perspective GenEd. (4)

RELI 354: Theological Studies - A, RC

Selected topic or movement within Christian theology. RELI 344 for cross-cultural GenEd and RELI 354 for alternative perspective GenEd. (4)

RELI 357: Major Religious Thinkers, Texts and Genres - A, 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 2 or 3 as appropriate. *Prerequisite:* Consent of instructor. (4)

RELI 361: Church History Studies - 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 GenEd and RELI 351 for alternative perspective GenEd. (4)

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RELI 362: Luther - RC

The man and his times, with major emphasis on his writing and creative theology. (4)

RELI 364: Theological Studies - RC

Selected topic or movement within Christian theology. RELI 344 for cross cultural GenEd and RELI 354 for alternative perspective GenEd. (4)

RELI 365: Christian Moral Issues - 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: Major Religious Thinkers, Texts and Genres - 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 2 or 3 as appropriate. *Prerequisite:* Consent of instructor. (4)

RELI 368: Feminist and Womanist Theologies - A, RC

A study of major theological themes and issues through global women's perspectives on gender. (4)

RELI 387: Special Topics in Religion

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. (1 to 4)

RELI 388: Special Topics in Religion

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. (1 to 4)

RELI 389: Special Topics in Religion

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. (1 to 4)

RELI 390: Topics in Comparative Religions - C, RG

Historical study of specific non-Christian religions such as the traditions of India and China, Judaism, and Islam. RELI 393 is for alternative perspective general education element. (4)

RELI 391: Sociology of Religion - 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, RG

Anthropology of religion. Cross-listed with ANTH 392. (4)

RELI 393: Topics in Comparative Religions - A, RG

Historical study of specific non-Christian religions such as the traditions of India and China, Judaism, and Islam. RELI 390 is for cross-cultural general education element. (4)

RELI 487: Special Topics in Religion

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. (1 to 4)

RELI 488: Special Topics in Religion

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. (1 to 4)

RELI 489: Special Topics in Religion

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. (1 to 4)

RELI 491: Independent Study

For religion majors only and consent of the department is required. (1 to 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

www.plu.edu/scan/

The Scandinavian Area Studies Program at PLU uses multiple disciplinary approaches to study the peoples, cultures and societies of Scandinavia, providing students with a broad-based and rigorous liberal arts education that equips them with critical intellectual tools and prepares them for constructive engagement with the world. The major provides a rigorous liberal arts education, enabling students to develop a detailed understanding of Scandinavia while equipping them with critical intellectual tools and practices that prepare them for constructive engagement with the world. Building on required courses in language, culture 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 trans-cultural and interdisciplinary fluency and flexibility required for work, study, and life beyond college.

Majors in Scandinavian Area Studies are strongly encouraged to study away in the Nordic region for a semester, year or J-Term is encouraged, and PLU maintains a gateway program in Norway with study sites at the university colleges of Telemark and Hedmark that offer ideal opportunities for this, while also providing our own J-Term study away course in Norway and Iceland every second year.

Students majoring in Scandinavian Area Studies are expected to complete or demonstrate the equivalent of:

- Three semesters of instruction in a Nordic language (12 credit hours)
- Introduction to Scandinavia Area Studies(4 semester hours)
- 8 semester hours in Scandinavian culture, religion, history, politics and economics
- 8 semester hours Scandinavian literature, film, art and music
- 4 semester hours in approved electives
- Senior Project (4 semester hours).

Bachelor of Arts Major

40 semester hours

Students will choose from an approved list of courses from the Scandinavian Area Studies Program and participating departments based on personal interests and goals, and in consultation with their advisor and the program chair. Selected J-Term, summer and experimental courses, as well as an internship, may be included in the major with the program chair's approval.

No more than 8 semester hours may be used to meet both the Scandinavian Area Studies major and general education elements or requirements for a second major or minor. Such cross-application of courses must be approved by the Scandinavian Area Studies chair.

Many of the non-SCAN courses listed below offer an opportunity to view Scandinavia 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 chair 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," which 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 Area Studies chair 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.

MAJOR IN SCANDINAVIAN AREA STUDIES

40 semester hours

Students must complete three semesters of a Nordic language beyond the 101 level. If they demonstrate intermediate proficiency in a Nordic language other than Norwegian, or advanced proficiency in Norwegian, they can use Scandinavian Area Studies elective courses for these 12 semester hours.

Language

12 semester hours

- NORW 102: Elementary Norwegian (4)
- NORW 201, 202: Intermediate Norwegian (4, 4)
- NORW 301: Conversation and Composition (4)
- NORW 302: Advanced Conversation and Composition (4)

Introduction to Scandinavian Area Studies

4 semester hours

- SCAN 150: Introduction to Scandinavia (4)

Culture, Religion, History, Politics, Economics

8 semester hours, selected from:

- NORW 331: Language and Identity: Norwegian in a Nordic Context (4)
- POLS 384: Scandinavian Government and Politics (4)
- SCAN/HIST 227: The Vikings (4)
- SCAN 321: Topics in Scandinavian Culture and Society (4)
- SCAN/POLS 322: Scandinavia and World Issues (4)
- **Sometimes applicable to this category; consult with program chair to determine applicability:**
 - ECON 335: European Economic Integration (4)
 - HIST 325: European Reformations (4)
 - POLS 331: International Relations (4)
 - POLS 380: Politics of Global Development (4)
 - RELI 361: Church History Studies (4)

Literature, Film, Art, and Music

8 semester hours, selected from:

- MUSI 106: Music of Scandinavia (4)
- SCAN 241: Scandinavian Folklore (4)
- SCAN 341: Topics in Scandinavian Literature (4)
- SCAN 422: Modernity and Its Discontents (4)
- **Sometimes applicable to this category; consult with program chair to determine applicability:**
 - ENGL 334: Special Topics in Children's Literature (4)

Capstone

4 semester hours

- SCAN 499: Capstone: Senior Project (4)

MINOR IN SCANDINAVIAN AREA STUDIES

24 semester hours, including:

- 12 semester hours in Nordic Language
- 4 semester hours in Introduction to Scandinavian
- 8 semester hours electives

Language

12 semester hours

Students must complete 3 semesters of a Nordic language. If they demonstrate intermediate proficiency in a language other than Norwegian, or advanced proficiency in Norwegian, they can substitute Scandinavian Area Studies elective courses for these 12 semester hours.

- NORW 101, 102: Elementary Norwegian (4, 4)
- NORW 201, 202: Intermediate Norwegian (4, 4)
- NORW 301: Norwegian Conversation and Composition (4)
- NORW 302: Advanced Norwegian Conversation and Composition (4)

Introduction to Scandinavian Area Studies

4 semester hours

- SCAN 150: Introduction to Scandinavia (4)

Electives

8 semester hours

Any SCAN or other interdisciplinary course listed for the major or minor not used above. (In addition to all SCAN courses beyond SCAN 150, these include NORW courses beyond any used to fulfill the language requirement, MUSI 106 and POLS 384.) No more than 1 elective may be chosen from courses with a literature (LT) designation. Other courses may be applicable (see below) with approval of program director. These include:

- ECON 335: European Economic Integration (4)
- ENGL 334: Special Topics in Children's Literature (4)
- HIST 325: European Reformations (4)
- POLS 331: International Relations (4)
- POLS 380: Politics of Global Development (4)
- RELI 361: Church History Studies (4)

No more than 8 semester hours may be used to meet both the Scandinavian Area Studies major or minor and either general education elements or requirements for a second major or minor.

Courses

SCAN 150: Introduction to Scandinavia

Introduction to studying and understanding the cultures and societies of the Nordic region (Denmark, Finland, Iceland, Norway, and Sweden, Åland, the Faroe Islands, and Greenland. In addition to brief geographic and historical overviews, 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 190: Inquiry Seminar - F

A four-credit seminar to 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. (4)

SCAN 227: The Vikings - SO

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 HIST 227. (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 287: Special Topics in Scandinavian Studies

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. (1 to 4)

SCAN 288: Special Topics in Scandinavian Studies

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. (1 to 4)

SCAN 289: Special Topics in Scandinavian Studies

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. (1 to 4)

SCAN 291: Directed Study

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. (1 to 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. If topic is "Sámi Life and Culture", receives cross-cultural GenEd element. (4)

SCAN 322: Scandinavia and World Issues - 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 POLS 322. (4)

SCAN 341: Topics in Scandinavian Literature - LT

Selected literary works provide an in-depth study on 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 taught in English and open to non-majors. When topic is "Scandinavian Migrant Literatures" receives Alternative Perspective (A) GenEd. (4)

SCAN 387: Special Topics in Scandinavian Studies

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. (1 to 4)

SCAN 388: Special Topics in Scandinavian Studies

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. (1 to 4)

SCAN 389: Special Topics in Scandinavian Studies

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. (1 to 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 487: Special Topics in Scandinavian Studies

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. (1 to 4)

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SCAN 488: Special Topics in Scandinavian Studies

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. (1 to 4)

SCAN 489: Special Topics in Scandinavian Studies

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. (1 to 4)

SCAN 491: Independent Study

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. (1 to 4)

SCAN 495: Internships - SR

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. (2 or 4)

SCAN 499: Capstone: Senior Project - SR

Research paper, internship or other approved project. Open only to Scandinavian Area Studies majors. (4)

Social Sciences, Division of

253.535.7669

www.plu.edu/social-sciences

Course offerings and degree requirements are listed under:

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

See also sections specific to affiliated degrees and programs for Chinese Studies, Environmental Studies, Global Studies, and Women's and Gender Studies.

Sociology

253.535.7595

www.plu.edu/sociology-social-work/sociology-program

soci@plu.edu (Sociology)

Sociology is a social science that examines the processes and structures which shape social groups of all sizes, including families, workplaces, and nations. The study of sociology provides students with unique analytical tools for understanding themselves and others in a changing world. Sociology has broad appeal to those who are interested in developing skills in research, critical thinking, and writing. 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 especially valuable to those interested in pursuing degrees in law, public administration, social work, or any of the social sciences.

The Sociology curriculum is especially suited to accommodate special interests. Students may pick from among a variety of electives to complete their degree or concentrate their electives in topics of particular interest to them, Family/Gender, Crime/Deviance, or Inequality. Students may opt to complete academic internships as part of their elective coursework within the major. Students majoring in social work, business, nursing, education, and psychology find the sociology minor particularly useful for broadening their understanding of social rules and relationships, programs and solutions, and continuity and change.

BACHELOR OF ARTS

General Major

40 semester hours, including:

- SOCI 101, 232, 240 or 296, 330 or 336, 413 or 440, 496, 499, STAT 233
- **Plus:** 8 semester hours of SOCI electives

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 Policy

To remain in the major, 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. The departmental honors designation will appear on the transcript of a student graduating with a sociology major.

Prerequisite Note: SOCI 101 or consent of instructor is prerequisite to all 300- and 400-level courses.

Courses

SOCI 101: Introduction to Sociology - A, 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 190: Inquiry Seminar - F

A four-credit seminar to 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. (4)

SOCI 226: Delinquency and Juvenile Justice

An examination of juvenile delinquency in relation to the family, peer groups, community and institutional structure. Includes consideration of processing the juvenile delinquent by formal agencies of control. (4)

SOCI 232: Research Methods - 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. *Prerequisite:* SOCI 101. Instructor consent is required. (4)

SOCI 240: Social Problems - A, 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 287: Special Topics in Sociology

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. (1 to 4)

SOCI 288: Special Topics in Sociology

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. (1 to 4)

SOCI 289: Special Topics in Sociology

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. (1 to 4)

SOCI 291: Directed Study

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. (1 to 4)

SOCI 296: Social Stratification - 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. (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.

Prerequisite: SOCI 101 or consent of instructor. (4)

SOCI 332: Race and Ethnicity - A, 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.

Prerequisite: SOCI 101 or consent of instructor. (4)

SOCI 377: Oaxacan Society - C, SO

A three-part sociological examination of Oaxacan institutions and society. The course begins with the study of the family, gender roles and sexuality. It continues with an in-depth analysis of the complex system of the "Law of Traditions and Customs" that yields a political, social and cultural organization that is unique to the Oaxacan context and in which the intersection of gender and ethnicity has unique implications. The course concludes with a critical examination of social problems in contemporary Oaxaca and an evaluation of approaches to them.

Taught off campus as part of PLU Fall Semester Program in Oaxaca. (4)

SOCI 387: Special Topics in Sociology - SO

Selected topics as announced by the department. *Prerequisite:* Departmental consent. (1 to 4)

SOCI 388: Special Topics in Sociology

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. (1 to 4)

SOCI 389: Special Topics in Sociology

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. (1 to 4)

SOCI 391: Sociology of Religion - 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. *Prerequisite:* SOCI 101, one religion course, or consent of instructor. Cross-listed with RELI 391. (4)

SOCI 394: Gender and Violence

An examination of gendered violence in American society. Focal topics will vary by semester and may include sexual violence, intimate partner violence, stalking, or masculinity and violence. The course will address how violence is gendered, theoretical explanations of gendered violence, and the response of the criminal justice system. *Prerequisite:* SOCI 101 or consent of instructor. (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, SO

An analysis of sexuality and gender from individual and cultural perspectives. Gender stereotypes and socialization; transexuality and cross-gender systems; communication and relationships; sexual attitudes, behaviors, and lifestyles; work and family issues; violence; gender stratification and feminism. *Prerequisite:* SOCI 101 or WMGS 201, or consent of instructor. Core course for Women's and Gender Studies minors. (4)

SOCI 487: Special Topics in Sociology

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. (1 to 4)

SOCI 488: Special Topics in Sociology

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. (1 to 4)

SOCI 489: Special Topics in Sociology

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. (1 to 4)

SOCI 491: Independent Study

Readings or fieldwork in specific areas or issues of sociology under supervision of a faculty member. *Prerequisite:* Departmental consent. (1 to 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 to 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

www.plu.edu/sociology-social-work

socw@plu.edu

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 and further study in social work. 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 culture 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.

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 253.535.7295 or are available on the Social Work home page at the PLU Web site.

Continuation Policies

To remain in the program, a student must: (a) maintain a 2.75 grade point average in social work courses and a 2.50 overall grade point average, (b) demonstrate behavior which is consistent with the NASW Code of Ethics and University Code of Conduct, and (c) average 80% or better on benchmark assignments used to assess competence for practice.

BACHELOR OF ARTS MAJOR

36 semester hours in social work, including:

- SOCW 245, 250, 350, 360, 460, 465, 475, 476, 485, 486, 498, and 499
- 12 semester hours in sociology, including SOCI 101, 232; STAT 233 (must be completed at PLU)
- 4 semester hours in elective SOCI or SOCW • Prerequisites: ANTH 102 or 334, BIOL 111, PSYC 101

MINOR in Social Work

18 semester hours including:

- SOCW 101, (190) or 201
- 8 semester hours from the following: SOCW 245, 250, 350 or 360
- 4 semester hours from the following: SOCI 232, 330, 362 or STAT 233 (Sociology)
- 2 semester hours of SOCW 375

Courses

SOCW 101: Introduction to Social Work and Social Welfare - A, 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, SO

An intense experience of service and community work on Tacoma's Hilltop District and/or Tacoma's eastside where students learn firsthand about poverty and participate in community projects. (4)

SOCW 190: Inquiry Seminar - F

A four-credit seminar to 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. (4)

SOCW 245: Human Behavior and the Social Environment - SO

Students examine developmental theory through the lens of an ecological systems perspective and a biopsychosocial-spiritual framework, emphasizing power, privilege, and cultural differences (particularly race/ethnicity, gender, and sexual orientation) as applied to individuals, families, groups, institutions, organizations, and communities locally and globally. Volunteer experience is required. (4)

SOCW 250: Social Policy I: History of Social Welfare - SO

Exploration of power, privilege and oppression emphasizing political process and global social change in the development of the American welfare state and the profession of social work. Students reflect critically upon personal and social values, social welfare systems and their performance, the impact of political ideology and compromise on vulnerable populations, and the function of professional social work. (4)

SOCW 287: Special Topics in Social Work

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. (1 to 4)

SOCW 288: Special Topics in Social Work

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. (1 to 4)

SOCW 289: Special Topics in Social Work

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. (1 to 4)

SOCW 291: Directed Study

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. (1 to 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

Students develop legislative policy practice and advocacy skills, and examine the impact of policy implementation, administration, and governmental structure on services to vulnerable populations. Critical thinking is used to analyze contemporary global and local policy in income assistance, health/mental health, child welfare, homelessness, and services to seniors. *Prerequisite:* SOCW 250. (4)

SOCW 360: Social Work Practice I: Interviewing and Overview of Generalist Practice

Students learn the conceptual framework of generalist practice and apply the ecological systems perspective to practice. This course introduces engagement, assessment, intervention, and evaluation in the context of social work both locally and globally. Students are able to learn intentional interviewing skills and apply those skills within various models of practice and across cultures. *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 two semester hours. *Prerequisite:* SOCW 175 or 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 to 4)

SOCW 388: Special Topics in Social Work

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. (1 to 4)

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SOCW 389: Special Topics in Social Work

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. (1 to 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. Introduces students to group dynamics and group development. *Prerequisite:* SOCW 245, 360. (4)

SOCW 465: Social Work Practice III: Macropractice

Using the generalist social work practice framework, students develop engagement, assessment, intervention and evaluation skills for local and global practice with organizations, and communities. As professional social workers, students map community assets, examine community development, and advocate for diverse and marginalized groups. Students recognize social service organizations as a changing context for professional practice and research. *Prerequisites:* SOCW 245, 250, 350, 360, and 460.(4)

SOCW 475: Field Experience I

Students are placed in social service agencies where, under supervision, they demonstrate the generalist skills of engagement, assessment, intervention, and evaluation of practice. They apply ethical principles in interactions with clients and staff, demonstrate critical thinking, engage and embrace diversity, demonstrate and apply knowledge of human behavior and the social environment. Pass/Fail. *Prerequisites:* SOCW 245, 350, and 360; to be taken concurrently with SOCW 460 and 485; requires consent of instructor. (3)

SOCW 476: Field Experience II

Continuation of SOCW 475. Students practice and refine the generalist skills of engagement, assessment, intervention, and evaluation. Through their deepening identification with the social work profession, they analyze how their agency responds to changing contexts and reflect on ways to engage in policy and advocacy practice. Pass/Fail. Must be taken concurrently with SOCW 465 and 486. (3)

SOCW 485: Field Experience Seminar I

Students integrate the theories and skills from their coursework with experiences in their field settings, applying theories of human behavior and the social environment. They write and analyze a case and practice self-reflection by developing a plan to evaluate their own practice. Must be taken concurrently with SOCW 475. (1)

SOCW 486: Field Experience Seminar II

Students continue to grow in their professional identification and behavior. They make a formal case presentation to professional social workers, demonstrating their application of knowledge, values, and skills and their competence in engagement, assessment and intervention. They evaluate their own practice. Must be taken concurrently with SOCW 476. (1)

SOCW 487: Special Topics in Social Welfare

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. (1 to 4)

SOCW 488: Special Topics in Social Welfare

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. (1 to 4)

SOCW 489: Special Topics in Social Welfare

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. (1 to 4)

SOCW 491: Independent Study

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. *Prerequisite:* Consent of instructor. (1 to 4)

SOCW 495: Internship

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. (1 to 12)

SOCW 498: Capstone Proposal - SR

Students select a topic for their capstone, complete a preliminary literature review, and develop an outline for their final capstone, to be completed in SOCW 499. *Prerequisites:* SOCW 245, 350, and 360. (1)

SOCW 499: Capstone: Senior Seminar - SR

This integrative seminar requires students to explore a field of generalist practice across all of the competencies of the social work profession, including reciprocal relationships between research and practice, the policies that impact practice, global perspectives, typical ethical issues, role of diversity, evidence-based interventions and ways they may evaluate their practice. This culminates in a paper and public presentation. *Prerequisites:* SOCW 245, 350, 360, 460, 475, 498, and SOCI 232. (3)

Statistics

253.535.7699 ([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.

MINOR

16 semester hours including:

- CSCE 120 or 144
- STAT 231 or 232 or 233 or MATH/STAT 242
- **At least 8 additional hours of statistics selected from:**
 - BUSA 467, ECON 344, PSYC 242, MATH/STAT 342, MATH/STAT 348.
 - (Additional courses may be approved by the chair of the Mathematics Department.)

Courses

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 MATH/STAT 242 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 242: 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-listing with MATH 242. Previously was STAT/MATH 341. *Prerequisite:* MATH 151. (4)

STAT 287: Special Topics in Statistics

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. (1 to 4)

STAT 288: Special Topics in Statistics

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. (1 to 4)

STAT 289: Special Topics in Statistics

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. (1 to 4)

STAT 291: Directed Study MR

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. (1 to 4)

STAT 342: Probability and Statistical Theory

Continuation of STAT 242. 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 MATH 342. *Prerequisite:* MATH 152 and four hours from STAT 231, 232, 233 or MATH/STAT 242. MATH 253 (or

concurrent enrollment) is recommended. (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)

STAT 387: Special Topics in Statistics

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. (1 to 4)

STAT 388: Special Topics in Statistics

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. (1 to 4)

STAT 389: Special Topics in Statistics

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. (1 to 4)

STAT 487: Special Topics in Statistics

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. (1 to 4)

STAT 488: Special Topics in Statistics

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. (1 to 4)

STAT 489: Special Topics in Statistics

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. (1 to 4)

STAT 491: Independent Study

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. (1 to 4)

STAT 495: Internship

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. (1 to 12)

Women's and Gender Studies

253.535.7397

www.plu.edu/womens-studiesmarcusls@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.

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.

MAJOR

32 semester hours, including:

- WMGS 201 (4 semester hours)
- Two courses each from the Women/Feminism approved program core course list (8 semester hours)
- Two courses each from the Gender/Sexuality approved program core course list (8 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, 4 semester hours)
- Students are required to complete a minimum of 4 upper-division courses in the program core and electives.

A. WMGS 201: Introduction to Women's and Gender Studies

4 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

8 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

4 semester hours

- WMGS 499: Senior Capstone

MINOR

20 semester hours, including:

- WMGS 201(4 semester hours)

- 8 semester hours from the Program Core (as listed above in the WMGS major):
 - 4 semester hours from Group A or B: Women and Feminism
 - 4 semester hours from Group C or D: Gender and Sexuality
- 2 elective courses (4 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 for 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 with 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.

Courses

WMGS 190: Inquiry Seminar - F

A four-credit seminar to 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. (4)

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 287: Special Topics in Women's and Gender Studies

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. (1 to 4)

WMGS 288: Special Topics in Women's and Gender Studies

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. (1 to 4)

WMGS 289: Special Topics in Women's and Gender Studies

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. (1 to 4)

WMGS 387: Special Topics in Women's and Gender Studies

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. (1 to 4)

WMGS 388: Special Topics in Women's and Gender Studies

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. (1 to 4)

WMGS 389: Special Topics in Women's and Gender Studies

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. (1 to 4)

WMGS 487: Special Topics in Women's and Gender Studies

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. (1 to 4)

WMGS 488: Special Topics in Women's and Gender Studies

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. (1 to 4)

WMGS 489: Special Topics in Women's and Gender Studies

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. (1 to 4)

WMGS 491: Independent Study: Service Learning

Readings, research projects, or service learning projects in areas or issues of Women's and Gender Studies, under the supervision of a faculty member. (1 to 4)

WMGS 495: Internship

A pragmatic, employer-based experience in which students apply knowledge already acquired, build competence, and test values in setting 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. (2 or 4)

WMGS 499: Senior Capstone - SR

As the culminating experience in the Women's and Gender Studies major, student will (1) participate in a seminar and (2) complete an academic project based on an internship and/or service learning experience. Students will work with faculty mentors to apply WMGS

theories and methods to their academic projects. *Prerequisites:* WMGS 201 and at least 20 hours toward the WMGS major. (4)

Writing

253.535.8709

www.plu.edu/writingcenter

Credits earned by Advanced Placement (AP) - English and International Baccalaureate (IB) - English do not satisfy the Writing Seminar element, 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 element.

Courses

WRIT 101: Writing Seminar - FW, WR

See General Education Program Requirements, 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)

First-Year Students

ENTRANCE REQUIREMENTS

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. For example, a standard high school program in preparation for college should include the following:

English: four years

Mathematics: three years: (algebra, two years; and geometry, one year)

Foreign Language: two years

Social Studies: two years

Laboratory Sciences: two years

Fine, Visual, or Performing Arts: one year

Electives: three 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 an 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) General Education Program credit. Please be aware that credit from taking MATH 105 or MATH 107 or any non-math course which carries the MR attribute 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

Students planning to enter as first-year students may submit application materials any time 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.

Credentials required are:

- **Formal Application:** Submit the PLU Application for Admission or the Common Application 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

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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 available online.
- **Test Requirement:** All entering first-year students 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.
- **PLU Scholarship Opportunities:** Included in the application 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.

Transfer Students

ENTRANCE REQUIREMENTS

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.

Additional Entrance Requirements from high school (must have been completed in high school or with college work):

- 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 an 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.

Transfer 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. 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) GenEd credit. Please be aware that credit from taking MATH 105 or MATH 107 or any non-math course which carries the MR attribute 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

Credentials required are:

- **Formal Application:** Submit the PLU Application for Admission or the Common Application 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 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.
- **Statement of Good Standing:** Must be submitted by the Dean of Students or by a school official from the most recent institution attended.

International Students

APPLICATION PROCEDURES

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**
 - Pearson Test of English (PTE) with a minimum score of 56.
 - 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.

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.
- **Cambridge International Examinations (A-Level exams):** A maximum of 30 semester hours may be granted to completion of Cambridge International Examinations. Students must earn a passing grade (C or better) to earn credit. No credit will be awarded for AS-Level or O-Level exams. Students are advised to contact the Registrar's Office for specific details.

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 Christian Traditions), 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.

Undergraduate 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.

Tuition, Fees, and Payment Information

UNDERGRADUATE TUITION RATES 2012-2013

Semester/Term	Semester Hours	Full Time Status	Cost
<i>Summer 2012</i>	1 or more	-	\$570 per semester hour, unless otherwise noted
<i>Fall or Spring</i>	1 to 11	No	\$1,030 per semester hour
<i>Fall or Spring</i>	12 to 17	Yes	\$16,400 per semester
<i>Fall or Spring</i>	More than 17	Yes	\$16,400 per semester, plus \$1,030 per semester hour for each semester hour over 17
<i>J-Term</i>	1 to 5	-	If registered as a full time student for Fall or Spring, one to five semester hours are at no additional charge. Semester hours over five are charged at \$1,030 per extra semester hour.
Credit by Examination Fee and Tuition	<i>Credit by Examination Fee and Tuition:</i> Students are charged tuition (at the per semester hour tuition rate) for any credit by exam registration in addition to the fees listed below. Contact the Student Services office for information on registration and charges.		
	1	-	\$300
	2	-	\$500
	3	-	\$700
	4	-	\$900

***Disclaimer:** Students enrolled in a PLU cohort programs are charged the cohort price per credit hour for the cohort program courses and the standard undergraduate or graduate price per credit hour for courses are 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 completed details.

Charges, Fees, and Fines

All fees are non-refundable whether a student withdraws from the semester or withdraws from a course. This includes course fees, graduation fees, health insurance plan fees, private music lesson fees, etc.

Course Fees

These fees are charged in addition to tuition. The class schedules for each term lists the individual course fee amounts.

Graduation Processing Fee

A \$100 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 every time a student applies for graduation. The fee for lost or replacement diplomas is \$55.

PLU Wellness Access Plan

Effective August 1, 2012

All students are automatically enrolled, and the plan costs \$150 per semester.

<http://www.plu.edu/health-center/wellness-access-plan/home.php?email=true>

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 \$100 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 semester hour	\$210
2 or more semester hours	\$420

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/campus-safety/parking/home.php. 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/concierge/Bus-Services/home.php.

Apply for a carpool parking pass by registering your carpool at Campus Safety. For more information on using alternative transportation, see www.plu.edu/concierge/Bus-Services/home.php

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, Calendar & Schedules, Interactive Schedule (https://banweb.plu.edu/pls/pap/hxskschd.P_PLUSchedule) to view additional course fees.

TRANSCRIPT FEE

www.studentclearinghouse.org

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The National Student Clearinghouse is now the online web management agent for ordering PLU official transcripts by bank cards only. The National Student Clearinghouse offers a fast, simple and secure way to order your official transcripts. Processing directions, payments, and consent forms are posted on their Web site (listed above). It operates in full compliance with the Family Educational Rights and Privacy Act (FERPA) which supports students' privacy rights in their education records.

A fee of \$5.00 plus a Student Clearinghouse processing fee is charged for each official transcript. The Clearinghouse does not accept money orders or checks.

If an account is on any type of hold, requests for official transcripts will not be processed. It is the student's responsibility to resolve the hold and they must resubmit the request. You can also come into the Student Services Center to request an official transcript. Transcript fees cannot be charged to a student's account. Payment can be made to the business Office by regular check, money order, cashier's check, by mail or in person. Cash will also be accepted as an in-person transaction only. Credit cards will no longer be accepted in the business Office for official transcripts.

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 or child within 30 miles of PLU's address, 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.

Students are not required to reside in University housing accommodations during summer sessions. Summer room pricing is available at www.plu.edu/residential-life/.

The 2012-13 housing rates are shown below and available on the Residential Life Web site: www.plu.edu/residential-life/

Housing Rates

<http://www.plu.edu/residential-life/rates-and-dates/home.php>

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.

Residential Halls

<http://www.plu.edu/residential-life/residence-halls/home.php>

Living Off Campus

<http://www.plu.edu/residential-life/living-off-campus/home.php>

Residential Life Policies

<http://www.plu.edu/residential-life/policies/home.php>

Meal Plans

With the exception of Kriedler 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. Kriedler Hall residents must enroll in one of the four plans or The Kriedler 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 Web site at: www.plu.edu/diningandculinary.

<http://www.plu.edu/diningandculinary/Meal-Plans/home.php>

Fall 2012 and Spring 2013 Meal Plan Options

https://www.plu.edu/diningandculinary/Meal-Plans/mealinfo_1213.php

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

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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

Students may choose to make student account payments in the following ways:

www.plu.edu/business-office/Student%20Accounts/home.php

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.

Graduation and Your Student Account

All students who have applied for graduate must have their student account paid in full before they can be cleared for graduation. Students with an owing balance are required to contact the Student Services Center for assistance.

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 a 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.

The university also has the right to prohibit the student from further participation in the monthly payment plan for any other academic year the student is enrolled. The student would then be limited to either Option 1: Payment in Full or Option 2: Financial Aid and Other Resources Covers Costs to pay for future semesters.

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, 2011 for fall and February 28, 2012 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.

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Returning students wanting to reserve a room for the following year must sign a Master Housing & Meal Agreement. Cancellations must be submitted in writing to the Residential Life Office. Traditional hall housing cancellations received before June 1 will not be subject to a penalty. Cancellations received between June 1 and June 30 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 bank card 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.

Code	Type of Hold	Responsible Office
AD	Admission	Admission
AH	Academic	Registrar
AS	Academic	Academic Advising
CB	Credit Balance	Accounts Receivable
CH	Collection	Accounts Receivable
CP	Collection Paid	Accounts Receivable
CW	Collection Write Off	Accounts Receivable
ED	Education/Movement Studies	Education and Movement Studies, School of
EH	Exit Interview	Student Loans
FD	FERPA Dependent	Student Life
FH	Financial	Student Services Center or Accounts Receivable
IH	International	Admission
JR	Junior Review	Registrar
MH	Medical	Health Service
MP	Monthly Payment Hold	Accounts Receivable
NA	No Address	Student Services Center
NS	NSF Check Hold	Accounts Receivable
OP	Out of School Promissory Note	Accounts Receivable
PC	Pre-collection	Accounts Receivable
PG	Parent/Legal Guardian	Student Services Center
PL	Collection Perkins Loan	Accounts Receivable
PN	Restricted from Campus	Campus Safety
PR	Academic Probation	Academic Advising
RH	Residential Life	Residential Life
SA	Study Away	Wang Center
SH	Student Life Hold	Student Life
TR	Transcript	Registrar
VA	Veteran's	Student Services Center
WO	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 can place an account on academic hold. Registration for classes is precluded until any pending matter with the office 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.

To view the definitions of student holds, go to the Student Services Web Site www.plu.edu/student-services/HOLDS/home.php.

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 semester/term. These dates are listed in the Class Information Trifold for each semester/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 \$100.00 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 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 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 are 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 Information Trifold).
- No refund after the last day to add/drop without fee for term (dates listed in Class Information Trifold).

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. **If a student receives a tuition refund due to completely withdrawing from the university all PLU gift funding will be removed from the student's account.**

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. Summer full withdraws are calculated using 60% of the student's originally intended schedule to determine return of Title IV funding.

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 Title IV aid not utilized by the student, then return of Title IV aid will occur in the following order:

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Unsubsidized Direct Stafford Loans (other than PLUS loans).
- Subsidized Direct Stafford loans.
- Federal Perkins Loans
- Federal Parent PLUS Loans
- Federal Direct PLUS Loans
- Federal Pell Grants
- Academic Competitiveness Grant

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- National SMART Grant
- Federal SEOG Grants
- TEACH Grant
- Iraq Afghanistan Service Grant for which a return is required.
- 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.*

Financial Aid

253.535.7134

www.plu.edu/financial-aid

finaid@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.

Applying for Financial Aid:

www.plu.edu/financial-aid/Applying-for-Financial-Aid/home.php

Understanding Your Offer of Financial Aid:

www.plu.edu/financial-aid/documents-forms/documents/2012-13/2012-13-understanding-your-offer-of-financial-aid.pdf

Accepting Your Offer of Financial Aid:

www.plu.edu/financial-aid/accepting-your-offer-of-financial-aid/home.php

Financial Aid Satisfactory Academic Progress

Introduction

When students accept financial aid at Pacific Lutheran University (PLU), they also accept the responsibility for maintaining Satisfactory Academic Progress (SAP). The policy at PLU is to allow students to continue to receive financial assistance as long as they are in “good standing”. To do otherwise could cause a severe hardship on students who devote their efforts to achieving satisfactory progress.

Link to Satisfactory Academic Progress (SAP)

Undergraduate:

www.plu.edu/financial-aid/documents-forms/documents/2012-13/satisfactory-academic-progress-policy---undergraduates.pdf

Verification of FAFSA

The federal government requires verification to confirm the accuracy of the information submitted on a FAFSA form.

Information may be found on the Financial Aid website at: <http://www.plu.edu/financial-aid/what-is-verification/home.php>

Scholarships and Grants

Grants: www.plu.edu/financial-aid/types-aid/scholarships/Grants.php

Scholarships: www.plu.edu/financial-aid/types-aid/scholarships/home.php

Scholarships and grants are “gift assistance,” funds that do not have to be repaid. Gift assistance is included in a student’s award when eligibility criteria have been met and awarding guidelines and funding levels allow. Gift assistance programs are funded by the federal and state governments as well as PLU. When a student’s gift assistance funding is from PLU only, the combination of Tuition Remission and/or PLU funded scholarships, grants, or awards cannot be in excess of the PLU annual tuition cost.

PLU grants and 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.
- Cannot have 100% of tuition charges already covered by an outside scholarship agency, except under the ROTC program and some VA programs.

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 students. Throughout the academic year, students who fit specific, donor-designated criteria may be selected for Designated (named) scholarships. If you are selected, you will receive a revised aid offer which renames your scholarship/ grant award with this funding source. **In most cases, a named scholarship will replace a student’s existing PLU gift award. All named-scholarship recipients are encouraged to write letters of appreciation to the donor(s) who provided funds for the named scholarship.** For a complete listing of institutionally controlled scholarships, please visit the PLU Financial Aid website at www.plu.edu/financial-aid/documents-forms/documents/2012-13/scholarship-listing.pdf.

PLU Academic, Artistic, Entitlement and Donor Funded Scholarships and Grants

The maximum PLU gift award is established for each student at the time of admission and may be met by one or more PLU awards. The gift amount (not awarded on the basis of financial need) is guaranteed for up to eight semesters of undergraduate enrollment if entering as freshmen, provided the student maintains Satisfactory Academic Standing. Students entering PLU with accepted credit hours earned at another school will have the number of semesters of PLU gift assistance prorated according to the following:

Entering PLU with:	Will be eligible for up to:
0-29 cumulative credits	8 semesters of PLU gift assistance
30-59 cumulative credits	6 semesters of PLU gift assistance
60+ cumulative credits	4 semesters of PLU gift assistance

Students admitted as freshmen with advanced standing because of running start, IB or AP credits are eligible for eight semesters of assistance.

Note: For specific examples of a typical financial aid gift package please contact the Financial Aid Office.

Loans

2012-13 Links to Loans available to PLU students

Direct Loans: www.plu.edu/financial-aid/types-aid/loans/Direct-Loans.php

Direct Parent PLUS Loans: www.plu.edu/financial-aid/types-aid/loans/Direct-Parent-PLUS-Loans.php

Direct Graduate PLUS Loans: www.plu.edu/financial-aid/types-aid/loans/Direct-Grad-PLUS-Loans.php

Alternative Loans: www.plu.edu/financial-aid/types-aid/loans/Alternative.php

Nursing Loans: www.plu.edu/financial-aid/types-aid/loans/Nursing-Loan.php

Perkins Loans: www.plu.edu/financial-aid/types-aid/loans/Perkins.php

Gift Funding

2012-13 Gift Funding Information

Link to Scholarships

www.plu.edu/financial-aid/types-aid/scholarships/home.php

Link to Merit-based Awards

www.plu.edu/financial-aid/types-aid/scholarships/Merit-Based-Awards.php

Link to Need-Based Awards

www.plu.edu/financial-aid/types-aid/scholarships/Need-Based-Awards.php

Link to Grants

www.plu.edu/financial-aid/types-aid/scholarships/Grants.php

Link to Restricted and Endowed Scholarships

www.plu.edu/financial-aid/documents-forms/documents/2012-13/scholarship-listing.pdf

Student Employment

All PLU students at least 18 years of age are eligible for employment on the PLU campus. In order to be employed, you must complete the *U.S. Citizen and Immigration Service I-9 Form*, which confirms your eligibility to work in the U.S. You will need to bring to campus government issued picture ID and your social security card (not a photocopy) or a U.S. passport to complete the I-9 form. Students are limited to working no more than 20 hours per week while school is in session. 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 \$9.04 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.

Link to Work Study Programs:

Federal: www.plu.edu/financial-aid/types-aid/work-study/Federal.php

State: www.plu.edu/financial-aid/types-aid/work-study/State.php

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.

Graduate and Post Baccalaureate Programs

Pacific Lutheran University offers graduate and post-baccalaureate certificate programs in advanced professional education within a context of the liberal arts tradition. Master's degree programs in business and finance, 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.

MASTER'S DEGREES

BUSINESS

The **Master of Business Administration (M.B.A.)** is designed for working professionals who want to continue to build the skills needed in today's ever-changing business environment while conducting full-time employment. The MBA is accredited by AACSB International—The Association to Advance Collegiate Schools of Business.

The **Master of Science in Finance (M.S.F.)** is a 10-month full-time program aligned closely with the Chartered Financial Analyst (CFA) exam. This program is AACSB accredited.

CREATIVE WRITING

The **Master of Fine Arts (M.F.A.)** is a low-residency program in the fields of poetry, fiction and creative nonfiction intended for those wishing to develop and pursue careers as writers.

EDUCATION

The **Master of Arts in Education (M.A.E.)** includes a number of different programs: 1) certification, 2) advanced/master teaching, and 3) administration. Many programs can be completed in one year. The programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE).

MARRIAGE AND FAMILY THERAPY

The **Master of Arts (M.A.)** trains students to do therapy from a systemically-oriented, contextually competent worldview for individuals, couples, and families. The program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy.

NURSING

The **Master of Science in Nursing (M.S.N.)** contains two options: 1) for nurses holding a bachelor of nursing (B.S.N.) who wish to further their education and 2) an entry-level nursing master's degree for those who hold a bachelor's in an area other than nursing. The program is accredited by the Commission of Collegiate Nursing Education (CCNE) and Washington State Nursing Care Quality Assurance Commission.

CERTIFICATE PROGRAMS

Certificate Programs Offered in Business

- Post-MBA Certificate in Technology and Innovation Management
- Post-Baccalaureate Certificate in Accounting

Coursework leading to Certification in Education

- Post-Master's Certificate in Principal and Program Administration

Graduate Admission

Office of Admission
Graduate Programs

253.535.7151 or 800.274.6758

www.plu.edu/graduate

gradadmission@plu.edu

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. PLU 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 academic units in which the programs are located, and the decision may include consultation with the associate dean of graduate studies. The communication of the admission decision is made by the Office of Admission. 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 or certificate program must hold a bachelor's degree from a regionally-accredited college or university or recognized international college. Applicants for the M.F.A. in Creative Writing may hold a bachelor's degree or equivalent professional certification. Students who meet or exceed all program requirements for admission are eligible to be considered for admission as regular status students. 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 8 or more semester hours of graduate work, as determined by the program, with a cumulative grade point average of 3.00 or higher to be granted regular status.

At the minimum, all application evaluations are based on scholastic qualifications, a statement of professional goals or essay, 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.

Refer to individual programs for application deadlines and prerequisites. Application materials are available from the Office of Admission, Graduate Programs, or via the Web site www.plu.edu/graduate.

Application Requirements

The following items must be on file in the Office of Admission before an applicant will be considered for admission:

- The completed application form and \$40.00 non-refundable application fee.
- A statement of professional and educational goals or essay.
- A resume.
- 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.

PROGRAM SPECIFIC APPLICATION REQUIREMENTS

- **Business:**
 - Master of Business Administration: GMAT or GRE scores
 - Master of Science in Finance: GMAT or GRE scores, statement of quantitative skills and/or background, statement of professional and ethical conduct.
- **Creative Writing**
 - Master of Fine Arts in Creative Writing: A portfolio and literary critique.
- **Education**
 - Master of Arts in Education: For M.A.E. with Residency Certification, proof of having passed the WEST-B and recommendation must address the applicant's work with young people.
- **Marriage and Family Therapy**
 - Master of Arts (Marriage and Family Therapy): No additional requirement.
- **Nursing**
 - 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.

Accepting The Offer of Admission

All graduate and certificate students must do two things to officially accept the offer of admission.

1. **Make the Advanced Tuition Payment:** A non-refundable \$300 advanced tuition payment is required for all graduate students. This payment is the student's acknowledgement of acceptance and is credited to the student's account to be applied toward tuition for the first term of enrollment.
2. **Submit Required Acceptance Forms:** Submission of signed acceptance forms acknowledging all policies, advisements, and conditions of acceptance are required to confirm admission to the program.

International Student Application Requirements and Admission

In addition to the requirements applicable to all students, the following documents are necessary before an application for an international student can be processed:

- **Translation and Evaluation of Transcripts:** An English translation of official transcripts must accompany transcripts in the original language from each college or university attended in home country or other country. All transcripts must be sent directly to the PLU Office of Admission/Graduate Programs from the institution providing the transcript or from an agency translating the transcript. All transcripts and degrees attained from foreign institutions must be not only translated into English, but also must be evaluated on a document-by-document or course-by-course basis (depending on the program requirements) for U.S. degree equivalency.
- **Demonstrated university-level proficiency in the English Language:** Minimum TOEFL or IELTS requirements are as follows:
 - **Business**
 - Master of Business Administration: Minimum TOEFL-iBT of 88 or minimum IELTS score of 6.5. TOEFL or IELTS may be waived for students who graduate from a regionally-accredited U.S. college or university with a bachelor's degree.
 - Master of Science in Finance: Minimum TOEFL-iBT score of 88 or minimum IELTS score of 6.5.
 - **Creative Writing**
 - Master of Fine Arts in Creative Writing: Minimum TOEFL-iBT score of 80 or minimum IELTS score of 6.5.
 - **Education**
 - Master of Arts in Education Non-Certification: Minimum TOEFL-iBT score of 88 or minimum IELTS score of 6.5. All other programs: Minimum TOEFL-iBT score of 80 or minimum IELTS score of 6.5
 - **Marriage and Family Therapy**
 - Master of Arts (Marriage and Family Therapy): Minimum TOEFL-iBT score of 80 or minimum IELTS score of 6.5.
 - **Nursing**
 - 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.

I-20 Processing

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 by making the non-refundable \$300.00 advanced tuition payment and returning all required acceptance forms. 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. The following items are not required for the application to be considered for admission, but will be required prior to issuance of an I-20. To expedite admission processing, applicants should consider submitting the following with application documents:

- Declaration of Finances form, including certification of finances. Certification of finances from banks or embassies is permissible.
- Copy of passport picture page
- Address and associated phone number to which to send the I-20 via courier service

International Student Arrival and Enrollment Requirements

International students are required by immigration regulations to enroll as full-time students (a minimum of 8 credit hours per semester for graduate studies). Students are also required to submit the appropriate medical forms to the university's Health Services. 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 (253.535.7195) for purposes of immigration.

Policies and Standards

POLICIES AND STANDARDS

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 are eligible to be considered for admission 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 8 or more semester hours of graduate work, as determined by the program, with a cumulative grade point average of 3.00 or higher to be granted regular status.

Conditional Status: Students who apply for graduate or post- baccalaureate studies before completing undergraduate work or have unmet prerequisites are admitted with conditions. Although admitted to the program, coursework and/or student placements cannot begin until the conditions of acceptance have been met.

Non-matriculated Students: Students holding bachelor degrees who wish to pursue graduate coursework and are not admitted to a graduate program 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.

ENROLLMENT (FULL TIME, HALF TIME)

Full-time enrollment: Eight or more semester hours in fall, spring, or summer.

Half-time to three-quarter time enrollment: Four to seven semester hours in fall, spring or summer.

CHANGE OF STUDENT STATUS

Provisional to Regular: Student status will be changed from provisional to regular after the completion of 8 or more semester hours of graduate work, as determined by the program, with a cumulative grade point average of 3.00 or higher.

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 program's director or dean, and approved by the associate 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-.

ADVISING

Upon admission each student will be assigned an advisor responsible for assisting the student in determining a program of study. 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.

RESIDENCY REQUIREMENT

All candidates for the master's degree must complete 24 semester hours of PLU courses.

TIME LIMIT FOR COMPLETION OF DEGREE

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.

COURSES ACCEPTABLE FOR GRADUATE CREDIT

All 500-numbered courses described in this catalog are graduate level. 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 associate 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 associate 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.

PROCEDURE FOR TRANSFER OF CREDITS / PETITION FOR PROGRAM CHANGES

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 (2.00).

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 associate 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.

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 PLU Student Handbook at www.plu.edu/student-handbook. Some graduate programs provide program-specific information and processes regarding academic integrity in their program handbooks.

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.

Students unable to attend the first class meeting must notify the instructor prior to the first class. Students who miss the first two class

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meetings may be dropped from the class by the instructor; students who are dropped for non-attendance after the posted drop deadline for any semester or term will be charged the late registration fee. Faculty must notify the Registrar's Office in order to drop the student.

GRADING SYSTEM

Students are graded according to the following designations:

Grade	Points Per Hour	Allowed for Graduate Program
A	4.00	Yes
A-	3.67	Yes
B+	3.33	Yes
B	3.00	Yes
B-	2.67	Yes
C+	2.33	Yes
C	2.00	Yes
C-	1.67	No
D+	1.33	No
D	1.00	No
D-	0.67	No
E	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	Credits Awarded
P	Pass	Yes
F	Fail	No
I	Incomplete	Yes
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 are enroll in exclusive pass/fail courses. These grades do not affect a student's grade point average.

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 semester 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 program director 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. To receive credit, all work must be completed and a passing grade recorded. Incompletes from Spring Semester and the Summer Term are due six weeks into the Fall Semester. Fall Semester and J-Term incompletes are due six weeks into the Spring Semester. Faculty may assign an earlier deadline for completion of the work by the student. 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 when the incomplete grade is awarded at the end of the term. If a default grade was 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. An incomplete contract is available and may be required by the faculty member.

In-Progress Grades

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 courses are not completed due to medical cause. A medical withdrawal does not affect a student's grade point average, but may affect progression in a major or timely completion of the degree. See section on Medical Withdrawal Policy.

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.

REGISTRATION PROCEDURES

Requirements Prior to Registration

Before a graduate or post-baccalaureate student can register for classes, the student must:

- Submit the non-refundable advance tuition payment
- Submit the required medical history form, indicating current immunizations and proof of medical insurance
- Submit the online payment contract
- If applicable, remove any holds on the student account

Registration Process

Depending on the graduate program, students will either register themselves or be registered by the program administrator. Information about registration processes (including acceptance of financial if applicable, and payment contracts) is provided by the Student Services Center. Students are also emailed basic registration information by the university prior to each registration period. Students may contact the Student Services Center with registration questions at 253.535.7161 or by email at ssvc@plu.edu.

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. All students are encouraged to consult with their academic advisor prior to making any significant schedule changes. Please refer to the class schedule or go online at www.plu.edu/registrar 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 \$100 late registration fee is charged for any registration changes after the printed deadline dates.

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 \$100 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 \$100 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/registrar/documents-forms.

Repeating a Course

A graduate student may repeat a course only once. Please note that specific programs may prohibit repeating a course. If a course is repeated, the student's cumulative grade point average is computed using the highest of the grades earned.

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 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.

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

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

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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.

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:

Graduation Date	Graduation Application Due	Approved Thesis Due
December 2012 or January 2013	May 2, 2012	December 3, 2012
May 2013 or August 2013	December 3, 2012	May 1, 2013

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.

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.

The Master of Science in Nursing has additional health requirements.

RESPONSIBILITIES AND DEADLINES

It is the responsibility of each graduate or post-baccalaureate student to know and follow the procedures outlined in this catalog and to abide by established deadlines.

Students must read and abide by:

- *Graduate Programs; Policies and Standards* as stated in the PLU Catalog
- *University Guidelines* as stated in the PLU Catalog
- Guidelines and procedures as set forth by the individual program

Students must:

- 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

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- 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.
- The information contained herein regarding Pacific Lutheran University is accurate at the time of the publication. However, the university reserves the right to make necessary changes in procedures, policies, calendar, curriculum and costs at its discretion. Not all courses are offered each academic year, and faculty assignments may change. Any changes will be reflected on the university Web site at www.plu.edu/registrar/Catalog.

Tuition and Fees

Tuition and fees vary by program. Program specific information may be obtained through the Office of Admission, Graduate programs Web site, www.plu.edu/graduate, the Student Services Center Web site, www.plu.edu/student-services, or by contacting the specific graduate program.

STANDARD GRADUATE TUITION AND FEES ACADEMIC YEAR 2012-13

Per Semester Hour: \$1,030.00

Graduation Fee: \$100.00

Thesis Binding/microfilming: \$75.00

Thesis Copyright: \$65.00

Other microfilming: \$10.00

Graduate Scholarships and Financial Aid

There are many forms of financial assistance for graduate and post-baccalaureate students. Financial assistance from PLU, federal and state financial aid programs, outside resources, payment options and careful planning help make PLU affordable. Questions regarding financial aid can be directed to the Student Services Center at 253.535.7161 or by email at ssvc@plu.edu. Appointments can be made with financial aid counselors.

SATISFACTORY PROGRESS POLICY FOR FINANCIAL AID

The Financial Aid Satisfactory Academic Progress (SAP) Manual for Graduate Students may be found at:

www.plu.edu/financial-aid/documents-forms/documents/2012-13/satisfactory-academic-progress-policy---graduate-students.pdf

Degrees

Master of Arts in Education (M.A.E.)

- Instructional Leadership: www.plu.edu/education/Programs/MAE-Instructional%20Leadership.php
- Principal Program: www.plu.edu/education/Programs/MAE-Principal-or-Program-Administrator-Certification.php
- Principal or Program Administrator Certification Only: www.plu.edu/education/Programs/Principal%20Certification%20Only.php
- M.A.E. Certification (Elementary Education): www.plu.edu/education/Programs/MAE-Cert.%20Elem.%20Education.php
- M.A.E. Certification (Secondary Education): www.plu.edu/education/Programs/MAE-Cert.%20Secondary%20Ed..php
- Add-On Endorsement: www.plu.edu/education/Programs/Add-On-Endorsement.php

Master of Arts (Marriage and Family Therapy) (M.A.)

- www.plu.edu/marriage-family-therapy/

Master of Business Administration (M.B.A.)

- www.plu.edu/mba/

Master of Fine Arts (Creative Writing) (M.F.A.)

- www.plu.edu/mfa/

Master of Science in Finance (M.S.F.)

- www.plu.edu/msf/

Master of Science in Nursing (M.S.N.)

- www.plu.edu/msn/home.php
- MSN Care and Outcomes Manager: www.plu.edu/msn/msn-care-and-outcomes-manager1/home.php
- Family Nurse Practitioner: www.plu.edu/msn/msn-family-nurse-practitioner/home.php
- Entry-level M.S.N.: www.plu.edu/msn/entry-level-msn/home.php
- RN-B to M.S.N.: www.plu.edu/msn/rn-b-to-msn/home.php

Dual Degree Program (M.B.A./M.S.N.)

- www.plu.edu/mba/About-the-PLU-MBA/Program-Offerings/MSN-MBA.php

Master of Arts in Education

253.535.7272

www.plu.edu/education

The School of Education & Movement Studies offers six programs leading to a graduate degree in education within the Department of Instructional Development and Leadership. Included in these offerings are three programs leading to teacher certification, two programs focused on school leadership, and one program for international students. All programs are aligned with the department's core values of care, competence, difference, leadership, and service.

MASTER OF ARTS IN EDUCATION (M.A.E.)

M.A.E. WITH TEACHER CERTIFICATION

The Master of Arts in Education with Teacher Certification Program helps prepare preservice teachers to 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.

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 work as leaders, inquirers, and curriculum/instructional specialists.

Program Overview

Students can apply to one of three options within the graduate teacher certification program.

- 1) The one-year option begins in June and includes a year-long internship in a K-12 school. Students complete all program requirements within a one year time frame with the completion of a culminating seminar the following June.
- 2) The two-year option begins in June and students take courses over a five-semester period prior to student teaching. Students must also complete required fieldwork components in association with their courses.
- 3) The Alternative Routes to Certification (ARC) is for students seeking secondary endorsements with admission priority given to high need areas within the state (e.g., special education, mathematics, sciences, etc.). The program begins in June and includes a full-time, year-long mentored internship starting in September. Candidates complete 19 of the required 35 program credits in order to become certified. After completing certification, candidates have three additional years to complete the remaining 17 program credits to obtain the M.A.E.

All teacher candidates must pass the WEST-B, WEST-E, and Teacher Performance Assessment (TPA) as mandated by the state for certification.

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. Passing scores on the WEST-B and WEST-E are required as well. Students not meeting these requirements may be granted provisional status on a case-by-case basis.

Admission Procedures

Please visit: www.plu.edu/admission/graduate/

www.plu.edu/maed/

Program Requirements for Washington State Teacher Certification

Successful completion of the following core and specific track courses. All courses must be completed with a B- or better.

ONE YEAR PROGRAM

M.A.E. Certification Elementary Program

38 or 42 semester hours (with thesis option)

Summer

- EDUC 510: Teaching Reading and Language Arts (3)

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- EDUC 520: Issues of Child Abuse and Neglect (1)
- EDUC 544: Sociocultural Foundations of Education (2)
- EPSY 566: Advanced Cognition, Development, and Learning (2)
- EPSY 583: Current Issues in Exceptionality (2)
- SPED 577: The Inclusive Classroom (2)

Fall

- EDUC 562: Schools and Society (2)
- EDUC 563A: Application of Technology Tools for Teachers (2)
- EDUC 565: Elementary Reading, Language Arts, and Social Studies (2)
- EDUC 566: Elementary Math and Science (2)
- SPEC 520: Teaching Elementary Students with Special Needs (2)

J-Term

- EDUC 528: Reading and Writing Across the K-8 Curriculum (2)
- EDUC 564: The Arts, Mind, and Body (2)

Spring

- EDUC 563B: Integrating Seminar: Internship (2)
- EDUC 568: Internship in Teaching (6)

Summer

- EDUC 590: Culminating Seminar (4)
- Thesis Option: EDUC 599: Thesis (4)

M.A.E. Certification Secondary Program

36 or 40 semester hours (with thesis option)

Summer

- EDUC 510: Teaching Reading and Language Arts (3)
- EDUC 520: Issues of Child Abuse and Neglect (1)
- EDUC 544: Sociocultural Foundations of Education (2)
- EDUC 556: Critical Issues in Secondary Teaching (2)
- EPSY 566: Advanced Cognition, Development, and Learning (2)
- EPSY 583: Current Issues in Exceptionality (2)

Fall

- EDUC 561: Instructional Methodology for Secondary Teachers (4)
- EDUC 562: Schools and Society (2)
- EDUC 563A: Application of Technology Tools for Teachers (2)

J-Term

- EDUC 529: Reading and Writing Across the Secondary Curriculum (2)
- SPED 577: The Inclusive Classroom (2)

Spring

- EDUC 563B: Integrating Seminar: Internship (2)
- EDUC 568: Internship in Teaching (6)

Summer

- EDUC 590: Culminating Seminar (4)
- Optional Thesis: EDUC 599: Thesis (4)

TWO-YEAR PROGRAM

M.A.E. Certification Elementary Program

38 or 42 semester hours (with thesis option)

Summer 1

- EDUC 544: Sociocultural Foundations of Education (2)
- SPED 577: The Inclusive Classroom (2)

Fall 1

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- EDUC 562: Schools and Society (2)
- EDUC 563A: Application of Technology Tools for Teachers (2)

Spring 1

- EDUC 528: Reading and Writing Across the Elementary Curriculum (2)
- EPSY 583: Current Issues in Exceptionality (2)

Summer 2

- EDUC 510: Teaching Reading and Language Arts (3)
- EDUC 520: Issues of Child Abuse and Neglect (1)
- EPSY 566: Advanced Cognition, Development and Learning (2)

Fall 2

- EDUC 565: Elementary Reading, Language Arts and Social Studies (2)
- EDUC 566: Elementary Math and Science (2)
- SPED 520: Teaching Students with Special Needs in Elementary Programs (2)

J-Term 2

- EDUC 564: The Arts, Mind, and Body (2)

Spring 2

- EDUC 563B: Integrating Seminar: Internship (2)
- EDUC 568: Internship in Teaching (5)

Summer 3

- EDUC 590: Culminating Seminar (4)
- Optional Thesis: EDUC 599: Thesis (4)

M.A.E. Certification Secondary Program

36 or 40 semester hours (with thesis option)

Summer 1

- EDUC 544: Sociocultural Foundations of Education (2)
- EDUC 566: Critical Issues in Secondary Teaching (2)

Fall 1

- EDUC 562: Schools and Society (2)
- EDUC 563A: Application of Technology Tools for Teachers (2)

Spring 1

- EDUC 529: Reading and Writing Across the Secondary Curriculum (2)
- EPSY 583: Current Issues in Exceptionality (2)

Summer 2

- EDUC 510: Teaching Reading and Language Arts (3)
- EDUC 520: Issues of Child Abuse and Neglect (1)
- EPSY 566: Advanced Cognition, Development, and Learning (2)

Fall 2

- EDUC 561: Instructional Methodology for Secondary Teachers (4)

J-Term 2

- SPED 577: The Inclusive Classroom (2)

Spring 2

- EDUC 563B: Integrating Seminar; Internship (2)
- EDUC 568: Internship in Teaching (6)

Summer 3

- EDUC 590: Culminating Seminar (4)
- Optional Thesis: EDUC 599: Thesis (4)

Alternative Routes to Certification (ARC)

The Master of Arts in Education-Alternative Routes to Certification program includes special pathways designed to meet the needs of individuals who want to focus on secondary education. The MAE-ARC program is heavily, but not entirely, based in the field. During the field-based portion of this program, candidates are assigned mentors in a school district in addition to their cooperating teacher.

The certification portion of the MAE-ARC program is a 19-credit segment that begins in June. During the summer session, candidates complete a 40 hour practicum experience in a summer school setting. Beginning in the fall, candidates enter an open ended internship in a K-12 school. If you are currently employed or have strong relationships with a school, we will work creatively with you to explore the possibility of an appropriate internship where you are. Typical internships begin on the first teacher report day of the school year and continue through the school year. In rare cases, early completion can be arranged, however the state requires that all candidates must complete a minimum of 1 full K-12 semester. During this time, the candidates spend all day, every day in their internship gaining an intimate knowledge of how schools work.

When the candidate and supervisor agree that the candidate is ready and prepared, the university supervisor will oversee the completion of the Teacher Performance Assessment (TPA), a state mandated assessment. When the candidate has successfully completed the TPA and completed his/her student teaching, he/she may be recommended for a Residency Teaching Certificate with the appropriate endorsement(s).

After candidates have completed the initial certification portion of the program, they will have three years to complete the remaining 17 credits in the MAE degree. These classes will be made available on nights and weekends so candidates are able to work while finishing the degree.

Summer

- EDUC 520: Issues of Child Abuse and Neglect (1)
- EDUC 544: Sociocultural Foundations of Education (2)
- EDUC 556: Critical Issues in Secondary Teaching (2)
- EPSY 583: Current Issues in Exceptionality (2)

Fall

- EDUC 561: Instructional Methodology for Secondary Teachers (4)
- EDUC 563B: Integrating Seminar: Internship (2)

Spring

- EDUC 568: Internship in Teaching (6)

Candidates have the option to complete the following 17 credits within three years to receive the Master of Arts in Education:

- EDUC 510: Teaching Reading and Language Arts (3)
- EDUC 529: Reading & Writing Across the Secondary Curriculum (2)
- EDUC 562: Schools and Society (2)
- EDUC 563A: Application of Technology Tools for Teachers (2)
- EDUC 590: Culminating Seminar (4)
- EPSY 566: Advanced Cognition, Development, & Learning (2)
- SPED 577: The Inclusive Classroom (2)

INTERNATIONAL STUDENTS

M.A.E. NON-CERTIFICATION: INTERNATIONAL STUDENTS ONLY

The Master of Arts Non-Certification Program provides an avenue for international candidates interested in pursuing a graduate degree in teaching without receiving state certification. 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 classrooms, schools, and communities; and by modeling the skills, habits and ethical passions required for effective democratic citizenship.

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 work as leaders, inquirers, and curriculum/instructional specialists.

Program Overview

Students in the M.A.E.Non-Certification Program enroll as part of a cohort in mid-June and continue through the following June.

Prerequisites

For regular admission, applicants must have completed a baccalaureate degree from a regionally accredited institution of higher education or provide an official evaluation stating that they possess an equivalent degree. See Graduate Programs International Admissions section. A minimum grade point average of 3.00 is required. A passing score on the WEST-B is required as well.

Admission/Application

Please visit: www.plu.edu/education/Admissions/MAE%20Non-Certification.php

M.A.E. Non-Certification Elementary Program

37 or 41 semester hours (with thesis option)

Summer

- EDUC 510: Teaching Reading and Language Arts (3)
- EDUC 520: Issues of Child Abuse and Neglect (1)
- EDUC 544: Sociocultural Foundation of Education (2)
- EPSY 566: Advanced Cognition, Development, and Learning (2)
- EPSY 583: Current Issues in Exceptionality (2)
- SPED 577: The Inclusive Classroom (2)

Fall

- EDUC 562: Schools and Society (2)
- EDUC 563A: Application of Technology Tools for Teachers (2)
- EDUC 565: Elementary Reading, Language Arts, and Social Studies (2)
- EDUC 566: Elementary Math and Science (2)
- SPED 520: Teaching Elementary Students with Special Needs (2)

J-Term

- EDUC 528: Reading and Writing Across the K-8 Curriculum (2)
- EDUC 564: The Arts, Mind, and Body (2)

Spring

- EDUC 560: Practicum (2)
- EDUC 563B: Integrating Seminar: Internship (2)
- EDUC 585: Comparative Education (3)

Summer

- EDUC 590: Culminating Seminar (4)
- Thesis Option: EDUC 599: Thesis (4)

M.A.E. NON-CERTIFICATION SECONDARY PROGRAM

35 or 39 semester hours (with thesis option)

Summer

- EDUC 510: Teaching Reading and Language Arts (3)
- EDUC 520: Issues of Child Abuse and Neglect (1)
- EDUC 544: Sociocultural Foundations of Education (2)
- EDUC 556: Critical Issues in Secondary Teaching (2)
- EPSY 583: Current Issues in Exceptionality (2)
- EPSY 566: Advanced Cognition, Development, and Learning (2)

Fall

- EDUC 561: Instructional Methodology for Secondary Teachers (4)
- EDUC 562: Schools and Society (2)

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- EDUC 563A: Application of Technology Tools for Teachers (2)

J-Term

- EDUC 529: Reading and Writing Across the Secondary Curriculum (2)
- SPED 577: The Inclusive Classroom (2)

Spring

- EDUC 560: Practicum (2)
- EDUC 563B: Integrating Seminar: Internship (2)
- EDUC 585: Comparative Education (3)

Summer

- EDUC 590: Culminating Seminar (4)
- Thesis Option: EDUC 599: Thesis (4)

INSTRUCTIONAL LEADERSHIP PROGRAM

32 semester hours (for the preparation of teacher leaders)

Practicing educators interested in this program should contact the Department of Instructional Development and Leadership for further information on the program's course offering dates.

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 three years of teaching or related professional experience.

A grade point average of at least 3.00 is required. Students not meeting these requirements may be granted provisional status on a case-by-case basis.

Admission/Application

Please visit: www.plu.edu/education/Admissions/MAE-Instructional-Leadership.php

Required Courses

For teachers who do not hold a professional certificate:

- EDUC 580: Instructional Theory and Practice I: Culture, Context and Community (4)
- EDUC 581: Instructional Theory and Practice II: Thinking, Doing and Knowing (4)
- EPSY 540: Teacher Portfolio Assessment (2)

For teachers who have a professional certificate, up to 10 hours may be awarded:

- EPSY 540X: Demonstrating Teacher Competency and Student Achievement (2 to 10)

All candidates must take:

- EDUC 555A: Family and Community Engagement (1)
- EDUC 555B: Family and Community Engagement (1)
- EDUC 558: Reflective Seminar in Teacher Leadership (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 541A: Assessing Student and Staff Instructional Needs (1)

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- EPSY 541B: Assessing Student and Staff Instructional Needs (1)
- EPSY 542: Group Dynamics and Instructional Leadership (2)
- EPSY 583: Current Issues in Exceptionality (2)

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 Department of Instructional Development and Leadership.

PRINCIPAL AND ADMINISTRATOR PROGRAM

32 semester credits

This program offers either an M.A.E. or Certification Only track. The Certification Only track is for candidates who have already earned a master's degree. 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

Admission/Application

For M.A.E. program, please visit: www.plu.edu/education/Admissions/MAE-Principal-Program.php

For Certification Only program, please visit: www.plu.edu/education/Admissions/Principal-Certification-Only.php

Required Courses by Track Option

M.A.E. with Principal or Program Administrator Certification Curriculum

32 semester hours

- EDUC 555A: Family and Community Engagement (1)
- EDUC 555B: Family and Community Engagement (1)
- EDUC 576: Personnel Development (3)
- EDUC 577: School Finance (2)
- EDUC 578: School Law (3)
- 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 595: Internship in Educational Administration (2, 2)
- EDUC 596: Reflective Seminar (1, 1)
- EDUC 593: Culminating Professional Portfolio (2)
- EPSY 541A: Assessing Student and Staff Instructional Needs (1)
- EPSY 541B: Assessing Student and Staff Instructional Needs (1)
- EPSY 542: Group Dynamics and Instructional Leadership (2)
- EPSY 583: Current Issues in Exceptionality (2)

Principal or Program Administrator Certification Only Curriculum

18 semester hours

All Candidates required to take:

- EDUC 576: Personnel Development (3)
- EDUC 577: School Finance (2)
- EDUC 578: School Law (3)
- EDUC 595: Internship in Educational Administration (2, 2)
- EDUC 596: Reflective Seminar (1, 1)
- EDUC 593: Culminating Professional Portfolio (2)
- EPSY 583: Current Issues in Exceptionality (2)

Candidates in the Certificate Only program may have equivalencies from their master's program for the courses listed below (14 semester hours). If they do not have equivalencies, they may need to take these courses as a part of their program in addition to the courses listed above.

- EDUC 555A: Family and Community Engagement (1)
- EDUC 555B: Family and Community Engagement (1)
- EDUC 582: Instructional Leadership I: Standards Based Teaching, Learning and Assessment (4)

- EDUC 583: Instructional Leadership II: Teaching Development and the School Improvement Process (4)
- EPSY 541A: Assessing Student and Staff Instructional Needs (1)
- EPSY 541B: Assessing Student and Staff Instructional Needs (1)
- EPSY 542: Group Dynamics and Instructional Leadership (2)

Education (EDUC) Graduate Level Courses

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

MA for Residency Certification Program course

EDUC 510: Teaching Reading and Language Arts

Investigates how children learn to read, improve their fluency, and strengthen their vocabulary and comprehension. Includes required reading tutoring practicum. (3)

EDUC 511: Strategies for Language/Literacy Development

The developmental nature of literacy learning with emphasis on the vital role of language and the interrelatedness and interdependence of listening, speaking, reading, and writing as language processes. (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: Current 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)

EDUC 527: Multicultural Children's Literature

Exploration of multi-cultural issues in the context of children's literature. (2)

EDUC 528: Reading and Writing Across the K-8 Curriculum

Investigates genres of contemporary children's literature and how to develop a personal repertoire of reading material for classroom use. Also examines strategies for teaching writing in K-8 classroom. (2)

EDUC 529: Reading and Writing Across the Secondary Curriculum

Explores strategies for integrating young adult reading materials and written work and reading and writing instruction in all secondary content areas. (2)

EDUC 538: Strategies for Whole Literacy Instruction (K-12)

The use of language as a tool for learning across the curriculum, and the roles of language in all kinds of teaching and learning in K-12 classrooms. Strategies for reading/writing in content areas, thematic teaching, topic study, and integrating curriculum. (4)

EDUC 544: Sociocultural Foundations of Education

Examines the purposes of K-12 schools, the root causes of the achievement gap, and the ways accomplished teachers adapt to the changing sociocultural context of schooling. (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: Family and Community Engagement

Examines the roles and responsibilities of instructional leaders 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 555B: Family and Community Engagement

Examines the roles and responsibilities of instructional leaders 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: Critical Issues in Secondary Teaching

Introduces what successful secondary teachers know and are able to do in the areas of curriculum and assessment, instructional methods, and classroom management. (2)

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 M.A.E.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 M.A.E./Cert Program or consent of instructor. (3)

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

A seminar focusing on development of professionalism and competence in inquiry and reflective practice. (2)

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: Elementary Reading, Language Arts, Social Studies

Practice designing, implementing, and assessing lessons and units that integrate reading, language arts, and social studies content in K-8 classrooms. Introduces exemplary reading, language arts, and social studies classroom materials and examines what successful classroom managers in K-8 classrooms know and are able to do. (2)

EDUC 566: Elementary Math and Science

Practice designing, implementing, and assessing math and science lessons and units in K-8 classrooms. Introduces exemplary math and science classroom materials and examines what successful classroom managers in K-8 classrooms know and are able to do. (2)

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 M.A.E./Cert program. (5)

EDUC 570: Introduction to Educational Leadership

Discussion of major leadership theories; qualities and skills necessary to develop as a strong educational leader; research in successful leadership strategies. (3)

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. (3)

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 finance 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. (3)

EDUC 580: Instructional Theory and 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 utilizing best practices in technology. (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 the instructional leaders' roles as mentors, coaches and facilitators, including 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 or 4)

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

Leadership development for administrators and faculty. Focus on higher education leadership models as they relate to PLU. Restricted to PLU administrators and faculty. (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: Culminating Seminar

M.A.E./Certification candidates finalize their professional growth plans by revisiting foundational questions from the beginning of the program, reviewing key concepts from individual courses, re-examining PLU's emphasis on "educating for lives of thoughtful inquiry, service, and care," and comparing and contrasting their internship experiences. (4)

EDUC 591: Independent Study

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. (1 to 4)

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. Pass/fail only. (2)

EDUC 595: Internship in Educational Administration

Students will register for two semester hours in each of two semesters. Internship in educational administration jointly planned and supervised by the School of Education and Movement Studies 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: Reflective 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 to 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. Pass/fail only. (3 or 4)

Educational Psychology (EPSY) Graduate Level Courses

EPSY 540: Teacher Portfolio Assessment

Introduces candidates to the art and practice of 21st Century evidence-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 to 10)

EPSY 541A: 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 541B: 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. (2)

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 MA/Cert program or consent of instructor. (2)

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)

EPSY 587: Special Topics in Educational Psychology

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. (1 to 4)

EPSY 588: Special Topics in Educational Psychology

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. Selected advanced topics. (1 to 4)

EPSY 589: Special Topics in Educational Psychology

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. Selected advanced topics. (1 to 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 to 4)

Special Education (SPED) Graduate Level Courses

SPED 520: Teaching Elementary Students with Special Needs

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 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 educational needs of individuals with severe and profound disabilities. (2)

SPED 577: The Inclusive Classroom

Introduction to the principles and practices of inclusive education. (2)

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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)

Masters of Arts (Marriage and Family Therapy)

253.535.7659

www.plu.edu/marriage-family-therapy/

mfth@plu.edu

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 resumé, 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 non-refundable \$300 advanced tuition deposit to confirm their acceptance of an offer of admission within three weeks of their acceptance date.

Degree Requirements

47 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 (3)
- MFTH 507: Comparative Marriage and Family Therapy (4)
- MFTH 510: Human Sexuality, Sex Therapy, and Couples Therapy(4)
- MFTH 511: Psychosocial Pathology: Relationship to Marriage and Family Therapy (4)
- MFTH 512: Professional Studies in Marriage and Family Therapy (4)
- 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)
- **Elective**
 - MFTH 527: Extended Practicum V (2)
 - MFTH 590: Graduate Seminar (1 to 4)
 - MFTH 598: Research Project (1 to 4)
 - MFTH 599: Thesis (4)

Marriage and Family Therapy (MFTH) Graduate Level Courses

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. (3)

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, Sex Therapy, and Couples Therapy

An overview of the diversity of human sexuality, sexual identity and gender identity expression, and a study of basic clinical approaches to individual and relational sexual issues and challenges as well as couples therapy models. Issues of discomfort and biases around sexuality are also addressed. (4)

MFTH 511: Psychosocial Pathology: Relationship to Marriage and 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. (4)

MFTH 519: Practicum I

First semester of practica required as part of the continuous process toward developing specific therapeutic competencies in work with individuals, couples and families. (2)

MFTH 520: Theory I

First semester of theory taken in conjunction with MFTH 519. (2)

MFTH 521: Practicum II

Second semester of practica required as part of the continuous process toward developing specific therapeutic competencies in work with individuals, couples, and families. (2)

MFTH 522: Theory II

Second semester of theory taken in conjunction with MFTH 521. (2)

MFTH 523: Practicum III

Third semester of practica required as part of the continuous process toward developing specific therapeutic competencies in work with individuals, couples, and families. (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 525: Practicum IV

The four semesters of practica are part of a continuous process toward developing specific therapeutic competencies in work with individuals, couples, and families. The practica present a competency-based program in which each student is evaluated regarding: (a) case management skills; (b) relationship skills; (c) perceptual skills; (d) conceptual skills; (e) structuring skills; and (f) professional development skills. Practica 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 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 527: Extended Practicum V

For students who wish to complete their required practica in five rather than four semesters. This course is an extension of the previously described practica courses. (2)

MFTH 590: Graduate Seminar

Selected topics as announced. (1 to 4)

MFTH 598: Non-thesis Research Project

To provide graduate students with graduate-level non-thesis research opportunities. The title will be listed on the student term-based record

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as Project: followed by the specific title designated by the student. (1 to 4)

MFTH 599: Thesis

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. (1 to 4)

Master of Business Administration

253.535.7330

www.plu.edu/mba
plumba@plu.edu

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 is available online at www.plu.edu/mba.
- A current résumé detailing work experience and community service
- All official transcripts from higher education institutions
- 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. DEGREE REQUIREMENTS

45 semester hours

Prerequisite/First-Year Co-requisite: *Statistics*

• M.B.A. Core

36 semester hours

- 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: Corporate Information Systems Mgmt (3)
- BUSA 521: Supply Chain and Operations Management (3)
- BUSA 523: Managing Innovation (3)
- BUSA 590: Strategy and Global Competitiveness (3)
- COMA 543: Conflict and Negotiation (3)
- BUSA 522: The Global, Social, Political Environment of the Firm (3) **or** ECON 520: Economic Policy Analysis (3)
- Required International Experience

• MBA Electives

Nine semester hours

- **Select from the following Business courses:**
 - BUSA 535: Financial Investments (3)
 - BUSA 542: Leading Change (3)
 - BUSA 549: Strategic Management of Human Capital (3)
 - BUSA 550: Leading Family and Closely-Held Enterprises (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 565: Marketing Strategy (3)
- BUSA 570: Technology Management (3)
- BUSA 577: Project Management (3)
- BUSA 587/588/589: Special Topics (1 to 4)
- BUSA 591: Independent Study (1 to 4)
- BUSA 595: Internship (1 to 4)

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

9 semester hours

- BUSA 560: Managing Health Care Enterprises (3)
- **And 6 semester hours from the following:**
 - BUSA 542: Leading 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 565: Marketing Strategy (3)
 - BUSA 577: Project Management (3)
 - Approved BUSA 587/588/589: Special Topics (1 to 4)
 - BUSA 595: Internship (1 to 4)

• Entrepreneurship and Closely-Held Enterprises Emphasis

9 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 6 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 549: Strategic Management of Human Capital (3)
 - BUSA 565: Marketing Strategy (3)
 - BUSA 577: Project Management (3)
 - Approved BUSA 587/588/589: Special Topics (1 to 4)
 - BUSA 595: Internship (1 to 4)

• Technology and Innovation Management Emphasis (TIM)

9 semester hours

- BUSA 570: Technology Management (3)
- **And, 6 semester hours from the following:**
 - BUSA 542: Leading Change (3)
 - BUSA 555: Knowledge Management (3)
 - BUSA 577: Project Management (3)
 - Approved BUSA 587/588/589: Special Topics (1 to 4)
 - BUSA 595: Internship (1 to 4)

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.

Business Administration (BUSA) Graduate Level Courses

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 an international experience prior to graduation. (3) BUSA 509 Global Business Perspectives Lab: 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 ethical 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: Corporate Information Systems Management

Examines the strategic role of information technology and systems in enabling decision-making and organizational effectiveness for competitive advantage. Discusses a broad range of information management topics including the impacts of information technology on organization and business models, corporate IT infrastructure and governance, sourcing and funding IT, and IT service and project delivery. *Prerequisites:* BUSA 509, BUSA 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, 511, 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 542: Leading 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 investment and other impacts on firm performance. Human resource best practices for developing and sustaining a high-involvement workforce to achieve competitive advantage. *Prerequisite:* BUSA 515. (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 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 509 or 515. (3)

BUSA 558: New Venture Management

Examines the entrepreneurial skills and conditions needed for effective business start-ups whether independent or within larger organizations.

Prerequisite: 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 Regulations, 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 565: Marketing Strategy

Addresses development and execution of marketing strategies in a customer-driven marketplace. Explores theories, methods, analytical techniques, and current best practices for developing and implementing marketing strategies. Focus is on integrating marketing knowledge into applied strategy for the firm. Applies creative thinking and problem-solving skills to "real world" situations. Course includes classic readings, cases, and experiential learning. **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 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 587: Special Topics in Business Administration

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. Selected advanced topics. (1 to 4)

BUSA 588: Special Topics in Business Administration

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. Selected advanced topics. (1 to 4)

BUSA 589: Special Topics in Business Administration

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. Selected advanced topics. (1 to 4)

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 509, 510, 511, 513, 515, 517, 519, 521, and 522 or ECON 520. (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 to 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 to 4)

Master of Science in Finance (M.S.)

253.535.7224

www.plu.edu/msf

Total Hours Required for Degree

36 to 40 semester hours, with 36 required for graduation

Fall Semester

12 to 16 semester hours

- ECON 503: Economics for Finance (4)
- BMSF 505: Financial Econometrics (4)
- BMSF 512: Financial Accounting: Reporting and Analysis I (4)
- BMSF 514: Foundations of Finance (4)
- **Note:** Students with undergraduate majors in accounting, economics, or finance may be able to waive one of ECON 503, BMSF 512 or 514, respectively.

J Term

4 semester hours

Students may select from a rotation in which one of three courses will be taught or elect to complete a credit-bearing internship.

- ECON 516: International Economics (4)
- BMSF 518: Financial Accounting: Reporting and Analysis II (4)
- BMSF 530: Financial Markets, Institutions, and Intermediaries (4)
- BMSF 595: Internship (4)

Spring Semester

16 semester hours

- BMSF 507: Mathematical and Stochastic Foundations for Finance (4)
- BMSF 532: Valuation, Fixed Income, Derivatives, Alternatives (4)
- BMSF 534: Portfolio Theory and Management (4)
- BMSF 536: Advanced Corporate Finance (4)

Summer Session

2 to 6 semester hours

Classes will be scheduled concurrently and begin after the Level II CFA exam in early June and end in July.

- BMSF 538: Risk Management (2)
- BMSF 599: Capstone: Integration and Graduate Research in Finance (2 or 4)
- **Note:** Students may complete BMSF 538 and a 2-hour capstone or they may complete a 4-hour capstone.

Finance (BMSF) Graduate Level Courses

BMSF 505: Financial Econometrics

Econometric methods in finance including specification, estimation, and testing in regression models as applied to financial problems. Analysis and forecasting of financial data including regression time series models. Detailed coverage of ARIMA models, nonstationary time-series, cointegration, and ARCH-GARCH models. Students use analytical software and basic programming/modeling skills on numerous real data sets. (4)

BMSF 507: Mathematical and Stochastic Foundations for Finance

Mathematical tools essential for finance, including matrix algebra, constrained optimization, ordinary and partial differential equations, numerical methods for optimization and differential equations, and statistics. Using financial examples, the focus is on stochastic process and stochastic calculus. Topics include: general probability theory, martingales, Brownian motion and diffusion, jump processes, and Ito's lemma. Students gain modeling skills using analytical software. (4)

BMSF 512: Financial Accounting: Reporting & Analysis I

Intermediate financial accounting, including financial reporting (IFRS and GAAP), financial statements analysis, analysis of inventories, assets, taxes, debt, and off-balance sheet assets, and liabilities. Emphasis on ratio and financial analysis, and the quality of reported data. (4)

BMSF 514: Foundations of Finance

Foundations of finance across a wide spectrum of topics including the essentials of corporate finance, equity investments, fixed income,

derivatives, alternative investments, and portfolio management. (4)

BMSF 516: International Economics

Regional and international specialization, comparative costs, international payments and exchange rates; national policies that promote or restrict trade. (4)

BMSF 518: Financial Accounting: Reporting & Analysis II

Accounting topics including inventory, assets, inter-corporate investments, stock compensation, pensions, accounting for multinational firms, and financial statement analysis relevant to valuation. Includes accounting for business combinations. (4)

BMSF 530: Financial Markets, Institutions, Intermediaries

Money and banking systems, both domestic and international. Efficiency and effectiveness of different markets and the institutions that regulate and control them. Includes the study of domestic (e.g., Fed, Treasury, SEC, FINRA, FDIC, SIPC) and international (e.g., BIS, IMF, World Bank) institutions, as well as the role of financial intermediaries (e.g., investment banks). Essentials of securities regulation (e.g., Securities Acts of 1933/4, Regulation FD, Sarbanes-Oxley, Gramm-Leach-Bliley, Dodd-Frank, Volcker Rule). (4)

BMSF 532: Valuation, Fixed Income, Derivatives, Alternatives

Valuation of investments, divisions, and firms, with an emphasis on projecting and discounting cash flows. Examines EVA, real options, and alternative methods of valuation with an emphasis on using Excel modeling. Fixed income and hybrid securities are examined including the valuation impacts of their features as well as fixed income portfolios and risk analysis (duration, convexity, immunization). In-depth analysis of derivative securities. Introduces several alternative investments including real estate, venture capital, private equity, private firms, and commodities. (4)

BMSF 534: Portfolio Theory and Management

Portfolio theory and application. Includes the development of investment policy statement including asset allocation and security selection tools. Study of the management of individual/family/institutional/pension portfolios across asset classes (equity, fixed income, alternatives) with regard to risk management, tax efficiency, liquidity, and execution of portfolio decisions. Covers performance reporting and attribution, and manager selection processes. (4)

BMSF 536: Advanced Corporate Finance

Issues faced by corporate financial managers within the firm at the firm- and investment levels. Covers firm financing structure, optimal capital structure derivation, financing alternatives, costs of financial distress, and financial securities (stocks, bonds, hybrids). Investment-level topics include tools for analyzing and financing projects, and intra-firm financial structuring alternatives. (4)

BMSF 538: Risk Management

Comprehensive risk management frameworks to categorize and understand financial and non-financial risk. Includes the measurement of risk, as well as the tools used to manage and mitigate risk, including the use of derivatives. Covers the roles and aims of regulatory agencies and structures in managing risk. (2)

BMSF 548: Topics in Finance

Covers contemporary and critical topics in finance. Specific topics, readings, and projects are determined by the instructor. May be repeated up to maximum of 4 hrs. (1 to 4)

BMSF 595: Internship

Application of finance in field setting. Credit granted determined by hours spent in working environment and depth of project associated with course of study. Pass/Fail. (1 to 4)

BMSF 599: Capstone: Integration & Graduate Research in Finance

Program integration and research project in finance. (2 or 4)

Master of Fine Arts (Creative Writing)

253.535.7221

www.plu.edu/mfa

mfa@plu.edu

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. (4 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. (4 to 12 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.

Creative Writing (ENGL) Graduate Level Courses

ENGL 504: Summer Residency I

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 II

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 III

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 IV

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 591: Independent Study

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. (1 to 4)

2012 2013 / Graduate / Degrees / Creative writing MFA

ENGL 595: Internship

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. (1 to 12)

ENGL 598: Non-thesis Research Project

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. (1 to 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)

Master of Science in Nursing

253.535.7672

www.plu.edu/nursing

nurs@plu.edu

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 and Certified Nurse Educator.

MASTER OF SCIENCE IN NURSING DEGREE REQUIREMENTS

33 to 48 semester hours

Prerequisite Course for Traditional M.S.N.

Introductory Statistics (including inferential and descriptive)

M.S.N. CORE

18 to 19 semester hours

- NURS 523: Role of the Advanced Practice Nurse (3)
- NURS 524: Advanced Health Promotion (2)
- NURS 525: Theoretical Foundations (3)
- NURS 526: Nursing Leadership and Management (3)
- NURS 527: Evaluation and Outcomes Research (3)
- NURS 540: Illness/Disease Management (2)
- Approved Elective (2 or 3)

M.S.N. Capstone

2 to 4 semester hours

- NURS 596: Scholarly Inquiry (2) **or**
- NURS 599: Thesis (4)

Concentration Coursework

12 to 23 semester hours (Outlined Below)

• Care and Outcomes Manager Concentration

12 semester hours

Required Courses:

- NURS 530: Resource Management (3)
- NURS 531: Care & Outcomes Manager Practicum I (3)
- NURS 532: Care & Outcomes Manager Practicum II (6)

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 generalists.

• Family Nurse Practitioner Concentration

30 semester hours

Required Courses:

- NURS 530: Resource Management (3)
- NURS 531: Care and Outcomes Manager Practicum I (3)
- NURS 580: Advanced Pathophysiology (3)
- NURS 582: Advanced Health Assessment (4)

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- 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

RN-B TO M.S.N. PROGRAM SAMPLE CURRICULUM

32 semester hours (graduate-level, at minimum)

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 M.S.N. Program Requirement

- NURS 430: Situations with Communities (5)

Year One: Summer (COM-Advanced Generalist)

- NURS 580: Advanced Pathophysiology (3)

Fall (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 (M.S.N. Core)

- NURS 524: Advanced Health Promotion (2)
- NURS 540: Illness/Disease Management (2)

Spring (COM - Advanced Generalist)

- NURS 527: Evaluation and Outcomes Research (3)
- NURS 530: Resource Management (2)
- NURS 531: Care and Outcomes Manager Practicum I (3)

Year Two: Summer (COM-Advanced Generalist)

- NURS 532: Care & Outcomes Manager Practicum II (6)
- NURS 596: Scholarly Inquiry (2)

ENTRY-LEVEL MASTER OF SCIENCE IN NURSING PROGRAM

ENTRY-LEVEL M.S.N. PRE-LICENSURE AND ADVANCED GENERALIST CURRICULUM

55 semester hours (pre-licensure)

30 semester hours (post-licensure, at minimum)

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 w/ Individuals: Adult Health I (4)
- NURS 350: Situations w/ 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 w/ Families: Childbearing (OB) (4)
- NURS 430: Situations with Communities (5)
- NURS 440: Situations w/ 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, Educator, 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 or the FNP concentration is not guaranteed or implied; when and if available, seats are limited and selection is therefore highly competitive.

Year Two: 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)

Year Two: January (Post-Licensure, M.S.N. Core)

- NURS 524: Advanced Health Promotion (2)
- NURS 540: Illness/Disease Management (2)

Year Two: Spring (COM - Advanced Generalist)

2012 2013 / Graduate / Degrees / Nursing MSN

- NURS 527: Evaluation and Outcomes Research (3)
- NURS 530: Resource Management (2)
- NURS 531: Care and Outcomes Manager Practicum I (3)

Year Three: Summer (COM-Advanced Generalist)

- NURS 532: Care & Outcomes Manager Practicum II (6)
- NURS 596: Scholarly Inquiry (2)

Nursing (NURS) Graduate Level Courses

NURS 220: Nursing Competencies I

Focuses on the core knowledge and competencies of therapeutic communication, and technical skills associated with health management.

Prerequisites: BIOL 205, 206; CHEM 105, PSYC 101. Pre- or Co-requisites: BIOL 201, PSYC 320. (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 320: Nursing Competencies II

Focuses on the core knowledge and competencies of advanced technical skills associated with health management. *Prerequisites:* NURS 260, 270, 280, 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. *Prerequisites:* Prior or concurrent enrollment in NURS 330, achievement of Junior I 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 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.

Prerequisites: 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 480: Professional Foundations II

Critical evaluation of role transition into professional nursing. *Prerequisites:* Concurrent enrollment in NURS 499, achievement of Senior II status. (2)

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, and achievement of Senior II status. (6)

NURS 523: Roles 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 to 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 to 6)

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 540: Illness and Disease Management

Builds on the foundations of pathophysiology, pharmacology, and health assessment and focuses on the attainment of positive clinical outcomes for a cohort or population. (2)

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 to 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 to 4)

NURS 593: Advanced Specialty Practice

Application of advanced practice nursing in clinical specialty practice. *Prerequisite:* Completion of all core requirements. (1 to 6)

NURS 595: Internship

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. (1 to 12)

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. Course may be taken more than once; this is a four-credit course; if repeated, credits may vary. (1 to 4)

Dual Master's (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: (a) leadership, (b) innovation, (c) global awareness, and (d) ethical responsibility. This program requires a ten-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 524: Advanced Health Promotion (2)
- NURS 525: Theoretical Foundations (3)
- NURS 526: Nursing Leadership & Management (3) **or** BUSA 515: Organizations and Leadership (3)
- NURS 527: Evaluation and Outcomes Research (3)
- NURS 531: Care & Outcomes Manager Practicum I (3)
- NURS 532: Care & Outcomes Manager Practicum II (1-6)
- NURS 538: Program Development (3) **or** BUSA 577: Project Management (3)
- NURS 596/599: Scholarly Inquiry/Thesis (4)
- BUSA 509: Global Business Perspectives (3) (includes ten-day study abroad with a focus on healthcare systems)
- BUSA 511: Accounting for Decision Making (3)
- BUSA 517: Understanding and Managing Financial Resources (3)
- BUSA 519: Corporate Information Systems Management (3)
- BUSA 521: Supply Chain and Operations Management (3)
- BUSA 523: Managing Innovation (3)
- BUSA 549: Strategic Management of Human Capital (3)
- BUSA 562: Health Care Regulation, Law and Ethics (3)
- BUSA marketing course as approved by the department.
- COMA 543: Conflict and Negotiation (3)
- ECON 520: Economic Policy Analysis (3) **or** BUSA 522: The Global, Social, Political Environment of the Firm (4)

To view the descriptions of the above courses, please go to the PLU Directory of Courses for graduate-level Nursing and for the graduate-level Business in this catalog.

University Policies

ACADEMIC INTEGRITY POLICY

Academic integrity is honesty concerning all aspects of academic performance.

www.plu.edu/student-handbook/code-of-conduct/academic-integrity.php

ACCOMMODATION OF PERSONS WITH DISABILITIES POLICY

In accordance with the Americans with Disabilities Act of 1990 and the Washington Law Against Discrimination (ADA), PLU will not discriminate against any student, applicant or employee because of the presence of a mental or physical disability.

www.plu.edu/student-handbook/code-of-conduct/accommodation

www.plu.edu/dss

[www.plu.edu/human-resources/Personnel-Manual/Equal Employment Opportunity.php#Accommodation of Persons with Disabilities](http://www.plu.edu/human-resources/Personnel-Manual/Equal%20Employment%20Opportunity.php#Accommodation%20of%20Persons%20with%20Disabilities)

AFFIRMATIVE ACTION POLICY

PLU 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.

[www.plu.edu/human-resources/Personnel-Manual/Equal Employment Opportunity.php#Affirmative Action](http://www.plu.edu/human-resources/Personnel-Manual/Equal%20Employment%20Opportunity.php#Affirmative%20Action)

COMPLAINT ARBITRATION/GRIEVANCE

PLU is committed to the internal resolution of disputes arising within the University Community, wherever such resolution is possible.

Faculty: www.plu.edu/provost/Faculty%20Handbook/Faculty%20Handbook%20all%20pages%20as%20of%20March%2021%202011.pdf

Staff: [www.plu.edu/human-resources/Personnel-Manual/Complaint Resolution.php](http://www.plu.edu/human-resources/Personnel-Manual/Complaint%20Resolution.php)

EMPLOYMENT AND EMPLOYEE RELATIONS

The Human Resource Office handles the employment and employee relations for PLU.

[www.plu.edu/human-resources/Personnel-Manual/Employment and Employee Relations.php](http://www.plu.edu/human-resources/Personnel-Manual/Employment%20and%20Employee%20Relations.php)

EQUAL EDUCATIONAL OPPORTUNITY POLICY

www.plu.edu/student-handbook/code-of-conduct/eo.php

EQUAL EMPLOYMENT POLICY

PLU 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 and physical disability, marital status, sexual orientation, or any other status protected by law.

www.plu.edu/human-resources/Personnel-Manual/Equal%20Employment%20Opportunity.php

FACULTY HANDBOOK

The PLU Faculty Handbook is the resource for all faculty.

[www.plu.edu/provost/Faculty Handbook/home.php](http://www.plu.edu/provost/Faculty%20Handbook/home.php)

FAMILY EDUCATION RIGHTS AND PRIVACY ACT

www.plu.edu/student-handbook/code-of-conduct/FERPA.php

FINANCIAL PRIVACY POLICY

The Gramm-Leach Bliley (GLB) Act mandates extensive privacy protections for consumers. The Family Educational Rights and Privacy Act (FERPA) PLU privacy provisions meet the requirements of the GLB Act. However, colleges and universities are subject to provisions related to administrative, technical and physical safeguarding of customer information. Regulations carrying out this act are in effect as of May 23, 2003.

[www.plu.edu/finance-ops/Privacy and Hotline Information/Privacy and Hotline Information.php](http://www.plu.edu/finance-ops/Privacy%20and%20Hotline%20Information/Privacy%20and%20Hotline%20Information.php)

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT

www.plu.edu/finance-ops

Under the Health Insurance Portability and Accountability Act of 1996, PLU 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.

HIGHER EDUCATION OPPORTUNITY ACT OF 2008 (Section 488)

www.plu.edu/helpdesk/policies/all-computer-network-use.php

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. General ELCA guidelines suggest that inclusive language avoid stereotypes and biases and not alienate, demean, or misrepresent persons based on gender, race, physical or mental ability, sexual orientation, class, nationality, religion, family, age, or status. PLU promotes the use of language that includes and affirms groups that have often been misrepresented in or left out of discourse, directs our attention to the nuances of social reference and calls us to address all individuals with respect.

www.plu.edu/provost/Faculty%20Handbook/protected/faculty-handbook-seventh-ed-as-of-april-23-2012.pdf

NON-DISCRIMINATION POLICY

Select document "PLU Policies, Procedures and Guidelines" at: www.plu.edu/dss/documents-forms/home.php

Human Resources: www.plu.edu/human-resources/Personnel-Manual/home.php

PLU POLICY AND THE LAW

www.plu.edu/student-handbook/code-of-conduct/PLU-policy.php

SEXUAL MISCONDUCT POLICY

www.plu.edu/student-handbook/code-of-conduct/sexual-misconduct.php

www.plu.edu/human-resources/Personnel-Manual/Equal%20Employment%20Opportunity.php

[www.plu.edu/human-resources/Personnel-Manual/General%20Human Resources Policies.php](http://www.plu.edu/human-resources/Personnel-Manual/General%20Human%20Resources%20Policies.php)

STUDENT RIGHT TO KNOW AND CAMPUS SECURITY ACT

Institutional Information: www.plu.edu/institutional-research/factbook

Campus Safety Clery Statistics: www.plu.edu/campus-safety/annual-report/home.php

Student Life and Campus Resources

The university offers many 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 Advising Office

Ramstad 112
Assistance with advising; resources for selecting classes
253.535.7459
www.plu.edu/academic-advising
advising@plu.edu

Academic Assistance Center

Library 124
Finding tutors for classes; assistance with study skills
253.535.7518
www.plu.edu/aac
learningctr@plu.edu

Academic Internships

Ramstad 112
Internship opportunities and requirements
253.535.7324
www.plu.edu/intern

Admission

Hauge 109
Admission-related questions
253.535.7151
www.choose.plu.edu
admission@plu.edu

Army ROTC

Memorial Gym 105
Assisting students who desire to participate in Army ROTC (open to all first-year student 253.535.8200
www.plu.edu/~ROTC
ROTC@plu.edu

Athletics

Olson Gymnasium 101
NCAA Division III, 20 varsity sports, intramurals, Names Fitness Center, swimming pool, and more
253.535.7352
www.golutes.com
athletics@plu.edu

PLU Bookstore: Garfield Book Company

Located at Garfield and Pacific
School supplies, books, clothes
253.535.7665
luteworld.plu.edu (online open 24/7/365)
books@plu.edu

Campus Concierge

Anderson University Center, Main Floor
Information Desk
253.535.7411
www.plu.edu/concierge
concierng@plu.edu

Campus Ministry

Anderson University Center 190□
Assistance with worship opportunities on and off campus
253.535.7464
www.plu.edu/campus-ministry
cmin@plu.edu

Campus Safety

Harstad G-28
Parking information; safety information

2012 2013 / Student life and campus resources

253.535.7441

www.plu.edu/campus-safety

campussafety@plu.edu

Career Development

Ramstad 112

Information on career opportunities; career exploration

253.535.7459

www.plu.edu/career

career@plu.edu

Center for Community Engagement and Service

Ramstad Hall 116

Provides information about specific volunteer opportunities

253.535.8318

www.plu.edu/service

service@plu.edu

Conferences and Events

Anderson University Center

Information on campus events and planning

253.535.7450

www.plu.edu/events or www.plu.edu/calendar

events@plu.edu

Counseling Center

Anderson University Center 300

Assistance with personal problems or academic issues of a personal nature

253.535.7206

www.plu.edu/counseling

councen@plu.edu

Dining & Culinary Services

Anderson University Center

Provides the food services for the campus

253.535.7472

www.plu.edu/diningandculinary

dining@plu.edu

Disability Support Services

Anderson University Center

Assists students with accommodations

253.535.7206

www.plu.edu/dss

dss@plu.edu

Dispute Resolution

www.plu.edu/udrc

udrc@plu.edu

Diversity Center

Anderson University Center 150

Diversity, cultural events and student support

253.535.8750

www.plu.edu/dcenter

dcenter@plu.edu

The Elliott Press

Ingram Hall 122

253.535.7387

Financial Aid Office

Hauge 102

Financial Aid, scholarships, and loan information

253.535.7806

www.plu.edu/financial-aid

finaid@plu.edu

First-Year Experience

2012 2013 / Student life and campus resources

Bloomquist House 11
Acting Director Erin McKenna is available to answer questions regarding the First-Year Experience
253.535.7806
www.plu.edu/first-year
mckenna@plu.edu

Health Center

Corner of Park and 121st
On campus health care for students
253.535.7337
www.plu.edu/health-center
health@plu.edu

Help Desk - Information and Technology Services

(Computers and Research)
Library
Computer-related questions; phone issues
253.535.7525 and 253.535.7500
www.plu.edu/its and www.plu.edu/libr
helpdesk@plu.edu

International Student Services

Anderson University Center 161
Provides support for international students
253.535.7195
www.plu.edu/iss
iss@plu.edu

KPLU-FM, National Public Radio

Neeb Center
NPR Radio station 253.535.7758
www.kplu.org
info@kplu.org

Library Services

(see Information and Technology Services)

LuteCard/LuteWorld/Campus Concierge

Anderson University Center, Main Floor
Activating a LuteCard (PLU ID card), reporting lost cards, general university information
253.535.7411
www.plu.edu/lutecard
lutecard@plu.edu

New Student Orientation

Assists students with smooth transition to PLU community
253.535.7195
www.plu.edu/new

Off-Campus Student Services

253.535.7195
www.plu.edu/commuter-students
www.plu.edu/residential-life/living-off-campus
commuter@plu.edu

Public Service, Center for

Ramstad Hall 114
Supports student, staff, and faculty engagement in local community's needs and opportunities
253.535.7459
www.plu.edu/public-service
service@plu.edu

Registrar

Hauge 102
Class scheduling, registration appointment times, grades, academic policies, CAPP
253.535.7131
www.plu.edu/registrar
regi@plu.edu

Residential Life

Anderson University Center 161
Assists with issues related to residence halls

2012 2013 / Student life and campus resources

253.535.7200

www.plu.edu/residential-life

rlif@plu.edu

Student Conduct

Anderson University Center 161

253.535.7195

www.plu.edu/conduct

conduct@plu.edu

Student Employment

Ramstad Hall 112

Provides employment opportunities for students

253.535.7459

www.plu.edu/studentemployment

stuemp@plu.edu

Student Involvement and Leadership

Anderson University Center 161

Advocates for student directed experiences

253.535.7195

www.plu.edu/student-involvement

sil@plu.edu

Student Life

Hauge 105

Provides programs and services that advance the development and well-being of students

253.535.7191

www.plu.edu/student-life

slif@plu.edu

Student Services Center

Hauge 102

Add and drop classes, transcripts, payment options; financial aid assistance, and billing questions

253.535.7161

800.678.3243

www.plu.edu/student-services

ssvc@plu.edu

Study Away

Wang Center for Global Education

Provides international study away opportunities

253.535.7577

www.plu.edu/wang-center

wangctr@plu.edu

Summer Session

Summer courses offered June to July

253.535.8628

www.plu.edu/summer

summer@plu.edu

Wang Center for Global Education

868 Wheeler St

Provides opportunities for international study away

253.535.7577

www.plu.edu/wang-center

wangctr@plu.edu

Women's Center

801 121st St

Provides resources and programs to promote gender equity

253.535.8759

www.plu.edu/womenscenter

womencen@plu.edu

Writing Center

Mortvedt Library 220

Help with writing and tutoring

253.535.8709

www.plu.edu/writingcenter

writing@plu.edu

Contact Information and Rosters

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 Web site is www.plu.edu/concierge. Visitors are welcome at any time. Special arrangements for tours and appointments may be made through the Office of Admission. Further information may be found on our Web site: www.plu.edu.

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 relations University Relations	535.7177	development@plu.edu	Gifts, bequests, grants, the annual fund, and church
Vice President for Finance and Operations	535.7121	fiop@plu.edu	Financial management and administrative services
Admission	535.7151 (800.274.6758)	admission@plu.edu	General information, admission of students, and publications for prospective students and advanced placement
Alumni and Constituent Relations	535.7415	alumni@plu.edu	Alumni, parent, donor and church events, programs and services
Campus Concierge	535.7411	concierng@plu.edu	Help desk, information, ID Cards, and Lute Buck\$ www.plu.edu/conciere
Campus Ministry	535.7464	cmin@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	ssvc@plu.edu	Payment contracts, billing inquiries, transcripts, schedules, 1.800.678.3243 registration, veterans questions, general financial aid questions and verification of enrollment
Wang Center for Global Education	535.7577	wangctr@plu.edu	Short and long-term study away programs; international Global Education internships; faculty and student research grants; PLU International Gateway Programs; symposia; support for visiting international scholars

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 2011-12 will be installed in October 2011.

First	Last	Title	Department	Division
Bruce	Bjerke	Chair	Officers 2011-2012	Board of Regents
James	Hushagen	Vice Chair	Officers 2011-2012	Board of Regents
Eileen	Tellefson	Secretary	Officers 2011-2012	Board of Regents
Thomas W.	Krise	President, PLU, Tacoma, WA	Ex-Officio	Board of Regents
Daniel	Alsaker	Spokane, WA, ELCA	2011-2014 Term	Board of Regents
Neal	Arnston	Vancouver, WA, ELCA	2011-2014 Term	Board of Regents
Bruce	Bjerke	Seattle, WA, At-Large (Chair)	2011-2014 Term	Board of Regents
W. Chris	Boerger	Seattle, WA, Bishop ELCA	2011-2014 Term	Board of Regents
Estelle	Kelley	Portland, OR, At-Large	2011-2014 Term	Board of Regents
Brenda	Morris	Lake Tapps, WA, At-Large	2011-2014 Term	Board of Regents
Knut	Olson	Lakewood, WA, ELCA	2011-2014 Term	Board of Regents
Jeffrey	Rippey	Portland, OR, At-Large	2011-2014 Term	Board of Regents
Jerry	Skaga	Gig Harbor, WA, ELCA	2011-2014 Term	Board of Regents
Charleen	Tachibana	Woodinville, WA, ELCA	2011-2014 Term	Board of Regents
Bradley	Tilden	Issaquah, WA, At-Large	2011-2014 Term	Board of Regents
Andrew	Yee	Camino Island, WA, ELCA	2011-2014 Term	Board of Regents
David	Brauer-Rieke	Portland, OR, Bishop ELCA	2010-2013 Term	Board of Regents
Darren	Hamby	Seattle, WA, ELCA	2010-2013 Term	Board of Regents
Darryl (Tony)	Hicks	Vernon Hills, IL, At-Large	2010-2013 Term	Board of Regents
James	Hushagen	Tacoma, WA, ELCA (Vice Chair)	2010-2013 Term	Board of Regents
David	Johnson	Mount Vernon, WA, Alumni	2010-2013 Term	Board of Regents
Lisa	Korsmo	Lakewood, WA, ELCA	2010-2013 Term	Board of Regents
Kathleen	McCallum Sachse	Kirkland, WA, ELCA	2010-2013 Term	Board of Regents
Donald	Morken	Redmond, WA, At-Large	2010-2013 Term	Board of Regents
Larry	Neeb	Kirkwood, MO, At-Large	2010-2013 Term	Board of Regents
Nancy	Powell	Gig Harbor, WA, At-Large	2010-2013 Term	Board of Regents
Eileen	Tellefson	Gig Harbor, WA, ELCA (Secretary)	2010-2013 Term	Board of Regents
Vacancy			2010-2013 Term	Board of Regents

2012 2013 / Contacts rosters / Board of regents

First	Last	Title	Department	Division
Linda	Barbo	Seattle, WA, At-Large	2009-2012 Term	Board of Regents
Gayle	Berg	Martinsdale, MT, ELCA	2009-2012 Term	Board of Regents
Roe	Hatlen	Apple Valley, MN, At-Large	2009-2012 Term	Board of Regents
Darcy	Johnson	Seattle, WA, ELCA	2009-2012 Term	Board of Regents
Lisa	Kittilsby	Mercer Island, WA, ELCA	2009-2012 Term	Board of Regents
Mark	Knudson	St. Paul, MN, At-Large	2009-2012 Term	Board of Regents
Jon	Kvinsland	Gig Harbor, WA, Alumni	2009-2012 Term	Board of Regents
David	Peters	Billings, MT, ELCA	2009-2012 Term	Board of Regents
Donna	Schlitt	Portland, OR, ELCA	2009-2012 Term	Board of Regents
Tom Eric	Vraalsen	Oslo, Norway, At-Large	2009-2012 Term	Board of Regents
Martin	Wells	Spokane, WA, Bishop, ELCA	2009-2012 Term	Board of Regents
Donald	Wilson	Canby, OR, ELCA	2009-2012 Term	Board of Regents
Greg	Brewis	Executive Director of University Communications	2012-2013 PLU Advisory	Board of Regents
Laura F.	Majovski	Vice President for Student Life, Dean of Students	2012-2013 PLU Advisory	Board of Regents
Steven J.	Olson	Vice President for Development and University Relations	2012-2013 PLU Advisory	Board of Regents
Steven P.	Starkovich	Provost and Dean of Graduate Studies	2012-2013 PLU Advisory	Board of Regents
Karl A.	Stumo	Vice President for Admission and Enrollment Services	2012-2013 PLU Advisory	Board of Regents
Sheri J.	Tonn	Vice President for Finance and Operations	2012-2013 PLU Advisory	Board of Regents
Erin	McKenna	Philosophy, Faculty	2012-2013 PLU Advisory	Board of Regents
Wendelyn	Shore	Psychology, Faculty	2011-2012 PLU Advisory	Board of Regents
Jill	Whitman	Geosciences, Faculty	2012-2013 PLU Advisory	Board of Regents
Taylor	Astel	ASPLU Vice President, Student	2012-2013 PLU Advisory	Board of Regents
Ian	Metz	ASPLU President, Student	2012-2013 PLU Advisory	Board of Regents
Anthony	Venegas	ASPLU Director of Finance, Student	2012-2013 PLU Advisory	Board of Regents
Bishop Mark S.	Hanson	Bishop	Church Officials (Evangelical Lutheran Church in America)	Board of Regents
Carlos E.	Pena	Vice President	Church Officials (Evangelical Lutheran Church in America)	Board of Regents
David D.	Swartling	Secretary	Church Officials (Evangelical Lutheran Church in America)	Board of Regents
Linda O.	Norman	Treasurer	Church Officials (Evangelical Lutheran Church in America)	Board of Regents
Rev. Stanley	Olson	Executive Director	Church Officials (Division for Vocational Education)	Board of Regents
Rev. Mark	Wilhelm	Associate Executive Director for Educational Partnerships	Church Officials (Division for Vocational Education)	Board of Regents

2012 2013 / Contacts rosters / Board of regents

First	Last	Title	Department	Division
Marilyn	Olson	Assistant Director for Colleges and Universities	Church Officials (Division for Vocational Education)	Board of Regents

Administration

First	Last	Title	Division	Department
Thomas W.	Krise	President	President's Office	President
Vicky L.	Winters	Director of Administration	President's Office	President
Nancy J.	Connor	University Pastor	President's Office	Campus Ministry
Dennis G.	Sepper	University Pastor	President's Office	Campus Ministry
Steven	Starkovich	Provost and Dean of Graduate Studies	Provost Office	Office of the Provost
Jan P.	Lewis	Associate Provost for Curriculum	Provost Office	Office of the Provost
Karen E.	McConnell	Director of Assessment	Provost Office	Office of the Provost
Laura J.	Polcyn	Associate Dean, Graduate Studies and Special Academic Programs	Provost Office	Office of the Provost
LeAnn D.	Evey	Senior Administrative Associate	Provost Office	Office of the Provost
Lisa A.	Henderson	Director of Academic Budgeting and Planning	Provost Office	Office of the Provost
Deirdre E.	McGoldrick	Systems and Data Analyst	Provost Office	Office of the Provost
Carol A.	Bautista	Faculty Governance Coordinator	Provost Office	Office of the Provost
Tamara	Williams	Acting Executive Director	Wang Center for Global Education	Wang Center for Global Education
Carmen J.	Esyssautier	Study Away Advisor, Assessment Coordinator	Wang Center for Global Education	Wang Center for Global Education
Megan C.	Grover	Short-term Programs Manager	Wang Center for Global Education	Wang Center for Global Education
Tanya J.	Ulsted	Study Away Programs Manager	Wang Center for Global Education	Wang Center for Global Education
JoDee	Keller	Chair, Global Studies Program	Multi-disciplinary Programs	Multi-disciplinary Programs
Michael	Behrens	Acting Director, International Honors Program	Multi-disciplinary Programs	Multi-disciplinary Programs
Paul	Manfredi	Chair, Chinese Studies Program	Multi-disciplinary Programs	Multi-disciplinary Programs
Lisa	Marcus	Chair, Women's and Gender Studies Program	Multi-disciplinary Programs	Multi-disciplinary Programs
Solveig C.	Robinson	Director, Publishing and Printing Arts Program	Multi-disciplinary Programs	Multi-disciplinary Programs
Jennifer	Jenkins	Chair, Scandanavian Area Studies Program	Multi-disciplinary Programs	Multi-disciplinary Programs
William	Teska	Chair, Environmental Studies Program	Multi-disciplinary Programs	Multi-disciplinary Programs
Erin	McKenna	Acting Director, First-Year Experience Program	Multi-disciplinary Programs	Multi-disciplinary Programs
James	Albrecht	Dean	College of Arts and Sciences	Division of Humanities
Rona	Kaufman	Chair, English	College of Arts and Sciences	Department of English

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First	Last	Title	Division	Department
Pauline	Kaurin	Chair, Philosophy	College of Arts and Sciences	Department of Philosophy
Marit	Trelstad	Acting Chair, Religion	College of Arts and Sciences	Department of Religion
Eric D.	Nelson	Chair, Languages and Literatures	College of Arts and Sciences	Department of Languages and Literatures
Susan E.	Young	Director, Scandanavian Cultural Center	College of Arts and Sciences	Scandinavian Culture Center
Bridget E.	Yaden	Director, Learning Resource Center	College of Arts and Sciences	Learning Resources Center
Matthew	Levy	Director, Writing Center	College of Arts and Sciences	Writing Center
Matthew J.	Smith	Dean	College of Arts and Sciences	Division of Natural Sciences
Ann J.	Auman	Chair, Biology	College of Arts and Sciences	Department of Biology
Craig B.	Fryhle	Chair, Chemistry	College of Arts and Sciences	Department of Chemistry
David A.	Wolff	Chair, Computer Science and Computer Engineering	College of Arts and Sciences	Department of Computer Science and Computer Engineering
Jill	Whitman	Chair, Geosciences	College of Arts and Sciences	Department of Geosciences
Jeffrey L.	Stuart	Chair, Mathematics	College of Arts and Sciences	Department of Mathematics
Richard N.	Louie	Chair, Physics	College of Arts and Sciences	Department of Physics
Matthew W.	Hacker	Network Systems Administrator	College of Arts and Sciences	Division of Natural Sciences
Terrence D.	Nicksic	Laboratory Supervisor, Administrative Assistant, Chemistry	College of Arts and Sciences	Department of Chemistry
David	Huelsbeck	Dean	College of Arts and Sciences	Division of Social Sciences
Laura	Klein	Chair, Anthropology	College of Arts and Sciences	Department of Anthropology
Lynn	Hunnicutt	Chair, Economics	College of Arts and Sciences	Department of Economics
Gina	Hames	Chair, History	College of Arts and Sciences	Department of History
Elizabeth A.	Esmiol	Chair, Marriage and Family Therapy (Fall 2012)	College of Arts and Sciences	Department of Marriage and Family Therapy
David B.	Ward	Chair, Marriage and Family Therapy (J-term 2013-Spring 2013)	College of Arts and Sciences	Department of Marriage and Family Therapy
Sid	Olufs	Chair, Political Science	College of Arts and Sciences	Department of Political Science
Michelle	Ceynar	Chair, Psychology	College of Arts and Sciences	Department of Psychology
Teresa	Ciabattari	Chair, Sociology and Social Work	College of Arts and Sciences	Department of Sociology and Social Work
Kathy	Russell	Director, Social Work Program	College of Arts and Sciences	Department of Sociology and Social Work
Cameron	Bennett	Dean	School of Arts and Communication	School of Arts and Communication
J.P.	Avila	Chair, Art & Design	School of Arts and Communication	Department of Art & Design
Michael	Bartanen	Chair, Communication and Theatre	School of Arts and Communication	Department of Communication and Theatre

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First	Last	Title	Division	Department
Jeffrey A.	Clapp	Artistic Director of Theatre	School of Arts and Communication	Department of Communication and Theatre
Melissa	Franke	Director of Forensics	School of Arts and Communication	Department of Communication and Theatre
David P.	Robbins	Chair, Music	School of Arts and Communication	Department of Music
Linda C.	Miller	Administrative Associate, Music	School of Arts and Communication	Department of Music
Shirley	Garrison	Manager of Music Performance and Outreach	School of Arts and Communication	Department of Music
James	Brock	Dean	School of Business	School of Business
Catherine	Pratt	Associate Dean	School of Business	School of Business
Theresa	Ramos	Director, Graduate Program and External Relations	School of Business	School of Business
Michael	Renfrow	Associate Director, MSF Program	School of Business	School of Business
Juanita	Reed	Coordinator, Undergraduate Programs	School of Business	School of Business
Joshua W.	Page	Information Technology Specialist	School of Business	School of Business
Frank	Kline	Dean, School of Education and Movement Studies	School of Education and Movement Studies	School of Education and Movement Studies
Michael	Hillis	Associate Dean, Instructional Development and Leadership, Fall 2012	School of Education and Movement Studies	Instructional Development & Leadership
Karen E.	McConnell	Associate Dean, Department of Movement Studies and Wellness Education	School of Education and Movement Studies	Movement Studies and Wellness Education
Briana	Van Horn	Assistant Director of Admission and Advising	School of Education and Movement Studies	Instructional Development & Leadership
Barbara J.	Fresh	Certification Administrator	School of Education and Movement Studies	Instructional Development & Leadership
Terry W.	Miller	Dean	School of Nursing	School of Nursing
Teri A.	Woo	Associate Dean	School of Nursing	School of Nursing
Patsy L.	Maloney	Director, Center for Continued Nursing Education	School of Nursing	School of Nursing
Lindsay	Burke	Advisor, Admission and Placement Coordinator	School of Nursing	School of Nursing
Vacant		Associate Provost, for Information and Technology Services	Administrative Areas	Information & Technology Services
David	Allen	Director for Enterprise Systems	Administrative Areas	Information & Technology Services
Francesca	Lane Rasmus	Director for Library Services	Administrative Areas	Information & Technology Services
Layne E.	Nordgren	Director for User Services and Instructional Technologies	Administrative Areas	Information & Technology Services

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First	Last	Title	Division	Department
Patricia E.	Roundy	Dean, Student Academic Success; Director, Academic Advising	Administrative Areas	Ramstad Commons
Hal	DeLaRosby	Assistant Director, Academic Advising	Administrative Areas	Ramstad Commons
Leslie J.	Foley	Director, Academic Assistant	Administrative Areas	Ramstad Commons
Vacant		Associate Director, Career Development	Administrative Areas	Ramstad Commons
Kjirsten	Kennedy	Academic Advisor	Administrative Areas	Ramstad Commons
A. Maxine	Herbert-Hill	Director, Academic Internships and Cooperative Education	Administrative Areas	Ramstad Commons
Joel D.	Zylstra	Director, Center for Community Engagement and Service	Administrative Areas	Ramstad Commons
Abigail	Blankner	Transfer Student Advisor	Administrative Areas	Ramstad Commons
Allison	Stephens	Academic Advisor	Administrative Areas	Ramstad Commons
Katherine	Bourdonnay	Assistant Director, Academic Assistance	Administrative Areas	Ramstad Commons
Hannah	Hardy	Career Counselor	Administrative Areas	Ramstad Commons
Vacant		Coordinator, Student Employment & Technology	Administrative Areas	Ramstad Commons
Ruth	Tweeten	Director, Disability Support Services	Administrative Areas	Ramstad Commons
Bobbi	Hughes	Executive Director, Career Connections	Administrative Areas	Ramstad Commons
Kristin H.	Plaehn	Registrar	Administrative Offices	Registrar
Kevin	Berg	Assistant Registrar	Administrative Offices	Registrar
Kelly	Gaspar Poth	Curriculum and Graduation Administrator	Administrative Offices	Registrar
Beth	Crippen	Senior Evaluations Administrator	Administrative Offices	Registrar
Karl A.	Stumo	Vice President, Admission and Enrollment Services	Admission and Enrollment Services	Admission
Jennifer S.	Olsen Kregel	Director, Admission	Admission and Enrollment Services	Admission
Sean	Lacy	Director, Transfer Admission	Admission and Enrollment Services	Admission
Linda	Dubay	Associate Director, Admission	Admission and Enrollment Services	Admission
Melannie D.	Cunningham	Director of Multicultural Recruitment	Admission and Enrollment Services	Admission
Rachel	Christopherson	Director, Graduate Admission	Admission and Enrollment Services	Admission
Hiro	Kuroiwa-Lewis	Director, International Admission	Admission and Enrollment Services	Admission

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First	Last	Title	Division	Department
Paula	Meiers	Associate Director, Information Analyst	Admission and Enrollment Services	Admission
Phil	Betz	Associate Director, Admission	Admission and Enrollment Services	Admission
Jessica	Winer	Assistant Director, Admission	Admission and Enrollment Services	Admission
Emily	McCann	Assistant Director, Admission	Admission and Enrollment Services	Admission
Brandon	Bruan	Admission Counselor	Admission and Enrollment Services	Admission
Alex	Eli	Admission Counselor	Admission and Enrollment Services	Admission
Hannah	Middlebrook	Admission Counselor	Admission and Enrollment Services	Admission
Bjorn	Myhre	Admission Counselor	Admission and Enrollment Services	Admission
Anna	Lambdin	Admission Counselor	Admission and Enrollment Services	Admission
Kay W.	Soltis	Director	Admission and Enrollment Services	Financial Aid
Ronald M.	Noborikawa	Senior Associate Director	Admission and Enrollment Services	Financial Aid
Lorie J.	Staab	Associate Director, Operations	Admission and Enrollment Services	Financial Aid
Vacant		Associate Director, Systems	Admission and Enrollment Services	Financial Aid
Barbara L.	Zettel	Assistant Director	Admission and Enrollment Services	Financial Aid
Tanya	Miller	Financial Aid Administrator	Admission and Enrollment Services	Financial Aid
Afton	Gregson	Financial Aid Administrator	Admission and Enrollment Services	Financial Aid
Sean	Garnes	Senior Financial Aid Administrator	Admission and Enrollment Services	Financial Aid
Susan M.	Drake	Director	Admission and Enrollment Services	Student Services Center
Bonney L.	Atwood	Student Services Counselor	Admission and Enrollment Services	Student Services Center
Lissa K.	Hendrix	Student Services Counselor	Admission and Enrollment Services	Student Services Center
Marcia E.	Pecchia	Student Services Counselor	Admission and Enrollment Services	Student Services Center
Patricia	Sunderland	Student Services Counselor	Admission and Enrollment Services	Student Services Center
Neshell D.	Henkel Chabot	Veterans Coordinator, Student Services Counselor	Admission and Enrollment Services	Student Services Center

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First	Last	Title	Division	Department
Stephen J.	Olson	Vice President for Development and University Relations	Development and University Relations	Development and University Relations
Janet	Goehren	Senior Associate to the Vice President; Manager of Donor Stewardship	Development and University Relations	Development and University Relations
Allison S.	Roberts	Senior Director of Development Research and Prospect Management	Development and University Relations	Operations and Research
Lauralee	Hagen	Executive Director	Development and University Relations	Alumni and Constituent Relations
Sumerlin	Larsen	Associate Director	Development and University Relations	Alumni and Constituent Relations
Jessica	Pagel	Assistant Director	Development and University Relations	Alumni and Constituent Relations
Michelle	Story	Outreach Events and Volunteer Manager	Development and University Relations	Alumni and Constituent Relations
Lee	Kluth	Director	Development and University Relations	Congregation Relations
Keleigh	Allen	Assistant Director, Development Operations	Development and University Relations	Development
James A.	Plourde	Campaign and Strategy Director	Development and University Relations	Development
David E.	Gunovich	Development Director, Major Gifts	Development and University Relations	Development
Edgar	Larson	Executive Director Charitable Estate Planning	Development and University Relations	Development
Teri A.	Moore	Executive Director of Development, Corporations, Foundations, Government Relations	Development and University Relations	Development
Douglas L.	Page	Senior Development Director, Gift Planning	Development and University Relations	Development
Laura E.	Rose	Director, Development Operations and Communications	Development and University Relations	Development
Marion	Sharp	Associate Director, Corporation and Foundation Relations	Development and University Relations	Development
Paul	Stankavich	General Manager	Development and University Relations	KPLU-FM
Martin	Neeb	GM Emeritus	Development and University Relations	KPLU-FM
Jospeh T.	Cohn	Assistant General Manager, Director of Content	Development and University Relations	KPLU-FM
Jeff A.	Bauman	Assistant General Manager, Director of Support Services	Development and University Relations	KPLU-FM
Brenda J.	Goldstein Young	Promotions Director	Development and University Relations	KPLU-FM
Diana	Buti	Office Manager	Development and University Relations	KPLU-FM

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First	Last	Title	Division	Department
Nick	Francis	Music Director	Development and University Relations	KPLU-FM
Erin A.	Hennessey	Assistant Program Director, News Director	Development and University Relations	KPLU-FM
Lowell E.	Kiesow	Chief Engineer	Development and University Relations	KPLU-FM
Earnest T.	Hollins	Assistant Director, Support Services	Development and University Relations	KPLU-FM
Gregory W.	Brewis	Executive Director	Development and University Relations	University Communications
Debbie J.	Jenkins	Director, Printing	Development and University Relations	University Communications
Barbara	Clements	Director of Content Development	Development and University Relations	University Communications
Simon K.	Sung	Art Director	Development and University Relations	University Communications
Steve E.	Hansen	Editor	Development and University Relations	University Communications
Toby R.	Beal	Director of Web Development	Development and University Relations	University Communications
Sheri J.	Tonn	Vice President, Finance and Operations	Finance and Operations	Finance and Operations
Sue	Liden	Manager, Office of Finance and Operations	Finance and Operations	Finance and Operations
John	Kaniss	Construction Manager	Finance and Operations	Finance and Operations
Jennifer	Wamboldt	Emergency Programs Manager	Finance and Operations	Finance and Operations
Joe	Bell	Environmental Health and Safety Manager	Finance and Operations	Finance and Operations
Robert K.	Riley	Associate Vice President of Finance; Controller	Finance and Operations	Business Office
Patricia A.	O'Donnell	Director of Financial Services	Finance and Operations	Business Office
Erika L.	Borell	Bursar	Finance and Operations	Business Office
Debra	Elston	Payroll Manager	Finance and Operations	Business Office
Gemma	Dulay	Senior Accountant	Finance and Operations	Business Office
Andrew	Eli	Accountant	Finance and Operations	Business Office
David L.	Kohler	Director of Facilities Management	Finance and Operations	Facilities Management
Bruce C.	Broussard	Maintenance Manager	Finance and Operations	Facilities Management
Leona	Green	Cleaning Services Manager	Finance and Operations	Facilities Management
Robert K.	Audet	Grounds Maintenance Manager	Finance and Operations	Facilities Management
Christine	Cooley	Sustainability Manager	Finance and Operations	Facilities Management
Erin M.	McGinnis	Director	Finance and Operations	Dining & Culinary Services
Wendy S.	Robins	Commons Operations Manager	Finance and Operations	Dining & Culinary Services

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First	Last	Title	Division	Department
Nancy	Rahn	Purchasing Manager	Finance and Operations	Dining & Culinary Services
Tom	Harvey	Retail Operations Manager	Finance and Operations	Dining & Culinary Services
Lori	Gammon	Catering Manager	Finance and Operations	Dining & Culinary Services
Teri	Phillips	Director	Finance and Operations	Human Resource Services
Gretchen	Howell	Associate Director	Finance and Operations	Human Resource Services
Ginger J.	Peck	Director	Finance and Operations	Auxiliary Services
Patricia	Henness	Campus Card and Building Access Administrator	Finance and Operations	Auxiliary Services
Amanda	Hawkins	Store Manager	Finance and Operations	Garfield Book Company
Vacant		Senior Buyer	Finance and Operations	Garfield Book Company
Laura F.	Majovski	Vice President for Student Life; Dean of Students	Student Life	Student Life
Z. Laree	Winer	Senior Associate to the Vice President	Student Life	Student Life
Laurie L.	Turner	Director, Athletics	Student Life	Athletics
Jennifer L.	Thomas	Assistant Athletic Director, Compliance & Student Athlete Affairs	Student Life	Athletics
Steve	Dickerson	Head Men's Basketball Coach, Recruiter Liaison	Student Life	Athletics
Matt	Sellman	Aquatics Director, Head Swim Coach	Student Life	Athletics
Craig L.	McCord	Assistant Football Coach, Director of Club Sports	Student Life	Athletics
Geoff	Loomis	Head Baseball Coach, Assistant Athletic Director	Student Life	Athletics
Genevieve	Ludwig	Assistant Athletic Trainer	Student Life	Athletics
Kelly	Robinson	Head Women's Basketball Coach	Student Life	Athletics
Scott E.	Westering	Head Football Coach	Student Life	Athletics
Erin Van	Nostrand	Head Women's Softball Coach	Student Life	Athletics
Michael "Jud"	Keim	Assistant Football Coach, Director of Intramurals	Student Life	Athletics
Nick	Dawson	Director, Sports Information	Student Life	Athletics
Seth	Spidahl	Head Women's Soccer Coach	Student Life	Athletics
Heather	Kreier	Head Cross Country and Track & Field Coach	Student Life	Athletics
Christopher	Rice	Fitness Center Coordinator; Assistant Track & Field Coach	Student Life	Athletics
Alice R.	Loeb sack	Assistant Athletic Trainer	Student Life	Athletics
Patricia	Roundy	Dean, Student Academic Success	Student Life	Student Academic Success

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First	Last	Title	Division	Department
Bobbi	Hughes	Executive Director, Career Connections	Student Life	Student Academic Success
Greg	Premo	Director	Student Life	Campus Safety
Jeffery S.	Wilgus	Assistant Director	Student Life	Campus Safety
Peter	Moran	Operations Supervisor	Student Life	Campus Safety
Michael	McDonald	Operations Supervisor	Student Life	Campus Safety
Ron	Giddings	Operations Manager	Student Life	Campus Safety
Stephanie	Farrow	Operations Supervisor	Student Life	Campus Safety
Vacant		Associate Director	Student Life	Career Development
Vacant		Career Counselor	Student Life	Career Development
Matthew	Freeman	Director, Healthand Counseling Center	Student Life	Counseling Center
C. Mark	Anderson	Psychologist	Student Life	Counseling Center
Joanne R.	Ito	Psychologist	Student Life	Counseling Center
Elizabeth A.	Barton	Psychologist	Student Life	Counseling Center
Mary	Simonson	Psychiatrist	Student Life	Counseling Center
Garrett	Gilchrist	Psychiatrist	Student Life	Counseling Center
Ruth I.	Tweeten	Director	Student Life	Disability Support Services
Matt	Freeman	Director, Health and Counseling Center	Student Life	Health Center
Matt	Munson	Health Educator	Student Life	Health Center
Paul	Moore	Medical Assistant	Student Life	Health Center
Tamsin	Sarich	Nurse Practioner	Student Life	Health Center
Marjorie	Ward	ARNP	Student Life	Health Center
Tom A.	Huelsbeck	Associate Dean, Campus Life; Executive Director, Residential Life	Student Life	Residential Life
Jeff Olson	Krengel	Director, Residential Programs	Student Life	Residential Life
Carlos	Solorzano	Resident Director	Student Life	Residential Life
Joe	Kowalczyk	Resident Director	Student Life	Residential Life
Kat	Slaby	Resident Director	Student Life	Residential Life
Allison	Carroll	Resident Director	Student Life	Residential Life
Mercy	Daramola	Resident Director	Student Life	Residential Life
Nicole	Sheer	Resident Director	Student Life	Residential Life
Vacant		Coordinator, Student Employment and State Work Study	Student Life	Student Employment
Eva R.	Johnson	Dean, Student Development; Director, Student Involvement and Leadership	Student Life	Student Involvement and Leadership

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First	Last	Title	Division	Department
Amber E. Dehne	Baillon	Associate Director, Student Involvement and Leadership	Student Life	Student Involvement and Leadership
Ray	Lader	Associate Director, Student Conduct	Student Life	Student Involvement and Leadership
Angelica	Hambrick	Director, Diversity Center	Student Life	Student Involvement and Leadership
Akane	Yamaguchi	Assistant Director, International Student Services	Student Life	Student Involvement and Leadership
Lace M.	Smith	Assistant Director for Technology and Social Media	Student Life	Student Involvement and Leadership
Audrey L.	Thornburg	Laboratory Manager, Biology	College of Arts and Sciences	Department of Biology
Kathlyn	Mickel	Field Director	School of Education and Movement Studies	School of Education and Movement Studies
Mary Jo	Larsen	Director of Information Management and Technology	School of Education and Movement Studies	School of Education and Movement Studies
Obejsanjo	Quarless	Admission Counselor	Admission and Enrollment Services	Admission
Bjorn	Myhre	Admission Counselor	Admission and Enrollment Services	Admission
Eileen	Kemink	Gift Officer - Annual Giving	Development and University Relations	Development
Mary	Dunaway	Majors Gift Officer	Development and University Relations	Development
Marleen	Lucas	Listener Relations Manager	Development and University Relations	Development
Jennifer	Strachan	Assistant General Manager, Director of Public Media	Development and University Relations	Development
Barbara	Hesner	Assistant Director, Development Communications	Development and University Relations	Development
Richard N.	Hines	Director, Annual Giving	Development and University Relations	Development
Michael "Jud"	Larson	CRM Business Analysis Manager	Development and University Relations	University Communications
Anatoliy	Mazhukhin	Senior Web Developer	Development and University Relations	University Communications
Tadeus	Doviak	Information Technology Specialist	Development and University Relations	KPLU-FM
Justin	Steyer	Multimedia Manager	Development and University Relations	KPLU-FM
Jake	Ellison	Online Managing Editor	Development and University Relations	KPLU-FM
Valarie	Seeley	Business Operations Manager	Finance and Operations	Dining & Culinary Services
Linda	Nyland	Retail Manager	Finance and Operations	Garfield Book Company
Joy	Christoferson	Nurse Practioner	Student Life	Health Center

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First	Last	Title	Division	Department
Ian	Jamieson	Assistant Director,, Student Involvement and Leadership	Student Involvement and Leadership	Assistant Director for Technology and Social Media

Faculty

First	Last	Terms	Title/Education
Alfred	Ablong	2012 - Present	Instructor of Movement Studies and Wellness Education; B.P.E., M.P.E., San Diego State University, 1983, 1985.
James M.	Albrecht	1997 - Present	Dean, Division of Humanities; Professor of English; B.A., Amherst College, 1985; M.A., Ph.D., Rutgers University, 1989, 1995.
Angelia G.	Alexander	1971 - Present	Professor of Biology; B.S., Juniata College, 1962; M.A., University of California, Davis, 1966; Ph.D., University of Washington, 1979.
Charles D.	Anderson	1959-1991; 2001-; 2011 - Present	Visiting Professor Emeriti of Chemistry; B.A., St. Olaf College, 1952; A.M., Ph.D., Harvard University, 1954, 1959.
Dana D.	Anderson	1984 - Present	Professor of Psychology; B.A., Antioch College, 1971; M.A., Ph.D., Ohio State University, 1974, 1981.
Bradford W.	Andrews	2010 - Present	Assistant Professor of Anthropology; B.A., Ft. Lewis College, 1986; M.A., Ph.D., The Pennsylvania State University, 1995, 1999.
Ann J.	Auman	2002 - Present	Associate Professor of Biology; B.S., Pennsylvania State University, 1996; Ph.D., University of Washington, 2001.
Jp	Avila	2004 - Present	Associate Professor of Art & Design; B.A., Valparaiso University, 2000; M.F.A., The School of the Art Institute of Chicago, 2004.
Enrique P.	Barot	2005 - Present	Associate Professor of English; B.A., Wesleyan University, 1992; M.F.A., Iowa Writer's Workshop, 1998.
Michael D.	Bartanen	1979 - Present	Professor of Communication; B.A., M.A., Western Washington University, 1974, 1976; Ph.D., University of Southern California, 1981.
Michael D.	Behrens	2005 - Present	Associate 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- Present	Resident Instructor of Biology; B.S., M.S., California Polytechnic State University, 1996, 1999.
Jeffrey L.	Bell-Hanson	2002 - Present	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 - Present	Professor of Geosciences; B.S., Washington State University, 1968; M.A., Ph.D., Indiana University, 1971, 1979.
Rachid	Benkhalti	1987 - Present	Professor of Mathematics; Maîtrise, Diplôme d'études approfondies, Doctorat de l'Université, Université of Pau (France), 1981, 1983, 1986.
Cameron	Bennett	2010 - Present	Dean, School of Arts and Communication; Professor of Music; ARCT, University of Toronto, 1983; B.M., University of Western Ontario, 1986; M.M., D.M.A., Manhattan School of Music, 1987, 1990.
Charles A.	Bergman	1977 - Present	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 - Present	Associate Professor of Norwegian and Scandinavian Studies, Svare-Toven Professor in 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.
Rosalind J.	Billharz	2009 - Present	Visiting Assistant Professor of Biology; B.A., University of California, Los Angeles, 1992; B.S., University of Cape Town, 1998; Ph.D., University of Washington, 2009.
Kenneth D.	Blaha	1989 - Present	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.

First	Last	Terms	Title/Education
Kevin K.	Boeh	2008 - Present	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 - Present	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 - Present	Dean, School of Business; 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 - Present	Associate Professor of English; B.A., Mount Holyoke College, 1971; M.A., Butler University, 1982; Ph.D., Purdue University, 1991.
James L.	Brown	2005 - Present	Associate 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.
Kory D.	Brown	2010 - Present	Assistant Professor of Business; B.S., Brigham Young University, 1991; M.B.A., Idaho State University, 1995; Ph.D., University of Utah, 2010.
Elizabeth E.	Brusco	1988 - Present	Professor of Anthropology; B.A., Boston University, 1974; M.A., Hunter College, 1982; Ph.D., City University of New York, 1986.
Nancy	Burgoyne	2012 - Present	Visiting Assistant Professor of Political Science; B.S., M.S., University of Utah, 1986, 1989; Ph.D., New York University, 1997.
Ronald S.	Byrnes	1998 - Present	Associate Professor of Instructional Development and Leadership; B.A., M.Ed., University of California, Los Angeles, 1984, 1985; Ph.D., University of Denver, 1993.
Thomas J.	Campbell	1984 - Present	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 - Present	Professor of Biology; B.A., Carleton College, 1966; Ph.D., University of Minnesota, 1976.
E. Wayne	Carp	1986 - Present	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 - Present	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 - Present	Assistant Professor of History; B.M., Case Western Reserve University, 1999; M.M., M.A., Ph.D., Ohio University, 2000, 2003, 2005.
Jennifer	Cavalli	2011 - Present	Visiting Assistant Professor of History; B.S., M.A., Central Michigan University, 2001, 2003; Ph.D., Indiana University, 2011.
Michelle	Ceynar	2001 - Present	Associate Professor of Psychology; B.A., University of Northern Colorado, 1992; M.A., Ph.D., University of Montana, 1995, 1996.
Maria Luisa	Chavez-Pringle	2006 - Present	Associate Professor of Political Science; B.A., California State University, 1992; M.A., California State University, 1995; Ph.D., Washington State University, 2002.
Agnes	Choi	2010 - Present	Assistant Professor of Religion; B.S., University of Toronto, 1999; M.Div., Tyndale Seminary, 2002; Ph.D., Wycliffe College, University of Toronto, 2010.
Kirsten M.	Christensen	2005 - Present	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 - Present	Associate Professor of Sociology; B.S., Santa Clara University, 1994; M.A., Ph.D., University of Washington, 1997, 2001.

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First	Last	Terms	Title/Education
Jeffrey A.	Clapp	1999 - Present	Associate Professor of Theatre; B.F.A., Pacific Lutheran University, 1990; M.F.A., Mankato State University, 1993.
Steve	Colgan	2011 - Present	Clinical Instructor of Instructional Development and Leadership; B.A., Whitman College, 1975; M.S., Oregon State University, 1981.
Anne	Cook	2007-09; 2010 - Present	Visiting Assistant Professor of Mathematics; B.S., M.A., Duke University, 1970, 1971; Ph.D., American University, 1983.
Keith J.	Cooper	1984 - Present	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.
Glenn C.	Cornwall	2006 - Present	Resident Assistant Professor of Art & Design; B.F.A., Brigham Young University, 1976; M.A., University of New Mexico, 1986.
Suzanne J.	Crawford O'Brien	2003 - Present	Associate Professor of Religion; B.A., Willamette University, 1995; M.A., Vanderbilt University, 1997; Ph.D., University of California, Santa Barbara, 2002.
Michael	Crocker	2011 - Present	Assistant Professor of Computer Science and Computer Engineering; B.S., M.S., Ph.D., University of Notre Dame, 2005, 2008, 2011.
Peter	Davis	2008 - Present	Assistant Professor of Geosciences; B.S., University of Wisconsin, 1998; M.S., University of Massachusetts, 2003; Ph.D., University of Minnesota, 2008.
David L.	Deacon-Joyner	2000 - Present	Professor of Music; B.M., University of Memphis, 1978; M.M., University of Cincinnati, 1980; Ph.D., University of Memphis, 1986.
Michele L.	Dijkstra	2002 - Present	Resident Instructor of Computer Science and Computer Engineering; B.S., M.A., Pacific Lutheran University, 1988, 2002.
Patricia L.	Dolan	1994 - 2000, 2005 - Present	Clinical Assistant Professor of Biology and Nursing; B.A., M.A., State University of New York at Buffalo, 1976, 1982; Ph.D., Kent State University, 1990.
Bryan C.	Dorner	1980 - Present	Professor of Mathematics; B.S. (Physics), B.S. (Mathematics), Oregon State University, 1966, 1969; M.S., Ph.D., University of Oregon, 1971, 1977.
Seth	Dowland	2011 - Present	Assistant Professor of Religion; B.A., University of Virginia, 2001; M.A., Ph.D., Duke University, 2004, 2007.
Spencer	Ebbinga	2006 - Present	Associate Professor of Art & Design; B.F.A., University of Kentucky, 1998; M.F.A., Arizona State University, 2006.
Thomas J.	Edgar	2009 - Present	Assistant Professor of Mathematics; B.S., Dickinson College, 2002; M.S., Colorado State University, 2004; Ph.D., University of Notre Dame, 2009.
Gail L.	Egbers	1992 - Present	Associate Professor, Library; B.A., Midland Lutheran College, 1973; M.A.L.S., University of Denver, 1973.
Jacob J.D.	Egge	2007 - Present	Assistant Professor of Biology; B.A., Luther College, 2001; Ph.D., University of Minnesota, 2007.
Peter C.	Ehrenhaus	1998 - Present	Professor of Communication; B.A., University of Wisconsin, Madison, 1973; M.A., Ph.D., University of Minnesota, 1975, 1979.
Mary J.	Ellard-Ivey	1997 - Present	Associate Professor of Biology; B.Sc., M.Sc., University College, Dublin, 1987, 1988; Ph.D., University of British Columbia, 1994.
Robert P.	Erickson	1999 - Present	Professor of History and Kurt Mayer Chair 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.
Elisabeth	Esmiol	2011 - Present	Assistant Professor of Marriage and Family Therapy; B.S., Harvard University, 2000; M.A., Biola University, 2006; M.S., Ph.D., Loma Linda University, 2009, 2011.

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First	Last	Terms	Title/Education
Anthony J.	Evans	1988 - Present	Professor of Movement Studies and Wellness Education; B.S., M.S., Ph.D., University of Oregon, 1968, 1969, 1972
Oksana	Ejhokina	2011 - Present	Assistant Professor of Music; B.M., Walla Walla University, 1997; M.M. Northern Illinois University, 1999; D.M.A., Stony Brook University, 2004.
Terri	Farrar	2011 - Present	Visiting Assistant Professor of Movement Studies and Wellness Education; A.A., Spokane Falls Community College, 1990; B.A.E., Eastern Washington University, 1993; M.A.Ed., City University, 1995; Ph.D., Capella University, 2010.
Amanda E.	Feller	2005 - Present	Assistant Professor of Communication; B.A., University of Denver, 1990; M.S., Portland State University, 1995; M.S., Ph.D., California Institute of Integral Studies, 2000, 2002.
Maria J.	Ferrer-Lightner	2001 - Present	Assistant Professor of Hispanic Studies; B.A., Pacific Lutheran University, 1997; M.A., University of Washington, 1999; Universidad Nacional de Educación a Distancia, 2010.
Karen C.	Fieland	2009 - Present	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	Finitisis	2006 - Present	Associate Professor of Religion; B.A., National and Capodistrian University of Athens, 1996; M.A., Ph.D., University of Chicago, 1998; 2007.
Eric	Finney	2012 - Present	Visiting Assistant Professor of Chemistry; B.S., Western Washington University, 2002; Ph.D., Colorado State University, 2009.
Duncan	Foley	1986 - Present	Professor of Geosciences; B.A., Antioch College, 1971; M.S., Ph.D., The Ohio State University, 1973, 1978.
Brenda	Frank	2006 - Present	Clinical Instructor of Nursing and Laboratory Coordinator; B.S.N., University of Texas, 1990; M.S.N., Pacific Lutheran University, 2008.
Melissa	Franke	2006 - Present	Visiting Assistant Professor of Communication, Director of Forensics; B.A., Willamette University, 1996; M.A., University of North Carolina, Chapel Hill, 2003; Ph.D., University of Southern California, 2011.
Bethany	Frerichs	2010 - Present	Visiting Instructor of ESL and Hispanic Studies; B.A., Pacific Lutheran University, 2006; M.A., Indiana University, 2010.
Craig B.	Fryhle	1986 - Present	Professor of Chemistry; B.A., Gettysburg College, 1979; Ph.D., Brown University, 1985.
Brian	Galante	2008 - Present	Assistant Professor of Music; B.M.E., M.M., Louisiana State University, 1997, 1999; D.M.A., University of North Texas, 2008.
Perla	Gamboa	2010 - Present	Visiting Instructor of Hispanic Studies; B.A., Universidad de La Libertad, Peru, 1993; M.A., University of Iowa, 2003.
Beatrice	Geller	1984 - Present	Associate Professor of Art & Design; B.F.A., New York University, 1974; M.F.A., Rochester Institute of Technology, 1979.
Bogomil E.	Gerganov	2006 - Present	Associate Professor of Physics; B.S., Sofia University (Sofia, Bulgaria), 1993; M.S., Cornell University, 1997; Ph.D., Cornell University, 2000.
Kent P.	Gerlach	1980 - Present	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.
Juan	Gerzso	2012 - Present	Visiting Assistant Professor of English; B.A., Universidad Nacional Autonoma de Mexico, 2004; Ph.D., New York University, 2012.
Erla Champ	Gibson	2012 - Present	Visiting Instructor of Nursing; B.S.N., Seattle Pacific University, 1983; M.Div., Fuller Theological Seminary, 1989.
Linda K.	Gibson	1989 - Present	Professor of Business; B.A., Texas Christian University, 1967; M.A., Ph.D., University of Missouri, 1985, 1989.

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First	Last	Terms	Title/Education
Gina C.	Gillie	2008 - Present	Assistant Professor of Music; B.M., Pacific Lutheran University, 2004, M.M., D.M.A., University of Wisconsin, 2006, 2009.
Adam	Glass	2011 - Present	Visiting Assistant Professor of Chemistry; B.S., Pacific University, 2006; M.S., University of Oregon, 2008; Ph.D., University of Oregon, 2011.
Jon E.	Grahe	2005 - Present	Associate Professor of Psychology; B.A., Shippensburg University, 1992; M.A., Ph.D., University of Toledo, 1994, 1997.
William G.	Greenwood	1981 - Present	Professor of Physics; B.S., University of Washington, 1972; M.S., Ph.D., Oregon State University, 1974, 1978.
Joanna	Gregson	1998 - Present	Professor of Sociology; B.A., Western Washington University, 1993; Ph.D., University of Colorado, 1998.
Peter C.	Grosvenor	1996 - Present	Associate Professor of Political Science; B.A., University of Wales, 1983; M.Sc., Ph.D., London School of Economics, 1985, 1996.
Lorena Consuelo	Guerrero	2011 - Present	Assistant Professor of Nursing; A.D.N., San Antonio College, 1993; B.S.N., M.S.N., Ph.D., The University of Texas Health Science Center at San Antonio, 2002, 2009.
Olivia	Gunn	2012 - Present	Visiting Assistant Professor of Norwegian and Scandinavian Studies; B.A., University of Washington, 2001; M.A., New York University, 2003; M.A., University of California, Irvine, 2007; Ph.D., University of California - Irvine, 2012.
Rosemarie C.	Haberle	2009 - Present	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 - Present	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 - Present	Associate Professor of Art & Design; B.A., Seattle University, 1970; M.A., Ph.D., University of Washington, 1974, 1980.
Aimee	Hamilton	2012 - Present	Visiting Instructor of Religion; B.A., M.A., California State University - Northridge, 2000, 2003.
Michael	Halvorson	2003 - Present	Associate Professor of History; B.A., Pacific Lutheran University, 1985; M.A., Ph.D., University of Washington, 1996, 2001.
Gina L.	Hames	1997 - Present	Assistant Professor of History; B.A., M.A., Eastern Washington University, 1986, 1989; M.A., Ph.D., Carnegie Mellon University, 1992, 1996.
Erik J.	Hammerstrom	2010 - Present	Assistant Professor of Religion; B.A., Sarah Lawrence College, 1997; M.A., University of Hawai'i, 2003; Ph.D., Indiana University.
Christine L.	Hansvick	1979 - Present	Professor of Psychology; B.A., Southwest State University, 1971; M.A., Ph.D., University of Windsor, 1975, 1977.
Susan	Harmon	2006 - Present	Associate Professor of Business; B.S., University of Alabama, M.A., Ph.D., 1980, 1991, 1998.
Diane M.	Harney	1992 - Present	Associate Professor of Communication; B.S., Indiana University, 1984; M.S., Florida State University, 1987; Ph.D., Purdue University, 1992.
Judy	Hassen	2006 - Present	Clinical Assistant Professor of Instructional Development and Leadership; B.Ed., M.Ed., Central Washington University, 1973, 1980.
George	Hauser, Jr.	1987 - Present	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 - Present	Assistant Professor of Physics; B.S., Linfield College, 2002; Ph.D., Oregon State University, 2008.

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First	Last	Terms	Title/Education
Sergia	Hay	2010 - Present	Visiting Assistant Professor of Philosophy; B.A., Wellesley College, 1994; M.A., M. Phil, Ph.D., Columbia University, 1996, 2003.
Daniel J.	Heath	2002 - Present	Associate Professor of Mathematics; B.A., St. Olaf College, 1987; M.A., Ph.D., University of California, Davis, 1994.
Michael R.	Hillis	1997 - Present	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 - Present	Dean, Division of Social Sciences; Professor of Anthropology; B.A., University of Wisconsin, Madison, 1974; M.A., Ph.D., Washington State University, 1980, 1983.
Julie	Huffine	2011 - Present	Clinical Instructor of Nursing; B.A., University of Colorado, 2006; M.S.N., Pacific Lutheran University, 2011.
Lynn E.	Hunnicutt	2003 - Present	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 - Present	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.
Ufuk	Ince	2011 - Present	Assistant Professor of Business; B.S., Bogazici University, Istanbul, Turkey, 1992; M.B.A., Southern Illinois University, 1994; M.S., Ph.D., Georgia State University, 1997, 2002.
Jenny	James	2012 - Present	Assistant Professor of English; B.A., Smith College, 2001; M.A., Dartmouth College, 2004; M.Phil., Columbia University, 2007; Ph.D., Columbia University, 2012.
Sharon L.	Jansen	1980 - Present	Professor of English; B.A., California Lutheran College, 1972; M.A., Ph.D., University of Washington, 1973, 1980.
Jennifer	Jenkins	2008 - Present	Assistant Professor of German; B.A., Miami University (Oxford, Ohio), 1996; M.A., University of Wisconsin, 1997, 2001; Ph.D., University of Wisconsin, 2008.
Mark K.	Jensen	1989 - Present	Associate Professor of French; B.A., Princeton University, 1974; M.A., Ph.D., University of California, Berkeley, 1983, 1989.
Chenda	Johnson	2012 - Present	Clinical Instructor of Nursing; B.S.N., Pacific Lutheran University, 2005; M.S.N., University of Washington - Tacoma, 2010.
Gregory S.	Johnson	1999 - Present	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 - Present	Resident Assistant Professor of Economics; B.S., University of California, 1982; M.S., Oregon State University, 1987; Ph.D., University of Washington, 1993.
A. Tosh	Kakar	1996 - Present	Assistant Professor of Computer Science and Computer Engineering; B.S., Stevens Institute of Technology, 1971; M.S., Arizona State University, 1983; PhD, Washington State University, 1992.
Rona D.	Kaufman	2002 - Present	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 - Present	Associate Professor of Philosophy; B.A., Concordia College, Moorhead, 1991; M.A., University of Manitoba, 1993; Ph.D., Temple University, 1997.
JoDee G.	Keller	1989 - Present	Associate Professor of Social Work; B.A., Hope College, 1974; A.M., University of Chicago, 1976; Ph.D., University of Illinois, Chicago, 1987.
Laura	Kemmer	2010 - Present	Assistant Professor of Psychology; B.A., Macalester College, 1989; M.A., University of Washington, Seattle, 1992; M.S., Ph.D., University of California, 2003, 2009.

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First	Last	Terms	Title/Education
Gregory	Kidwell	2011 - Present	Clinical Instructor of Nursing; B.S.N., Austin Peay State University, 1992; M.S.N., The University of Texas Health Science Center at San Antonio, 1999.
Laura F.	Klein	1979 - Present	Professor of Anthropology; B.A., M.A., Ph.D., New York University, 1968, 1970, 1975.
Frank	Kline	2011 - Present	Dean of School of Education and Movement Studies; Professor of Education and Movement Studies; B.S., Greenville College, 1978; M.Ed., Wichita State University, 1981; Ph.D., University of Kansas, 1989.
Beth M.	Kraig	1989 - Present	Professor of History; B.A., San Francisco State University, 1979; M.A., Western Washington University, 1981; M.A., University of Chicago, 1984; Ph.D., University of Washington, 1987.
Thomas W.	Krise	2012 - Present	President, Professor of English; B.S., U.S. Air Force Academy, 1983; M.S.A., Central Michigan University, 1986; M.A., University of Minnesota, 1989; Ph.D., University of Chicago, 1995.
Arthur M.	Land	2002 - Present	Resident Instructor of Communication; B.A., M.A., University of Georgia, 1982, 1993.
Francesca R.	Lane Rasmus	1998 - Present	Associate Professor/Director for Library Services; B.A., Macalester College, 1985; M.LIS., Dominican University, 1994
Neva	Laurie-Berry	2008 - Present	Assistant Professor of Biology; B.A., Illinois Wesleyan University, 2000; Ph.D., Washington University, 2007.
Amy	Lavold	2012 - Present	Visiting Instructor of Instructional Development and Leadership; B.A., M.A., Prescott College, 1994, 2000.
Chung-Shing	Lee	1998 - Present	Professor of Business; B.A., National Taiwan University, 1980; M.A., University of Maryland, 1985; D.Sc., The George Washington University, 1997.
Anna Y.	Leon-Guerrero	1993 - Present	Professor of Sociology; B.A., Pacific University, 1983; M.A., Ph.D., University of California, Los Angeles, 1988, 1993.
Jerrold	Lerum	1973 - Present	Professor of Biology; B.A., Luther College, 1963; M.S., University of Wisconsin, Madison, 1965; Ph.D., Northwestern University, 1973.
Matthew	Levy	2007 - Present	Assistant Professor of English; B.A., Guilford College, 1993; M.A., Ph.D., University of Texas, Arlington, 1997, 2005.
Jan P.	Lewis	1989 - Present	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.
Joanne M.	Lisosky	1995 - Present	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 - Present	Clinical Instructor of Nursing; B.S.N., M.S.N., Loma Linda University, 1974; 1979.
Henry	Loughman	2006 - Present	Resident Instructor of Theatre; B.A., M.F.A. Candidate, San Diego State University, 1992; 1997.
Richard N.	Louie	1997 - Present	Professor of Physics; A.B., Harvard College, 1990; M.S., Ph.D., Cornell University, 1993, 1997.
Hannah L.	Love	2007 - Present	Assistant Professor of Philosophy; B.A., University of the South, Sewanee; M.A., Ph.D., University of Virginia, 2005, 2007.
Matthew T.	Luth	2012 - Present	Assistant Professor of Business; B.S., University of Nebraska, 1999; Ph.D., University of Kansas, 2012.
Kate	Luther	2008 - Present	Assistant Professor of Sociology; B.A., Pacific Lutheran University, 2002; M.A., Ph.D., University of California (Riverside), 2004, 2008.

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First	Last	Terms	Title/Education
Zachary	Lyman	2006 - Present	Associate 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 - Present	Assistant Professor of Chemistry; B.A., Wittenberg University, 2000; Ph.D., University of Minnesota, 2005.
Diane B.	MacDonald	1987 - Present	Professor of Business; B.A., M.B.A., Loyola University, Chicago, 1970, 1974; J.D., John Marshall Law School, 1980.
Jooyal	Maeng	2010 - Present	Assistant Professor of Business; B.S., Yonsei University (Seoul, Korea), 2001; M.S., Stanford University, 2004; Ph.D., Purdue University, 2010.
Gary	Mahon	2012 - Present	Clinical Assistant Professor of Nursing and School of Business; B.S., University of Dayton, 1978; M.B.A., Arizona State University, 1979; Ph.D., University of Arizona, 2000.
Laura F.	Majovski	1996 - Present	Vice President for Student Life, Dean of Students; B.S., Duke University, 1976; M.A., Fuller Theological Seminary, 1978; Ph.D., Graduate School of Psychology, Fuller Theological Seminary, 1982.
Patsy L.	Maloney	1994 - Present	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.
Paul	Manfredi	2001 - Present	Associate Professor of Chinese; B.A., Long Island University, 1992; M.A., Ph.D., Indiana University, 1998, 2001.
Doreen M.	Marchionni	2010 - Present	2010- Visiting Assistant Professor of Communication; B.A., University of Washington, 1989; M.A., Columbia University, 1996; Ph.D., University of Missouri-Columbia, 2009.
Lisa	Marcus	1995 - Present	Associate Professor of English; B.A., University of Wisconsin, Madison, 1986; M.A., Ph.D., Rutgers University, 1989, 1995.
Heather E.	Mathews	2007 - Present	Assistant Professor of Art & Design; B.A. Hood College in Frederick 1994; M.A., University of Texas Austin 1997; Ph.D., from University of Texas Austin 2006.
Bonnie	Martin	2012 - Present	Visiting Assistant Professor of History; A.B., Cornell University, 1972; J.D., University of Texas, 1977; Ph.D., Southern Methodist University, 2006.
Laura	McCloud	2010 - Present	Assistant Professor of Sociology; B.A., University of Cincinnati, 2003; M.A., Ph.D., The Ohio State University, 2006, 2010.
Karen E.	McConnell	1998 - Present	Associate Dean and Professor of Movement Studies and Wellness Education; Director of Assessment; B.A., M.A., University of the Pacific, 1990, 1994; Ph.D., Arizona State University, 1998.
Maureen E.	McGill	1977 - Present	Associate Professor of Dance and Theatre; B.F.A., University of Utah, 1974; M.A., Western Washington University, 1977.
Erin	McKenna	1992 - Present	Professor of Philosophy; B.A., Claremont McKenna College, 1987; M.A., Ph.D., Purdue University, 1990, 1992.
Rosemary A.	McKenney	2002 - Present	Associate Professor of Geosciences and Environmental Studies; B.S., Oregon State University, 1985; M.S., Ph.D., The Pennsylvania State University, 1992, 1997.
Rebekah	Mergenthal	2008 - Present	Assistant Professor of History; B.A., Columbia University, 1992; M.A., University of Chicago, 1997; Ph.D., University of Chicago, 2008.
Sarah	Meyer	2012 -Present	Instructor of Movement Studies and Wellness Education; B.A., M.A., California State University - Fresno, 1999, 2004.
Linda K.	Miller	2012 - Present	Assistant Professor of Music; B.A., New Mexico State University, 1970; M.M., Ph.D., University of Idaho, 1992, 1997.
Ryan J.	Miller	2012 - Present	Visiting Instructor of Biology; B.A., B.S., University of Austin, Texas, 1998, 2004; Ph.D. candidate, University of Washington, expected 2012.

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First	Last	Terms	Title/Education
Terry W.	Miller	1998 - Present	Dean, School of Nursing; Professor of Nursing; B.S., B.S.N., University of Oklahoma, 1972, 1974; M.S.N., Ph.D., University of Texas, Austin, 1977, 1991.
Janet L.	Mobus	2008 - Present	Assistant Professor of Business; B.A., University of California, Davis, 1974; M.B.A., San Diego State University, 1984; Ph.D., University of North Texas, 1997.
Kathleen	Moisio	2012 - Present	Clinical Assistant Professor of Nursing; B.A., Pacific Lutheran University, 1987; B.S.N., University of Washington - Seattle, 1996.
Matthew J.	Monnot	2010 - Present	Assistant Professor of Business; B.S., B.A., Colorado State University, 2002; M.S., Florida Institute of Technology, 2004; Ph.D., Central Michigan University, 2008.
Christine	Moon	1989 - Present	Professor of Psychology; B.A., Whitman College, 1971; M.A., Ph.D., Columbia University, 1983, 1985.
Bradford L.	Moore	1980 - Present	Associate Professor of Movement Studies and Wellness Education; B.S., Portland State University, 1974; M.S., University of Oregon, 1978.
John N.	Moritsugu	1975 - Present	Professor of Psychology; B.A., University of Hawaii, 1971; M.A., Ph.D., University of Rochester, 1974, 1977.
Mark R.	Mulder	2012 - Present	Assistant Professor of Business; B.B.A., M.B.A., Pacific Lutheran University, 1993, 2000; Ph.D., Washington State University, 2012.
Andrea M.	Munro	2010 - Present	Assistant Professor of Chemistry; B.S., Ph.D., University of Washington, 2003, 2008.
Ashlyn H.	Munson	2009 - Present	Assistant Professor of Mathematics; B.A., University of Colorado at Boulder, 2002; M.S., Ph.D., Colorado School of Mines, 2005, 2009.
Laurie C.	Murphy	1997 - Present	Associate Professor of Computer Science and Computer Engineering; B.S., Delta State University, 1986; M.S., Vanderbilt University, 1988.
Gerald M.	Myers	1982 - Present	Professor of Business; B.S., University of Massachusetts, 1965; M.S., University of Missouri, Columbia, 1975; Ph.D., University of Iowa, 1983.
Brian	Naasz	2005 - Present	Resident Assistant Professor of Chemistry; B.S., Seattle University, 1982; Ph.D., University of California at Berkeley, 1986.
L. Richard	Nance	1992 - Present	Professor of Music; B.M.E., M.A., West Texas State University, 1977, 1982; DMA, Arizona State University, 1992.
Eric D.	Nelson	1996 - Present	Associate Professor of Classics; B.A., Pacific Lutheran University, 1982; M.A., Ph.D., University of Washington, 1985, 1992.
Akiko	Nosaka	2005 - Present	Associate Professor of Anthropology; B.A., Chuo University, Tokyo, 1986; B.A., Pacific Lutheran University, 1990; M.A., Ph.D., The Pennsylvania State University, 1993, 1997.
Douglas E.	Oakman	1988 - Present	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 - Present	Associate Professor of Religion; B.A., Earlham College, 1999; M.A., Union Theological Seminary, 2001; Ph.D., Emory University, 2006.
D. W. Sid	Olufs	1982 - Present	Professor of Political Science; B.A., University of Washington, 1974; M.A., Ph.D., The Pennsylvania State University, 1976, 1979.
Stephen J.	Olson	2007 - Present	Vice President for Development and University Relations; B.A., Concordia College, 1980; M.Div., Luther Northwestern Seminary, 1986.
Nathalie	op de Beeck	2009 - Present	Associate Professor of English; B.A. Indiana University of Pennsylvania, 1990; M.A., Ph.D., University of Pittsburg, 1998, 2003.
Carmiña	Palerm	2005 - Present	Associate Professor of Hispanic Studies; B.A. University of California, 1993; M.A., Ph.D., Stanford University, 1994, 2001.

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First	Last	Terms	Title/Education
Charilaos	Papadopoulos	2012 - present	Associate Professor of Movement Studies and Wellness Education; B.S., Aristotle's University of Thessaloniki, 1989; M.S., Ph.D., George State University, 1997, 2002.
Christina	Pepin	2007 - Present	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 - Present	Professor of Economics; B.A., Pacific Lutheran University, 1975; Ph.D., University of Minnesota, 1983.
Kristin H.	Plaehn	2005 - Present	Registrar; B.A., Texas Lutheran University, 1984; M.A., University of Denver, 1987.
Laura J.	Polcyn	1975 - Present	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 - 1999, 2000 - Present	Assistant Professor of Music; B.A., University of Northern Colorado, 1974; M.Ed., Seattle Pacific University, 1990.
Edwin C.	Powell	2005 - Present	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 - Present	Associate Dean, School of Business; Resident Assistant Professor of Business; B.A., Brigham Young University, 1983; M.A., Pacific Lutheran University, 1993; Ed.D., Seattle University, 2001.
Adela M.	Ramos	2010 - Present	Assistant Professor of English; B.A., Universidad Nacional Autónoma de México, 2001. M.A., Ph.D., Columbia University, 2004, 2010.
Mark A.	Reiman	1988 - Present	Associate Professor of Economics; B.A., Pacific Lutheran University, 1979; Ph.D., University of Washington, 1988.
Leon E.	Reisberg	1981 - Present	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.
David P.	Robbins	1969 - Present	Professor of Music; B.M., M.M., University of Michigan, 1968, 1969.
Solveig C.	Robinson	2001 - Present	Associate Professor of English; B.A., Gustavus Adolphus College, 1983; M.A., Ph.D., University of Chicago, 1987, 1994.
Svend John	Ronning	1999 - Present	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 - Present	Associate Professor of Music; B.M., Pacific Lutheran University, 1989; M.M., M.M.A., D.M.A., Yale University, 1991, 1993, 1997.
Dana E.	Rush	2003 - Present	Resident Instructor of Physics; B.S., University of Puget Sound, 1974.
Kathleen Z.	Russell	Present	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 M.	Ryan	2010 - Present	Clinical Assistant Professor of Marriage and Family Therapy; B.A., Seton Hall University, 1985; M.A. Pacific Lutheran University, 1998.
Enrique P.	Salas-Durazo	2012 - Present	Visiting Assistant Professor of Hispanic Studies; B.A., Whittier College, 2006; M.A., Ph.D. candidate, University of California - Riverside, 2009, expected June 2012.
Olgun F.	Sahin	2012 - Present	Visiting Assistant Professor of Finance; B.S., Uludag University, 1992; M.B.A., Illinois Institute of Technology, 1997; Ph.D., Saint Louis University, 2002.
Tina	Saxowsky	2010 - Present	Assistant Professor of Chemistry; B.S., Lewis and Clark College, 1996; Ph.D., Johns Hopkins School of Medicine, 2003.

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First	Last	Terms	Title/Education
Ruth	Schaffler	1992 - Present	Associate 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.
Michael T.	Schleeter	2010 - Present	Assistant Professor of Philosophy; B.A., University of Minnesota, 1999; Ph.D., The Pennsylvania State University, 2010.
Laurence	Schumann	2007 - Present	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 - Present	Professor of English; B.A., St. Olaf College, 1968; A.M., Ph.D., University of Chicago, 1969, 1977.
Holly	Senn	2008 - Present	Resident Assistant Professor of Library; B.A., Mills College, 1985; M.LIS., University of California, 1992.
Ami	Shah	2012 - Present	Visiting Assistant Professor of Political Science; B.A., The George Washington University, 2000; M.Phil., Ph.D., University of Oxford, 2002, 2007.
Jason K.	Shrader	2009 - Present	Professor of Military Science; B.S., United States Military Academy, 1991; M.S., University of Missouri, 1996.
Wendelyn J.	Shore	1999 - Present	Professor of Psychology; B.A., Coe College, 1986; M.S., Ph.D., University of Oklahoma, 1988, 1991.
Sharon	Shull	2007 - Present	Clinical Assistant Professor of Nursing; B.S.N., University of Portland, 1980; M.S.N., Pacific Lutheran University, 2007.
Amy	Siegesmund	2007 - Present	Assistant Professor of Biology; B.A., Alverno College, 1996; Ph.D., Washington State University, 2003.
Kaitlyn L.	Sill	2010 - Present	Assistant Professor of Political Science; B.A., University of California, 2004; M.A., Ph.D., Louisiana State University, 2008, 2010.
Ksenija	Simic-Muller	2008 - Present	Assistant Professor of Mathematics; B.S., University of Belgrade, 1997; M.S., Ph.D., Carnegie Mellon University, 2000, 2004.
Jason E.	Skipper	2005 - Present	Associate 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 - Present	Associate Professor of Mathematics; B.A., Swarthmore College, 1995; M.S., Ph.D., University of Oregon, 1997, 2001.
Julie	Smith	2006 - Present	Assistant Professor of Biology; B.A., Saint Ambrose University, 1994; M.S., Ph.D., New Mexico State University, 1997, 2005.
Matthew J.	Smith	2001 - Present	Dean, Division of Natural Sciences; Associate Professor of Biology; B.S., Humboldt State University, 1990; Ph.D., University of Connecticut, 1997.
Rochelle E.	Snee	1981 - Present	Associate Professor of Classics; B.A., University of Maryland, 1969; M.A., Ph.D., University of Washington, 1972, 1981.
Neal W.	Sobania	2005 - Present	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.
Steven	Sobeck	2010 - Present	Visiting Instructor of Art & Design; B.F.A., Pacific Lutheran University, 1972.
Richard J.	Spillman	1981 - Present	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.
Jessica	Spring	2011 - Present	Clinical Visiting Artist of English/Art & Design; B.A., Macalester College, 1985; M.F.A., Columbia College, 2002.
Priscilla Anne	St. Clair	2001 - Present	Associate Professor of Economics; B.A., Wake Forest University, 1988; Ph.D., University of Washington, 1995.

2012 2013 / Contacts rosters / Faculty

First	Last	Terms	Title/Education
Steven P.	Starkovich	1994 - 1995, 1996 - Present	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	Stasinos	2005 - Present	Associate Professor of Art & Design; B.S. Southern Utah University, 1991; M.F.A., New York Academy of Art, 1996.
Ramona	Stewart	2011 - Present	Clinical Instructor of Nursing; A.S.N., Rochester Community College, 1975; B.S., Iowa State University, 1978; M.N., University of Washington, 1987.
Amy	Stewart-Mailhoit	2010 - Present	Assistant Professor, Library; A.A., Central Oregon Community College, 1997; B.S., Western Oregon University, 1999; M.LIS, University of Washington, 2001.
Troy A.	Storfjell	2005 - Present	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 - Present	Visiting Assistant Professor of German; B.A., Stanford University, 1988; M.A., Ph.D., Cornell University, 1991, 1997.
Jeffrey L.	Stuart	2001 - Present	Professor of Mathematics; B.A., Pomona College, 1980; M.A., Ph.D., University of Wisconsin, Madison, 1981, 1986.
Karl A.	Stumo	2004 - Present	Vice President for Admission and Enrollment Services; B.A., Concordia College, 1992; M.S., Iowa State University, 2000.
Amanda	Sweger	2012 - Present	Assistant Professor of Theatre; B.F.A., Webster University, 2004; M.F.A., Northwestern University, 2011.
Sara J.	Swett	1999 - Present	Clinical Assistant Professor of Nursing; B.S.N., Pacific Lutheran University, 1998; M.S.N., Pacific Lutheran University, 2003.
Amanda	Taylor	2012 - present	Visiting Assistant Professor of Anthropology; B.A., Hamilton College, 2002; M.A., Ph.D., University of Washington - Seattle, 2006, 2012.
Marianne G.	Taylor	2005 - Present	Associate Professor of Psychology; A.B., Smith College, 1986; Ph.D., University of Michigan, 1993.
Paul	Tegels	2002 - Present	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 - Present	Professor of English; B.A., University of Witwatersrand, Johannesburg, 1971; M.S.Ed., Ph.D., Southern Illinois University, 1979, 1985.
William R.	Teska	2000 - Present	Professor of Biology; B.S., University of Idaho, 1972; M.S., Ph.D., Michigan State University, 1974, 1978.
Vidya	Thirumurthy	2005 - Present	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 - Present	Assistant Professor of Anthropology; B.A., Beloit College, 1993; M.A., Ph.D., Boston University, 1998, 2006.
Claire E.	Todd	2007 - Present	Assistant Professor of Geosciences and Environmental Studies; B.A., Claremont McKenna College, 2000; M.S., Columbia University, 2002; Ph.D., University of Washington 2007.
Sheri J.	Tonn	1979 - Present	Vice President for Finance and Operations, Professor of Chemistry; B.S., Oregon State University, 1971; Ph.D., Northwestern University, 1976.
Samuel E.	Torvend	1999 - Present	Professor of Religion, PLU Professor of Lutheran Studies, Endowed Chair in Lutheran Studies; B.A., Pacific Lutheran University, 1973; M.Div., Wartburg Theological Seminary, 1978; M.A., Aquinas Institute of Theology, Dubuque, 1980; Ph.D., Saint Louis University, 1990.

2012 2013 / Contacts rosters / Faculty

First	Last	Terms	Title/Education
Noriko	Toyokawa	2012 - present	Visiting Assistant Professor of Psychology; B.A., Tokyo University of Foreign Studies, 1986; M.S., Pennsylvania State University, 1997; Ph.D., Oregon State University, 2012.
Teru	Toyokawa	2002 - Present	Associate Professor of Psychology; B.A., M.A., Waseda University, Tokyo, 1989, 1991; Ph.D., Pennsylvania State University, 2000.
Karen M.	Travis	1995 - 1996, 1998 - Present	Associate Professor of Economics; B.S., University of Puget Sound, 1986; M.A., Ph.D., University of Washington, 1990, 1995.
Marit	Trelstad	2001 - Present	Associate Professor of Religion; B.A., St. Olaf College, 1989; M.A., Luther Northwestern Theological Seminary, 1994; Ph.D., Claremont Graduate School, 2000.
Vanessa	Tucker	2012 - present	Assistant Professor of Instructional Development and Leadership; B.A., Western Washington University, 1995; M.Ed., Ph.D., University of Washington-Seattle, 2003, 2009.
Laurie	Turner	2005 - Present	Director of Athletics; B.S., M.S., Washington State University, 1979, 1981.
Sven	Tuzovic	2007 - Present	Assistant Professor of Business; B.B.A., Georgia State University, 1997; M.B.A., Catholic University of Eichstaett-Ingolstadt, Germany, 1999; D.B.A., University of Basel, Switzerland, 2003.
Bret	Underwood	2011 - Present	Assistant Professor of Physics; B.S., The Ohio State University, 2003; M.A., Ph.D., University of Wisconsin - Madison, 2006, 2008.
Giovanna	Urdangarain	2008 - Present	Assistant Professor of Hispanic Studies; B.A., Artigas Teacher Training Institute (Uruguay), 1991; M.A., Indiana University, 2001; Ph.D., Indiana University, 2008.
Glenn A.	Van Wyhe	1979 - Present	Associate Professor of Business; B.A., University of South Dakota, 1968; M.Div., Westminster Theological Seminary, 1974; M.A., University of Iowa, 1977; Ph.D., University of Washington, 1991.
Guillermina	Walas-Mateo	2012 - present	Visiting Associate Professor of Hispanic Studies; B.A., Escuela de Danzas Norma Fontenlla, 1991; B.A., Universidad Nacional de Mar Del Plata, 1995; M.A., Ph.D., University of Pittsburgh, 1997, 1999.
Dean A.	Waldow	1992 - Present	Professor of Chemistry; B.A., Augustana College, Sioux Falls, 1984; Ph.D., University of Wisconsin, Madison, 1989.
Lori Lee	Wallace	2012 - Present	Assistant Professor of Communication and Theatre; B.F.A., University of Arizona, 2004; M.F.A., University of Exeter, 2006; Ph.D., University of Colorado of Boulder, 2012.
Chih-Wei	Wang	2008 - Present	Assistant Professor of Economics; B.S., B.A., National Tsing Hua University (Taiwan), 2000; M.A., Vanderbilt University, 2006; Ph.D., Vanderbilt University, 2008.
David B.	Ward	2005 - Present	Associate Professor of Marriage and Family Therapy; B.S., Brigham Young University, 1999; M.S., Virginia Polytechnic Institute and State University, 2002; Ph.D., Texas Tech University, 2006.
Janet	Weiss	2005 - Present	Assistant Professor of Instructional Development and Leadership; B.A., Lewis and Clark, 1978; M.S., Ph.D., Stanford University, 1982, 1991.
Robert M.	Wells	2005 - Present	Associate Professor of Communication; M.A., B.G.S., American University, 1989, 1990; M.A., Georgetown University, 1997; Ph.D., University of Maryland, 2005.
Leihua	Weng	2011 - Present	Visiting Assistant Professor of Chinese; B.A., Zhejiang University, Hangzhou, 2001; M.A., Peking University, Beijing, 2005; Ph.D., University of Southern California, 2010.
Jill M.	Whitman	1988 - Present	Professor of Geosciences; B.A., Middlebury College, 1978; M.S., University of Miami, 1981; Ph.D., University of California, San Diego, 1989.

2012 2013 / Contacts rosters / Faculty

First	Last	Terms	Title/Education
Rebecca	Wilkin	2008 - Present	Associate Professor of French; B.A., Brown University, 1994; Ph.D., University of Michigan, 2000.
Genevieve R.	Williams	2005 - Present	Associate Professor of Library Undergraduate Research Librarian; B.A., Smith College, 1996; M.LIS., University of Washington, 2005.
Gregory J.	Williams	1985 - Present	Professor of Instructional Development and Leadership; B.A., University of Puget Sound, 1969; M.Ed., Western Washington University, 1979; Ph.D., University of Washington, 1985.
Tamara R.	Williams	1994 - Present	Acting Director for Wang Center for Global Education; Professor of Hispanic Studies; B.A., Queen's University, 1979; M.A., Pennsylvania State University, 1981; Ph.D., University of Michigan, 1989.
Cynthia	Wolfer	2001, 2003 - Present	Clinical Instructor of Nursing; B.S.N., Russell Sage College; M.S.N., University of North Carolina, 1987.
David A.	Wolff	1999 - Present	Associate Professor of Computer Science and Computer Engineering; B.S., University of Puget Sound, 1992; M.S., Ph.D., Oregon State University, 1999.
Nicole J.	Wood	2010 - Present	Assistant Professor of Movement Studies and Wellness Education; B.S., Pacific Lutheran University, 2003; M.Ed., Ph.D., Temple University, 2005, 2008.
Sylvia H.	Wood	1993 - Present	Associate Professor of Nursing; B.S.N., Murray State University, 1972; M.S.N., University of Kentucky, 1978.
Martin A.	Wurm	2009 - Present	Assistant Professor of Economics; M.A., Ph.D., University of Wisconsin, Milwaukee, 2005, 2009.
Bridget E.	Yaden	1996 - Present	Associate Professor of Hispanic Studies; Director of Language Resource Center; B.A., Western Washington University, 1991; M.A., Ph.D., University of Washington, 1994, 2002.
Neal A.	Yakelis	2005 - Present	Associate Professor of Chemistry; B.S., Allegheny College, 1997; Ph.D., University of Michigan, 2003.
Anna M.	Young	2007 - Present	Assistant Professor of Communication; B.A., Vanderbilt University, 1997; M.A., Ph.D. University of Texas, Austin, 2003, 2007.
Gregory L.	Youtz	1984 - Present	Professor of Music; B.A., B.M., University of Washington, 1980; M.M., D.M.A., University of Michigan, 1982, 1986.
Fern H.	Zabriskie	2001 - Present	Associate Professor of Business; B.A., Connecticut College, 1974; M.B.A., The Wharton School, University of Pennsylvania, 1975; Ph.D., University of Washington, 2002.
Dana L.	Zaichkin	1997 - Present	Clinical Assistant Professor of Nursing; B.S.N., Pacific Lutheran University, 1980; M.N., M.H.A., University of Washington, 1991.
Michael	Zbaraschuk	2007 - Present	Visiting Assistant Professor of Religion; B.A., Walla Walla College, 1993; M.A., Ph.D., The Claremont Graduate University, 1998, 2002.
Mei	Zhu	1998 - Present	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.

Administrative Faculty Associates

First	Last	Terms	Title/Education
David	Allen	1995 - Present	Director, Enterprise Systems; B.A., Pacific Lutheran University, 2007.
Carol A.	Bautista	2003 - Present	Faculty Governance Coordinator; B.S., Barry University, 2001; B.A., Pacific Lutheran University, 2010.
Greg	Brewis	1998 - Present	Executive Director, University Communications; B.A., University of Puget Sound, 1972.
Rachel	Christopherson	2010 - Present	Director, Graduate Admission; B.A., University of California, Berkeley, 1999.
Leslie J.	Foley	2001 - Present	Director, Academic Assistance Center; B.A., Pacific Lutheran University, 1988; M.A.T., University of Puget Sound, 1991.
Matt	Freeman	2011 - Present	Director, Health and Counseling Centers; B.A., Latin American Studies, Brandeis University, 1997; M.P.H., Chronic Disease Epidemiology, Yale School of Medicine, 2001; M.S., Nursing, The Ohio State University, 2004; D.N.P., Duke University, 2011.
Lauralee	Hagen	1978 - Present	Executive Director of Alumni and Constituent Relations; B.A.E., M.A.E., Pacific Lutheran University, 1975, 1978.
Angie	Hambrick	2006 - Present	Director, Diversity Center; B.A., University of Wisconsin-Eau Claire, 2002; MSE.d., Southern Illinois-Carbondale, 2004.
Lisa A.	Henderson	2004 - Present	Director of Academic Budgeting and Planning; A.A., Olympic College, 1998; B.B.A., M.B.A., Pacific Lutheran University, 2004, 2007.
Maxine	Herbert-Hill	2001 - Present	Director, Academic Internships/Cooperative Education; B.S., Washington State University, 1970; M.Ed., Seattle University, 1990.
Thomas A.	Huelsbeck	1990 - Present	Associate Dean for Campus Life, Executive Director of Residential Life; B.S., University of Wisconsin, 1987; M.S., Bowling Green State University, 1990.
Bobbi	Hughes	2004 - Present	Executive Director, Career Connections; B.A., M.B.A., Pacific Lutheran University, 2000, 2010.
Joanne	Ito	2001 - Present	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 - Present	Dean, Student Development; Director, Student Involvement and Leadership; B.A.E., Pacific Lutheran University, 1990; M.Ed., University of Washington, 1997; Ed.D., Seattle University, 2011.
David	Kohler	2002 - Present	Director, Facilities Management; AA, Lehigh County Community College, 1971; B.S.E.E., University of Texas, Arlington, 1985.
Deirdre	McGoldrick	2009 - Present	Systems and Data Analyst; B.A., Boston University, 1986.
Layne E.	Nordgren	1979 - Present	Director, User Services and Instructional Technologies; B.S., Pacific Lutheran University, 1976; M.S., University of Southern California, 1979.
Jennifer	Olsen-Krengel	2005 - Present	Director of Admission; B.A., St. Olaf College, 1994.
Teri P.	Phillips	1999 - Present	Director of Human Resources; B.A., Michigan State University, 1985; M.B.A., Pacific Lutheran University, 2011.
Robert	Riley	1998 - Present	Associate Vice President for Finance & Controller; B.S., B.A., Pittsburg State University, 1978.
Kerstin	Ringdahl	1965 - Present	Curator of Special Library Collections, Archivist; B.A., Pacific Lutheran University, 1982; Certificate, Records Management and Information Systems, University of Washington, 1990.
Kay W.	Soltis	1984 - Present	Director of Financial Aid; B.S.E., Southern Illinois University, Carbondale, 1988.
Paul	Stankavich	2007 - Present	General Manager, KPLU; B.S., Bowling Green State University, 1968.

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First	Last	Terms	Title/Education
Vicky	Winters	1990 - Present	Director of Administration, Office of the President; B.A., Pacific Lutheran University, 2007.
Teri	Woo	2012 - Present	Associate Dean for Graduate Nursing Program, School of Nursing; B.S.N., M.S., PNP, Oregon Health Sciences University School of Nursing, 1984, 1989, 1993; Ph.D., University of Colorado Denver College of Nursing, 2008.
Susan	Young	1987 - Present	Director, Scandinavian Culture Center; B.A., M.A., Pacific Lutheran University, 1992, 1998.
Joel	Zylstra	2012 - Present	Director, Center for Community Engagement & Service; B.A., Pacific Lutheran University, 2005; M.S., Miami University, 2010.

Honorary Faculty

First	Last	Terms	Title/Education
Nancy J.	Connor	1995 - Present	Campus Pastor; B.S.E., Minot State College, 1976; M.Div., Trinity Lutheran Seminary, 1980.
Dennis G.	Sepper	1995 - Present	Campus Pastor; B.A., University of Michigan, 1976; M.Div., Trinity Lutheran Seminary, 1980.

Phased Retirement Faculty

First	Last	Terms	Title/Education
Thad	Barnowe	Phased to 2013	Business
Roberta S.	Brown	Phased to 2014	French
Michele	Crayton	Phased to 2013	Biology
Celine	Dorner	Phased to 2013	Mathematics
Susan	Dwyer-Shick	Phased to 2015	Political Science
Kathleen	Farner	Phased to 2013	Music
Gregory	Guldin	Phased to 2014	Anthropology
Paula H.	Leitz	Phased to 2017	Instructional Development and Leadership
John	Main	Phased to 2013	Biology
Susan	McDonald	Phased to 2013	Library Information Services
N. Christian	Meyer	Phased to 2014	Mathematics
James	Predmore	Phased to 2014	Languages and Literature
Judith	Ramaglia	Phased to 2013	Business
Charles	York	Phased to 2013	Marriage and Family Therapy

Emeriti Faculty

First	Last	Terms	Department
Harry S.	Adams	1947 - 1993	Physics
Barbara	Ahna	1987 - 2002	Business
Shirley	Aikin	1974 - 2011	Nursing
James A.	Albers	1997 - 2010	Business
Charles D.	Anderson	1959 - 1991	Chemistry
D. Stuart	Bancroft	1971 - 2011	Business
Stephen E.	Barndt	1978 - 2000	Business
Kenneth E.	Batker	1966 - 1999	Mathematics
Myra	Baughman	1970 - 2007	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
Eli	Berniker	1982 - 2010	Business
Arturo	Biblarz	1977 - 2005	Sociology
James E.	Brink	1970 - 2012	Computer Science and Computer Engineering
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
Dennis	Cox	1972 - 2011	Art
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
Audrey	Eyler	1981 - 2012	English
Richard A.	Farner	1976 - 2012	Music
Chris	Ferguson	2001 - 2012	Information and Technology Services
Bruce W.	Finnie	1989 - 2009	Business
M. Josephine	Fletcher	1963 - 1991	Education
Mira J.	Frohnmayr	1980 - 2005	Music
Arthur	Gee	1968 - 2003	Biology
William P.	Giddings	1962 - 1996	Chemistry

First	Last	Terms	Department
William H.	Gilbertson	1968 - 1991	Social Work
Virginia K.	Gilmore	1988 - 1998	Library
Fern A.	Gough	1971 - 1995	Nursing
Kate	Grieshaber	1984 - 2011	Music
Helmi	Hahler	1985 - 1998	Education
Marlis M.	Hanson	1971 - 1991	Education
Vernon R.	Hanson	1970 - 1999	Social Work
Larry	Hegstad	1979 - 2010	Business
John O.	Herzog	1967 - 1998	Mathematics
David	Hoffman	1975 - 2011	Music
Paul	Hoseth	1968 - 2010	Physical Education
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
Richard	Jobst	1967 - 2011	Sociology
Anne	Kelleher	1981-2012	Political Science
David	Keyes	1969 - 2011	Art
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
Marilynn 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
Dennis J.	Martin	1975 - 2011	Biology
Dennis M.	Martin	1976-2012	English
Arthur D.	Martinson	1966 - 1999	History
Marjorie I.	Mathers	1964 - 1966, 1968 - 1997	Education
Katherine	McDade	1989 - 2011	Sociology
Richard	McGinnis	1972 - 2010	Biology
Louette L.	McGraw	1995 - 2005, 2005 - 2008	Education

First	Last	Terms	Department
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
Robert	Mulder	1987 - 2010	Education
Gunnulf	Myrbo	1970 - 1993	Philosophy
Martin J.	Neeb	1981 - 2006	KPLU-FM
Burton L.	Nesset	1967 - 1998	Chemistry
Jon J.	Nordby	1977 - 2001	Philosophy
Eric	Nordholm	1955 - 1991	Communication and Theater
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
Clifford G.	Rowe	1980 - 2010	Communication
Eldon L.	Schafer	1974 - 1991	Business
Carolyn	Schultz	1974 - 1979, 1982 - 2011	Nursing
F. T.	Sepic	1979 - 2004	Business
S. Erving	Severtson	1966 - 1983, 1986 - 1999	Psychology
Merlin	Simpson	1997 - 2011	Business
Wallace	Spencer	1974 - 2010	Political Science
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
Duane	Swank	1970 - 2011	Chemistry

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First	Last	Terms	Department
Rodney N.	Swenson	1968 - 2000	German
Kwong-Tin	Tang	1967 - 2008	Physics
Steven D.	Thrasher	1980 - 2010	Business
Fred L.	Tobiason	1966 - 1991, 2003 - 2006	Chemistry
Walter	Tomsic	1970 - 2004	Art
Audun T.	Toven	1967 - 2005	Norwegian
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	1976 - 2008	Provost Office
Catherine	Yetter	1986 - 2011	Education
Yukie	Yumibe	1980 - 1992	Nursing
Chang-Li	Yiu	1973 - 2005	Mathematics and Physics
Dwight J.	Zulauf	1949 - 1953, 1959 - 1985, 1990 - 1998	Business

Sabbatical Faculty

First	Last	Terms	Department
Callista	Brown	2012-13	English
Thomas	Campbell	2012-13	English
Marianne G.	Chavez-Pringle	2012-13	Political Science
Spencer	Ebbinga	Spring 2013	Art & Design
Antonios	Finitsis	2012-13	Religion
Bogomil	Gerganov	2012-13	Physics
Susan	Harmon	2012-13	Business
George	Hauser	2012-13	Computer Science and Computer Engineering
Michael	Hillis	J-Term/Spring 2013	Instructional Development and Leadership
Gregory	Johnson	2012-13	Philosophy
Zachery	Lyman	2012-13	Music
Kevin	O'Brien	2012-13	Religion
Carmina	Palerm	Spring 2013	Hispanic Studies
Norris	Peterson	2012-13	Economics
Neal	Sobania	2012-13	History
Samuel	Torvend	2012-13	Religion
Dean	Waldow	2012-13	Chemistry
David	Ward	Summer/Fall 2012	Marriage and Family Therapy
Robert	Wells	2012-13	Communication and Theatre

Glossary of Terms

00: Undergraduate Non-Matriculated

A: Alternative Perspectives GenEd Element
AACN: American Association of Colleges of Nursing
AACSB: Association to Advance Collegiate Schools of Business
AAMFT: American Association for Marriage and Family Therapy
AAO: Affirmative Action Officer **AAP:** Affirmative Action Plan
ABET: Accreditation Board for Engineering and Technology
ACG: Academic Competitiveness Grant
ACT: American College Test
ADA: Americans with Disabilities Act of 1990
ADMIN: Administration
AICE/COOP: Academic Internships and Cooperative Education
ANTH: Anthropology
AP: Advanced Placement
APC: Academic Program Contract
API: Advanced Placement Institute
AR: Art, Music, and Theatre GenEd Element
ARTD: Art & Design
B.A.: Bachelor of Arts Degree
B.A.C.: Bachelor of Arts in Communication
B.A.E.: Bachelor of Arts in Education
B.A.P.E.: Bachelor of Arts in Physical Education
B.B.A.: Bachelor of Business Administration
B.F.A.: Bachelor of Fine Arts
B.S.P.E.: Bachelor of Science in Physical Education
BIOL: Biology
B.M.: Bachelor of Music
B.M.A.: Bachelor of Musical Arts
B.M.E.: Bachelor of Music Education
B.S.: Bachelor of Science
B.S.N.: Bachelor of Science in Nursing
BUSA: Business, School of
C: Cross-Cultural GenEd Element
CE: Continuing Education
CAS: College of Arts and Sciences
CCNE: Commission on Collegiate Nursing Education
CES: Center for English Studies
CHEM: Chemistry
CHIN: Chinese
CHLC: Children's Literature and Culture
CHSP: Chinese Studies
CLAS: Classics
CLEP: College Level Examination Program
COM: Care and Outcomes Manager
CNE: Continuing Nursing Education
COMA: Communication
COTH: Communication and Theatre
CR: Credit Hours
CREDITS: Equal Semester Hours
CRN: Course Reference Number
CSCE: Computer Science and Computer Engineering
DANC: Dance
DANTES: Defense Activity for Non-Traditional Education Support
DL: Dean's List
DTA: Direct Transfer Agreement from Washington Community College
ECON: Economics
EDUC: Education
EL-MSN: Entry-level M.S.N. Program
ENGL: English
ENVT: Environmental Studies
EOG: Educational Opportunity Grant
EPSY: Educational Psychology
F: Freshman Inquiry GenEd Element
FAFSA: Free Application for Federal Student Aid
FERPA: Family Educational Rights and Privacy Act
FNP: Family Nurse Practitioner
FR: Freshman

2012 2013 / Glossary of terms

FW: Freshman Writing
FREN: French
GED: General Equivalency Diploma
GENED: General Education Program
GEOS: Geosciences
GERM: German
GLB: Graham-Leach-Bliley Act
GLST: Global Studies
GMAT: Graduate Management Admission Test
GN: Graduate Non-Matriculated
GPA: Grade Point Average, i.e., 2.00
GR: Graduate
GRE: Graduate Record Exam
GREK: Greek
HECB/SAA: Washington State Higher Education Coordinating Board/State Approving Agency
HEED: Health Education
HIPPA: Health Insurance Portability and Accountability Act
HISP: Hispanic Studies
HIST: History
HUMA: Humanities, Division of
IB: International Baccalaureate
ID&L: Instructional Development and Leadership
J-Term: 4 weeks January Term
JR: Junior
IELTS: International English Language Testing System
IHON: International Honors Program
ILO: Integrated Learning Objectives
INTERN: Internship
IP: In Progress Grade
IS: Independent Study
KPLU: PLU National Public Radio Station
LANG: Languages and Literature
LATN: Latin
LPN: Licensed Practical Nurse
LT: Literature GenEd Element
M.A.: Master of Arts
M.A.E.: Master of Arts in Education
M.B.A.: Master of Business Administration
M.F.A.: Master of Fine Arts
M.S.N.: Master of Science in Nursing
MR: Math Reasoning GenEd Element
MATH: Mathematics
MFTH: Marriage and Family Therapy
MILS: Military Science
MUSI: Music
MSWE: Movement Studies and Wellness Education
MW: Medical Withdrawal
NA: Never Attended
NFLP: Nurse Faculty Loan Program
NMSQT-PSAT: National Merit Semi-finalist Qualifying Test-pre-Scholastic Assessment Test
NORW: Norwegian
NSCI: Natural Sciences, Division of
NS: Natural Sciences, Computer Science or Mathematics GenEd Element
NURS: Nursing, School of
PE: Physical Education GenEd Element
PH: Philosophy GenEd Element
PHED: Physical Education
PHIL: Philosophy
PHYS: Physics
PLUMS: PLU Matching Scholarship
POLS: Political Science
PP&A: Publishing and Printing Arts
PSYC: Psychology
PET: Pearson Test of English
RAP: Recruitment, Admission and Progress Committee in Nursing
RC: Christian Traditions GenEd Element
RG: Global Religious Traditions GenEd Element
ROTC: Reserve Officer Training Corps
RN: Registered Nurse
RS: Running Start
RELI: Religion
SA: Study Away
SAP: Satisfactory Academic Progress

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SAT: Scholastic Assessment Test
SEOG: Federal Supplemental Educational Opportunity Grants
SM: Science and Scientific Method GenEd Element
SO: Social Sciences GenEd Element
SO: Sophomore
SR: Senior Capstone Seminar
SCAN: Scandinavian Area Studies
SEMESTER HOURS: Credits are on semester hour basis
SIGN: Sign Language
SOAC: Arts and Communication, School of
SOCI: Sociology
SOCW: Social Work
SEMS: Education and Movement Studies, School of
SP: Special Project
SPED: Special Education
SR: Senior Capstone
SR: Senior
SSCI: Social Science, Division of
STAT: Statistics
THEA: Theatre
TMS: Tuition Management Systems
TOEFL: Test of English as a Foreign Language
UG: Undergraduate
USAFI: United States Armed Forces Institute
WAVE: Washington Award for Vocational Excellence
WMGS: Women's and Gender Studies
WRIT: Writing
WSNG: Washington State Need Grants