



# **Catalog 2016-17**

**Pacific Lutheran University  
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Tacoma, WA 98447  
253-531-6900**

# Undergraduate and Graduate Catalog 2016-17

Academic Calendars .....	1
2016-17 Academic Calendar .....	2
2017-18 Academic Calendar .....	4
2018-19 Academic Calendar .....	6
University Information and Message from the President .....	8
Accreditation and Institutional Research .....	10
ILOs, Values, and Principles of General Education .....	11
Principles of General Education .....	13
Writing Throughout the Curriculum .....	14
Academic Program .....	15
General Education Program Information .....	16
Supplemental GenEd Program Information .....	18
International Honors Program .....	19
Cornerstones General Education Model .....	20
Courses that Fulfill General Education Program Elements (GenEd) .....	22
Alternative Perspectives (A) .....	23
Art, Music, Theatre (AR) .....	25
Capstone: Senior Seminar (SR) .....	28
Christian Traditions (RC) .....	30
Cross-Cultural Perspectives (C) .....	31
Global Religious Traditions (RG) .....	34
International Honors (H1, H2, H3) .....	35
Literature (LT) .....	36
Mathematical Reasoning (MR) .....	38
Natural Sciences, Computer Science, or Mathematics (NS) .....	39
Physical Education Activity (PE) .....	41
Philosophy (PH) .....	42
Science and Scientific Method (SM) .....	43
Social Sciences (SO) .....	44
Writing (WR) .....	47
Undergraduate Admission .....	48
First-Year Students .....	49
Transfer Students .....	51
International Students .....	53
Evaluation of Credits .....	54
Finalizing an Offer of Admission .....	55
Time Limits .....	56
Undergraduate Academic Policies and Procedures .....	57
Limitations: All Baccalaureate Degrees .....	68
College of Arts and Sciences (CAS) Language Requirements .....	70
Undergraduate Programs and Curricula .....	71
Academic Internship/Cooperative Education .....	76
Anthropology .....	78
Art & Design .....	84
Arts and Communication, School of .....	91
Arts and Sciences, College of .....	92
Biology .....	93
Business, School of .....	100
Chemistry .....	110
Children's Literature and Culture .....	118
Chinese Studies Program .....	119
Classics .....	122
Communication and Theatre .....	126
Computer Science .....	143
Economics .....	150
Education and Kinesiology, School of .....	155
Education .....	156
Engineering Dual-Degree Program .....	174
English .....	176
Environmental Studies .....	186
First-Year Experience Program .....	191
Geosciences .....	192
Global Education Opportunities .....	199
Global Studies .....	201
History .....	207

<a href="#">Holocaust and Genocide Studies</a> .....	215
<a href="#">Humanities, Division of</a> .....	217
<a href="#">Individualized Major</a> .....	218
<a href="#">International Honors Program</a> .....	219
<a href="#">Kinesiology</a> .....	221
<a href="#">Languages and Literatures</a> .....	233
<a href="#">Mathematics</a> .....	255
<a href="#">Music</a> .....	264
<a href="#">Natural Sciences, Division of</a> .....	286
<a href="#">Nursing, School of</a> .....	287
<a href="#">Philosophy</a> .....	298
<a href="#">Physics</a> .....	303
<a href="#">Politics &amp; Government</a> .....	309
<a href="#">Pre-Professional Studies</a> .....	315
<a href="#">Psychology</a> .....	324
<a href="#">Publishing and Printing Arts</a> .....	330
<a href="#">Religion</a> .....	332
<a href="#">Scandinavian Area Studies</a> .....	337
<a href="#">Social Sciences, Division of</a> .....	342
<a href="#">Sociology</a> .....	343
<a href="#">Social Work</a> .....	348
<a href="#">Statistics</a> .....	353
<a href="#">Women's and Gender Studies</a> .....	356
<a href="#">Writing</a> .....	360
<a href="#">Graduate Admission</a> .....	361
<a href="#">Application Requirements (Graduate)</a> .....	362
<a href="#">Accepting the Offer of Admission (Graduate)</a> .....	364
<a href="#">International Student Application Requirements and Admission (Graduate)</a> .....	365
<a href="#">Graduate and Post-Baccalaureate Policies and Programs</a> .....	367
<a href="#">Policies and Standards (Graduate)</a> .....	369
<a href="#">Degrees (Graduate)</a> .....	376
<a href="#">Master of Arts in Education (M.A.E.)</a> .....	377
<a href="#">Master of Arts - Marriage and Family Therapy (M.A.)</a> .....	390
<a href="#">Master of Business Administration (M.B.A.)</a> .....	394
<a href="#">Master of Science in Accounting (M.S.A.)</a> .....	400
<a href="#">Master of Science in Finance (M.S.F.)</a> .....	404
<a href="#">Master of Science in Marketing Research (M.S.M.R.)</a> .....	408
<a href="#">Master of Fine Arts - Creative Writing (M.F.A.)</a> .....	411
<a href="#">Master of Science in Nursing (M.S.N.)</a> .....	413
<a href="#">Doctor in Nursing Practice (D.N.P.)</a> .....	422
<a href="#">Dual Master's (M.S.N. and M.B.A.)</a> .....	436
<a href="#">Financial Aid and Scholarships</a> .....	437
<a href="#">Financial Aid (Undergraduate)</a> .....	438
<a href="#">Application Procedure</a> .....	439
<a href="#">Financial Aid Satisfactory Academic Progress</a> .....	440
<a href="#">Verification of FAFSA</a> .....	441
<a href="#">Scholarships and Grants</a> .....	442
<a href="#">Loans</a> .....	443
<a href="#">Gift Funding</a> .....	444
<a href="#">Student Employment</a> .....	445
<a href="#">Veterans Affairs and Vocational Rehabilitation</a> .....	446
<a href="#">Financial Aid and Scholarships (Graduate)</a> .....	447
<a href="#">Tuition, Fees and Payment Information 2016-17</a> .....	448
<a href="#">Charges, Fees, and Fines</a> .....	449
<a href="#">Housing Charges, Fees, and Discounts</a> .....	451
<a href="#">Billing and Payments</a> .....	453
<a href="#">Withdrawals</a> .....	457
<a href="#">Student Life and Campus Resources</a> .....	459
<a href="#">University Policies (General)</a> .....	463
<a href="#">Contact Information and Rosters</a> .....	465
<a href="#">Board of Regents</a> .....	466
<a href="#">Administration</a> .....	468
<a href="#">Faculty</a> .....	474
<a href="#">Associates to the Faculty Assembly</a> .....	488
<a href="#">Phased Retirement Faculty</a> .....	489
<a href="#">Emeriti Faculty</a> .....	490
<a href="#">Sabbatical Faculty</a> .....	494
<a href="#">PLU-Wide Common Course Numbers</a> .....	495

Glossary of Terms ..... 497  
Index ..... 500  
PLU Directory of Courses ..... 505

# Academic Calendars

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## Pacific Lutheran University Academic Calendars

Important dates for the 2016-17 academic year may also be found on the Office of the Registrar Web page.

[2016-17](#)

[2017-18](#)

[2018-19](#)

# 2016-17 Academic Calendar

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Pacific Lutheran University uses a 4-1-4 calendar, which consists of two 15-week semesters bridged by a four-week January Term.

## Undergraduate Programs

### 2015-16 End of Term Dates

- May 27, 2016 – Friday, Spring Semester ends
- May 30, 2016 – Monday, Memorial Day  
(*PLU closed*)

### Summer Session 2016 (June 6 - August 5)

- Term I: Monday, June 6 – Friday, July 1
- Term II: Tuesday, July 5 – Friday, July 29
- Independence Day Holiday: Monday, July 4  
(*No classes, PLU offices closed.*)
- Workshop Week: Monday, August 1 – Friday, August 5
- Summer Session Ends: Friday, August 5  
(*Diploma date for undergraduates*)
- Final Grades Due: Friday, August 12

### Fall Semester 2016 (September 6 - December 16)

- Student Orientation: Friday, September 2 – Sunday, September 4
- Labor Day: Monday, September 5  
(*No classes; PLU offices closed.*)
- Opening Convocation: Tuesday, September 6 at 9 a.m.
- Classes Begin: Tuesday, September 6 at 11:50 a.m.
- Mid-Semester Break: Friday, October 21  
(*No classes, PLU offices open.*)
- Veterans Day: Friday, November 11  
(*Observance at Chapel*)
- Thanksgiving Break: Wednesday, November 23 at 1:35 p.m. – Sunday, November 27  
(*PLU offices are closed Thursday and Friday, November 24-25.*)  
*Classes resume on Monday, November 28 at 8:00 a.m.*
- Classes End: Saturday, December 10  
(*Saturday classes take final exam this day.*)
- Final Examinations: Monday, December 12 – Friday, December 16
- Fall Semester Ends: Friday, December 16
- Final Grades Due: Friday, December 23

### January Term 2017 (January 3 - January 31)

- Classes Begin: Tuesday, January 3
- Martin Luther King, Jr. Birthday Holiday: Monday, January 16  
(*No classes; PLU offices closed.*)
- Classes End: Tuesday, January 31
- Final Grades Due: Tuesday, February 7

### Spring Semester 2017 (February 8 - May 26)

- Classes Begin: Wednesday, February 8
- Presidents' Day: Monday, February 20  
(*No classes; PLU offices closed.*)
- Spring Break: Monday, March 27 – Friday, March 31  
(*No classes, PLU offices open.*)
- Easter Break: Friday, April 14  
(*No classes, PLU offices closed.*)  
*Classes resume Monday, April 17 at 8 a.m.*
- Classes End: Saturday, May 20  
(*Saturday classes take final exam on this day.*)
- Final Examinations: Monday, May 22 – Friday, May 26
- Spring Semester Ends: Friday, May 26
- Commencement: Saturday, May 27

- Final Grades Due: Friday, June 2

## Graduate Programs

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

### Summer Session 2016 (May 31 - August 19)

- Session Begins: Tuesday, May 31
- Independence Day: Monday, July 4  
*(No classes, PLU offices closed.)*
- Summer Session Ends: Friday, August 19  
*(Diploma date for graduate students)*
- Final Grades Due: Friday, August 26

### Fall Semester 2016 (September 6 - December 16)

- Classes Begin: Tuesday, September 6
- Mid-Semester Break: Friday, October 21  
*(No classes, PLU offices open.)*
- Veterans Day: Friday, November 11  
*(Observance at Chapel)*
- Thanksgiving Break: Wednesday, November 23 at 1:35 p.m. - Sunday, November 27  
*(PLU offices are closed Thursday and Friday, November 24-25.)  
Classes resume on Monday, November 28 at 8 a.m.*
- Fall Semester Ends: Friday, December 16
- Final Grades Due: Friday, December 23

### January Term 2017 (January 3 - January 31)

- Classes Begin: Tuesday, January 3
- Martin Luther King, Jr. Birthday Holiday: Monday, January 16  
*(No classes, PLU offices closed.)*
- Classes End: Tuesday, January 31
- Final Grades Due: Tuesday, February 7

### Spring Term 2017 (February 8 - May 26)

- Classes Begin: Wednesday, February 8
- Presidents' Day: Monday, February 20  
*(No classes, PLU offices closed.)*
- Spring Break: Monday, March 27 - Friday, March 31  
*(PLU offices open.)*
- Easter Break: Friday, April 14  
*(No classes, PLU offices closed.)*
- Spring Semester Ends: Friday, May 26
- Commencement: Saturday, May 27
- Final Grades Due: Friday, June 2

# 2017-18 Academic Calendar

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Pacific Lutheran University uses a 4-1-4 calendar, which consists of two 15-week semesters bridged by a four-week January Term.

## Undergraduate Programs

### 2016-17 End of Term Dates

- May 26, 2017 – Friday, Spring Semester ends
- May 29, 2017 – Monday, Memorial Day Holiday  
(*PLU closed.*)

### Summer Sessions 2017 (June 5 – August 4)

- Term I: Monday, June 5 – Friday, June 30
- Term II: Monday, July 3 – Friday, July 28
- Independence Day: Tuesday, July 4  
(*No classes, PLU offices closed.*)
- Workshop Week: Monday, July 31 – Friday, August 4
- Summer Session Ends: Friday, August 4  
(*Diploma date for undergraduates*)
- Final Grades Due: Friday, August 11

### Fall Semester 2017 (September 5 – December 15)

- Student Orientation: Friday, September 1 – Sunday, September 3
- Labor Day: Monday, September 4  
(*No classes, PLU offices closed.*)
- Opening Convocation: Tuesday, September 5 at 9 a.m.
- Classes Begin: Tuesday, September 5 at 11:50 a.m.
- Mid-Semester Break: Friday, October 20  
(*No classes, PLU offices open.*)
- Veterans Day: Friday, November 10  
(*Observance at Chapel*)
- Thanksgiving Break: Wednesday, November 22 at 1:35 p.m. – Sunday, November 26  
(*PLU offices are closed Thursday and Friday, November 23-24.*)  
*Classes resume on Monday, November 27 at 8 a.m.*
- Classes End: Saturday, December 9  
(*Saturday classes take final exam this day.*)
- Final Examinations: Monday, December 11 – Friday, December 15
- Fall Semester Ends: Friday, December 15
- Final Grades Due: Friday, December 22

### January Term 2018 (January 3 – January 31)

- Classes Begin: Wednesday, January 3
- Martin Luther King, Jr. Birthday Holiday: Monday, January 15  
(*No classes, PLU offices closed.*)
- Classes End: Wednesday, January 31
- Final Grades Due: Tuesday, February 6

### Spring Semester 2018 (February 7 – May 25)

- Classes Begin: Wednesday, February 7
- Presidents' Day: Monday, February 19  
(*No classes, PLU offices closed.*)
- Spring Break/Easter Break: Monday, March 26 – Friday, March 30  
(*No classes*)
- Good Friday: Friday, March 30  
(*PLU offices closed.*)  
*Classes resume Monday, April 2 at 8 a.m.*
- Classes End: Saturday, May 19  
(*Saturday classes take final exam this day.*)



- Final Examinations: Monday, May 21 – Friday, May 25
- Spring Semester Ends: Friday, May 25
- Commencement: Saturday, May 26
- Final Grades Due: Friday, June 1

## Graduate Programs

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

### Summer Session 2017 (May 30 - August 18)

- Session Begins: Tuesday, May 30
- Independence Day: Tuesday, July 4  
*(No classes, PLU offices closed)*
- Sessions Ends: Friday, August 18  
*(Diploma date for graduate students)*
- Final Grades Due: Friday, August 25

### Fall Semester 2017 (September 5 - December 15)

- Classes Begin: Tuesday, September 5
- Mid-Semester Break: October 20  
*(No classes, PLU offices open)*
- Veterans Day: Friday, November 10  
*(Observance at Chapel)*
- Thanksgiving Break: Wednesday, November 22 at 1:35 p.m. – Sunday, November 26  
*(PLU offices are closed Thursday and Friday, November 23-24)*
- Fall Semester Ends: Friday, December 15
- Final Grades Due: Friday, December 22

### January Term 2018 (January 3 - January 31)

- Classes Begin: Wednesday, January 3
- Martin Luther King, Jr., Birthday Holiday: Monday, January 15  
*(No classes, PLU offices closed)*
- Classes End: Wednesday, January 31
- Final Grades Due: Tuesday, February 6

### Spring Semester 2018 (February 7 - May 25)

- Classes Begin: Wednesday, February 7
- Presidents' Day: Monday, February 19  
*(No classes, PLU offices closed)*
- Spring Break/Easter Break: Monday, March 26 – Friday, March 30  
*(No classes)*
- Good Friday: Friday, March 30  
*(PLU offices closed)*
- Spring Semester Ends: Friday, May 25
- Final Grades Due: Friday, June 1

# 2018-19 Academic Calendar

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Pacific Lutheran University uses a 4-1-4 calendar, which consists of two 15-week semesters bridged by a four-week January Term.

## Undergraduate Programs

### 2017-18 End of Term Dates

- May 25, 2018 – Friday, Spring Semester ends
- May 28, 2018 – Monday, Memorial Day Holiday  
(*PLU closed.*)

### Summer Sessions 2018 (June 4 – August 3)

- Term I: Monday, June 4 – Friday, June 29
- Term II: Monday, July 2 – Friday, July 27
- Independence Day: Wednesday, July 4  
(*No classes; PLU offices closed.*)
- Workshop Week: Monday, July 30 – Friday, August 3
- Summer Session Ends: Friday, August 3  
(*Diploma date for undergraduates*)
- Final Grades Due: Friday, August 10

### Fall Semester 2018 (September 4 – December 14)

- Student Orientation: Friday, August 31 – Sunday, September 2
- Labor Day: Monday, September 3  
(*No classes; PLU offices closed.*)
- Opening Convocation: Tuesday, September 4 at 9 a.m.
- Classes Begin: Tuesday, September 4 at 11:50 a.m.
- Mid-Semester Break: Friday, October 19  
(*No classes; PLU offices open.*)
- Veterans Day: Monday, November 12  
(*Observance at Chapel*)
- Thanksgiving Break: Wednesday, November 21 at 1:35 p.m. – Sunday, November 25  
(*PLU offices are closed Thursday and Friday, November 22-23. Classes resume on Monday, November 26 at 8 a.m.*)
- Classes End: Saturday, December 8  
(*Saturday classes take final exam this day.*)
- Final Examinations: Monday, December 10 – Friday, December 14
- Fall Semester Ends: Friday, December 14
- Final Grades Due: Friday, December 21

### January Term 2019 (January 2 – January 30)

- Classes Begin: Wednesday, January 6
- Martin Luther King, Jr. Birthday Holiday: Monday, January 21  
(*No classes; PLU offices closed.*)
- Classes End: Wednesday, January 30
- Final Grades Due: Tuesday, February 5

### Spring Semester 2019 (February 6 – May 24)

- Classes Begin: Wednesday, February 6
- Presidents' Day: Monday, February 18  
(*No classes; PLU offices closed.*)
- Spring Break: Monday, March 25 – Friday, March 29  
(*No classes, PLU offices open*)
- Easter Break: Friday, April 19  
(*No classes, PLU offices closed. Classes resume Monday, April 22 at 8 a.m.*)
- Classes End: Saturday, May 18  
(*Saturday classes take final exam this day.*)
- Final Examinations: Monday, May 20 – Friday, May 24

- Spring Semester Ends: Friday, May 24
- Commencement: Saturday, May 25
- Final Grades Due: Friday, May 31

## Graduate Programs

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

### Summer Session 2018 (May 29 - August 17)

- Session Begins: Tuesday, May 29
- Independence Day: Wednesday, July 4  
*(No classes, PLU offices closed)*
- Sessions Ends: Friday, August 17  
*(Diploma date for graduate students)*
- Final Grades Due: Friday, August 24

### Fall Semester 2018 (September 4 - December 14)

- Classes Begin: Tuesday, September 4
- Mid-Semester Break: Friday, October 19  
*(No classes, PLU offices open)*
- Veterans Day: Monday, November 12  
*(Observance at Chapel)*
- Thanksgiving Break: Wednesday, November 21 at 1:35 p.m. – Sunday, November 25  
*(PLU offices are closed Thursday and Friday, November 22-23)*
- Fall Semester Ends: Friday, December 14
- Final Grades Due: Friday, December 21

### January Term 2019 (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
- Final Grades Due: Tuesday, February 5

### Spring Semester 2019 (February 6 - May 24)

- Classes Begin: Wednesday, February 6
- Presidents' Day: Monday, February 18  
*(No classes, PLU offices closed)*
- Spring Break: Monday, March 25 – Friday, March 29  
*(No classes)*
- Easter Break: Friday, April 19  
*(No classes, PLU offices closed)*
- Spring Semester Ends: Friday, May 24
- Final Grades Due: Friday, May 31

# University Information and Message from the President

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## 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](http://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 Tacoma by Norwegian pioneers in 1890, who were led by the Reverend Bjug Harstad, PLU's first president. In naming the University, these pioneers recognized the important role that a Lutheran educational institution on the West Coast of America could play in the emerging future of the region. They especially wanted the institution to educate immigrants, but they also wanted it to produce graduates who would serve and lead in their communities. Education—and educating for service—is a venerated part of the Scandinavian traditions from which these pioneers came.

The institution granted its first bachelor's degrees in 1898, and then served as an academy until 1918. After two years of reorganization, it became Pacific Lutheran College in 1920, offering a two-year junior college program. PLC merged with Everett's Columbia College in 1920 and Spokane College in 1929. In the 1930s, PLC resumed the four-year program, granting baccalaureate degrees in education in 1939 and in the liberal arts in 1942. Graduate degree programs were added in the 1950s, beginning with Nursing. The institution resumed the name Pacific Lutheran University in 1960.

PLU is affiliated with the Evangelical Lutheran Church in America (ELCA) and is sponsored by the more than five hundred congregations of the Pacific Northwest Region 1 of the ELCA. The University welcomes students from all races, religions, ethnic groups, nationalities, sexual orientation, and heritages in order to create a rich and rewarding interpersonal campus environment. PLU includes the College of Arts and Sciences as well as professional schools of Arts and Communication, Business, Education and Kinesiology, and Nursing. Undergraduate students may choose from a variety of majors and minors, and graduate degrees are offered in business administration, creative writing, education, finance, marketing research, marriage and family therapy, and nursing.

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## A Message from the President

PLU is committed to the purposeful integration of the liberal arts, professional studies, and civic engagement. With distinctive international programs and close student-faculty research opportunities, PLU seeks to educate students for lives of thoughtful inquiry, service, leadership, and care—for other people, for their communities, and for the Earth. Students at PLU enjoy the distinctive tradition of Lutheran higher education that helps students discern their vocation in life, and they experience hands-on classes with professors who are experts in their fields of study, successful internship opportunities in world-class Puget Sound region businesses and institutions, and a tradition of excellence and service to the world established by more than a century of PLU alumni. The Tacoma/Seattle region offers vast opportunities for outdoor recreation, cultural and sporting events, art exhibits, museums, and world-class musical and theatrical performances. Everyone at PLU is here for the opportunity to work and learn in community to help prepare students to make a lasting positive difference in the world.

Thomas W. Krise, Ph.D.

President and Professor of English

# Accreditation and Institutional Research

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Pacific Lutheran University is accredited by the Northwest Commission on Colleges and Universities.

Accreditation of an institution of higher education by NWCCU indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the NWCCU is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding PLU's accreditation status by NWCCU should be directed to the NWCCU accreditation liaison officer at PLU. Individuals may contact:

Northwest Commission on Colleges and Universities  
8060 165th Ave NE, Suite 100  
Redmond, WA 98052  
(425) 558-4224  
[www.nwccu.org](http://www.nwccu.org)

In addition, the following programs hold specialized accreditations and approvals:

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

**Computer Science (B.S.):** Accredited by Computing Accreditation Commission of [ABET](#)

**Education:** National Council for the Accreditation of Teacher Education

**Health and Fitness, B.A.K. Degree with K-12 Teacher Certification:** National Council on 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

**Music, B.M.E. Degree:** National Council on Accreditation of Teacher Education

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

**Social Work:** Council on Social Work Education

Any current or prospective student may, upon request directed to the Office of the President, 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/](http://www.plu.edu/institutional-research/)

# ILOs, Values, and Principles of General Education

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## 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 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 them.
- Cultivate respect for diverse cultures, practices, and traditions.

*Adopted by Faculty Assembly on November 11, 1999*



# Principles of General Education

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

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

## • Values

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

## • Knowledge

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

## • Skills and Abilities

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

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

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

# Writing Throughout the Curriculum

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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

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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 (FYEP) 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 Information

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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 co-curriculum of the campus.*
  - **Note:** Inquiry and J-Term courses may concurrently fulfill another GenEd and/or major/minor requirement.
- B. **Engaging Arts and Performance (8):** The study and experience of art, music, theatre, communication, and movement engage self-discovery and creativity while cultivating an appreciation for shared traditions of human expression.
- **Art, Music, Theatre (AR) (4):** The arts celebrate creative expression through an exploration of individual talents, masterworks, and the role of artistic voice in building community and culture. Students are invited to study and/or produce artistic works.
    - **Art:** *provides students with a foundation relating to visual analysis, historical and contemporary cultural inquiry, and exploration of the creative process. We are educating students to have an intricate role in art and society for the 21st Century.*
    - **Music:** *brings together students, faculty, and the public to explore, understand, present and appreciate the musical arts in all forms, genres and cultures.*
    - **Theatre:** *through a combination of scholarship and practice, the PLU program in Theatre creates opportunities for students to develop a critically reflective appreciation of the enduring challenges of the human condition through text and performance, and to understand the centrality of theatrical performance as a mode of knowing across cultures and societies.*
  - **Physical Activity (PE) (4):** Physical activity provides the opportunity to explore, understand, cultivate, and appreciate the values, skills, and abilities that support a commitment to being physically active throughout the lifespan. Participation in these courses encourages the integration of the whole person in body, mind, and spirit.
- C. **Interpreting Living Traditions for a Humane Future (16):** Drawing on the rich traditions of languages and literatures, religion, and philosophy, the Humanities cultivates an intellectual and imaginative connection between a living past and the global challenges of our future. Humanities courses engage the complex traditions that shape the ways we think about and act in the world.
- **Literature (LT) (4):** *Literary study explores how writers from a vast array of cultural traditions have used the creative resources of language—in fiction, poetry, drama, and non-fiction prose—to explore the entire range of human experience. The practice of reading literary texts exercises the imagination, cultivates a capacity for understanding ambiguity and complexity, and instills a sensitivity to the diversities of human existence. Literary study builds skills of analytical and interpretive argument, helping students become creative and critical writers.*
  - **Philosophy (PH) (4):** *Philosophy cultivates, through reasoned argument, the individual ability to develop responses to life's deepest questions and most significant decisions. Students engage collectively in a sustained and systematic examination of fundamental concepts about meaning, thought, and action important to human existence.*
  - **Religion (8):** *The study of religion at PLU builds on the historic strengths of Lutheran higher education and enhances global perspectives that reflect our commitment to human communities and the world. This discipline engages students in the scholarly study of sacred texts and practices, histories, theologies, and ethics. Students are invited to investigate the historical and cultural relevance and implications of religion for individuals, communities, and the earth. Students take one course in Christian Traditions and one course in Global Religious Traditions.*
    - **Christian Traditions (RC) (4):** *examines diverse forms of Christianity within their historical, cultural, and political context.*
    - **Global Religious Traditions (RG) (4):** *highlights PLU's commitment to local-global education through analysis of diverse religions, both here and abroad.*

- **Language Study:** PLU encourages the study of a second language either on campus or through a study away program. Knowledge of a language other than one's own is a hallmark of a well-rounded liberal arts education, a pathway to global citizenship, a relevant skill in the global workplace, and a requirement for many graduate programs.
- D. **Exploring Nature and Number (12):** These courses invite exploration of the natural world around and within us and provide expression of our human inclination to order what we see and to think in quantitative terms.
  - **Mathematical Reasoning (MR) (4):** Study in mathematics sharpens the mind for lifelong service by developing a command of logical argument, abstract reasoning, pattern recognition, and quantitative analysis. The ability to work with quantitative information lies at the heart of informed citizenship in the twenty-first century; it opens the doors to many traditional and new careers; and it enables the individual to navigate in the increasingly complicated quantified world.
  - **Natural Sciences, Computer Science, or Mathematics (NS) (4):** The universe beyond the earth, the earth itself, living organisms, the details of molecules, atoms, 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:** *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.*

# Supplemental GenEd Program Information

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All students must satisfactorily complete the General Education Program. No course used to satisfy one General Education Program element may be used to satisfy another except for the Encountering Perspectives on Diversity element.

**Note:** Listed below are further specifications related to particular elements of the General Education Program (GenEd).

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

- The Writing Seminar is usually taken in the student's first semester at PLU.
- The Inquiry Seminar must be taken in the student's first January Term or first Spring Semester.
- Both seminars must be completed during the student's first year at PLU.
- Students must take a four semester 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 are typically not eligible to participate in the First-Year Experience Program regardless of their class standing at matriculation.
- In addition to fulfilling an FYEP requirement, the Writing Seminar fulfills the four-hour Writing requirement (WR) required of all PLU students. Students who do not successfully complete the Writing Seminar must take a course designated WR to fulfill the PLU Writing requirement.

**B. 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)

**C. 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.

**D. Exploring Nature and Number (12):**

- Mathematical Reasoning (MR) – element may be satisfied by the completion (with at least a B average) of the equivalent of four years of college preparatory mathematics (through mathematical analysis, 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.

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

- Two Social Sciences (SO) courses must be chosen from different disciplines.

**F. Encountering Perspectives on Diversity (8):**

- Students must complete four semester hours from Alternative Perspectives and four semester hours from Cross-Cultural Perspectives.
- Alternative Perspectives (A) – course may concurrently fulfill another General Education Program element or major/minor requirement.
- Cross-Cultural (C) – course may concurrently fulfill another General Education Program element or major/ minor requirement.
- The Cross-Cultural Perspectives element may be fulfilled by a foreign language course numbered 201 or above (not sign language) used to satisfy the entrance requirement, or completion through the first year of college level of a foreign language (not sign language) other than that used to satisfy the foreign language entrance requirement.
- The Cross-Cultural Perspectives element may be fulfilled by participation in an approved semester-long study away program. Only January term study away courses that carry the C designator fulfill the Cross-Cultural Perspective.
- 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.

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

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

# International Honors Program

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## **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 semester 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.

# Cornerstones General Education Model

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Cornerstones, a general education pilot program funded through a grant from The Mellon Foundation, will run from 2016 to 2020 with a first-year cohort of sixty-four students who self-select into this model through an application process vetted through the Office of Admissions.

## The PLU Cornerstones Learning Outcomes:

### 1. **Methods of Inquiry**

Students mastering outcome #1 will demonstrate understanding of a range of disciplinary methodologies and how these methods are used to create, evaluate, and make use of knowledge; they will account for the assumptions and consequences of different perspectives in developing answers to complex questions.

### 2. **Expression and Dialogue**

Students mastering outcome #2 will communicate clearly and effectively in oral, written, and digital modes, adapting their communications to various audiences using the appropriate media, convention and/or style.

### 3. **Citizenship and Community**

Students mastering outcome #3 will identify issues of public concern within specific cultural contexts, acknowledge conflicting ideas, principles, and values, and develop effective strategies for implementing cooperative actions that address local, national, and/or global circumstances.

The distribute core model is maintained through a set of Distributive Foundations courses. Five courses representative of a broad liberal arts foundation (humanities, social sciences, natural science, mathematics, and courses from art, music, and theatre) are required. In this pilot, students will choose from currently existing General Education introductory courses at the 100- and 200-level.

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## Foundational Courses

*13 semester hours*

### First Year

- Fall Semester: First Year Experience Course: WRIT 101 (4)
  - J-Term: A J-Term course of their own selection; could be a FYEP 190\*
  - Spring Semester: First Year Experience Course: FYEP 190 \*
- \*Note: FYEP 190 courses are included in the distributive foundations below.*

### Second Year

- Fall Semester: Second Year Experience Course: Thematic Seminar (4)
  - J-Term: Study away, minor, or other opportunities (including General Education distributional courses)\*\*
  - Spring Semester: Second Year Experience Course: Thematic Seminar (4)
- \*\*Note: course is included in distributive foundations below.*

### Third Year

- General Education Cornerstone Portfolio Assessment (1)

## Distributive Foundations

*20 semester hours*

Students pursuing the Cornerstones model will choose from 100- and 200-level introductory courses currently carrying the discipline-specific requirement.

- 1 course in natural sciences (NS, SM) (4)
- 1 course in mathematics (MR) (4)
- 1 course in social sciences (SO) (4)
- 1 course in the humanities (LT, PH, RC, RG) (4)
- 1 course in music, art, or theatre (AR) (4)



## Minor

*16 semester hours*

Cornerstones participants may choose a minor from:

- Humanities
  - English
    - Literature
    - Writing
  - Philosophy
  - Religion
  - Languages and Literatures
    - Chinese
    - Classics
    - French
    - German
    - Hispanic Studies
    - Norwegian
  - Humanities-based Social Sciences
    - Anthropology
    - History
  - Interdisciplinary
    - Children's Literature and Culture
    - Chinese Studies
    - Environmental Studies
    - Global Studies
    - Holocaust and Genocide Studies
    - Publishing and Printing Arts
    - Scandinavian Studies
    - Women's and Gender Studies

## Opting Out of the Pilot Program

In this pilot framework, the only courses different from the current General Education requirements are the sophomore-level courses. Depending on the faculty teaching the course and how it is designed, students may propose how this course may fulfill a requirement in the Distributive Foundations or in a major or minor. Should students opt out before the beginning of the sophomore year, they would transition to the current General Education curriculum.

# Courses that Fulfill General Education Program Elements (GenEd)

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

1. **Embracing the Life of the Mind: First-Year Experience**
  - First-Year Inquiry Seminar (F)
  - First-Year 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)

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ANTH 192	Practicing Anthropology: Makah Culture Past and Present - A, SO
ANTH 225	Past Cultures of Washington State - A, SO
ANTH 230	Peoples of the Northwest Coast - A, SO
ANTH 288	Special Topics in Anthropology - A, SO
ANTH 330	Cultures and Peoples of Native North America - A, SO
ANTH 334	The Anthropology of Contemporary America - A, SO
ANTH 360	Ethnic Groups - A, SO
ANTH 388	Special Topics in Anthropology - A, SO
ARTD 490	Gender and Art - A, AR
ASLS 101	American Sign Language - A
ASLS 102	American Sign Language - A
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
ENGL 342	American Ethnic Literatures - A, LT
HGST 200	Introduction to Holocaust and Genocide Studies - A
HISP 251	Spanish for Heritage Speakers - A
HISP 252	Spanish Heritage Speakers - A
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
HIST 348	Lewis and Clark: History and Memory - A
HIST 351	History of the Western and Pacific Northwest U.S. - 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
IHON 253	Gender, Sexuality and Culture - A, H2
KINS 315	Body Image - A
KINS 362	Healing Arts of the Mind and Body - A, PE
NURS 365	Culturally Congruent Health Care - A
PHIL 220	Women and Philosophy - A, PH
PHIL 227	Philosophy and Race - A, PH
POLS 283	Racial and Ethnic Politics - A
POLS 353	US Citizenship and Ethnic Relations - A, SO
PSYC 375	Psychology of Women - A
RELI 230	Religion and Culture - A, RG
RELI 236	Native American Religious Traditions - A, RG
RELI 368	Feminist and Womanist Theologies - A, RC
RELI 393	Topics in Comparative Religions - A, RG
SCAN 286	Sámi Culture in Global Indigenous Contexts - A or C
SIGN 101	Sign Language - A
SIGN 102	Sign Language - A
SOCI 101	Introduction to Sociology - A, SO

SOCI 210	Gender and Society - A, SO
SOCI 240	Social Problems - A, SO
SOCI 332	Race and Ethnicity - A, SO
SOCI 410	Social Stratification 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, Theatre (AR)

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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
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 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 480	American Art to 1900 - AR
ARTD 488	Special Topics in Art - AR
ARTD 490	Gender and Art - A, AR
CHIN 271	China Through Film - AR, C
COMA 120	Introduction to Media Studies - AR
DANC 170	Introduction to Dance - AR
DANC 251	Ballet I - AR
DANC 252	Modern Dance I - AR
DANC 253	Modern Dance II - 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
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 201	Private Instruction: Jazz - AR
MUSI 202	Private Instruction: Piano - AR
MUSI 203	Private Instruction: Organ - AR
MUSI 204	Private Instruction: Voice - AR
MUSI 205	Private Instruction: Violin/Viola - AR
MUSI 206	Private Instruction: Cello/Bass - AR
MUSI 207	Private Instruction: Flute - AR
MUSI 208	Private Instruction: Oboe/English Horn - AR
MUSI 209	Private Instruction: Bassoon - AR
MUSI 210	Private Instruction: Clarinet - AR
MUSI 211	Private Instruction: Saxophone - AR
MUSI 212	Private Instruction: Trumpet - AR
MUSI 213	Private Instruction: French Horn - AR
MUSI 214	Private Instruction: Trombone - AR
MUSI 215	Private Instruction: Baritone/Tuba - AR
MUSI 216	Private Instruction: Percussion - AR
MUSI 217	Private Instruction: Guitar - AR
MUSI 218	Private Instruction: Harp - AR
MUSI 219	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 320	On Creativity - AR
MUSI 327	Composition AR
MUSI 329	Songwriting and Audio Production - 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
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 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 401	Private Instruction:Jazz AR
MUSI 402	Private Instruction: Piano - AR
MUSI 403	Private Instruction: Organ - AR
MUSI 404	Private Instruction:Voice AR
MUSI 405	Private Instruction: Violin/Viola - AR
MUSI 406	Private Instruction: Cello/Bass - AR
MUSI 407	Private Instruction: Flute - AR
MUSI 408	Private Instruction: Oboe/English Horn - AR
MUSI 409	Private Instruction:Bassoon - AR
MUSI 410	Private Instruction: Clarinet - AR
MUSI 411	Private Instruction: Saxophone - AR
MUSI 412	Private Instruction: Trumpet - AR
MUSI 413	Private Instruction: French Horn - AR
MUSI 414	Private Instruction: Trombone - AR
MUSI 415	Private Instruction: Baritone/Tuba - AR
MUSI 416	Private Instruction: Percussion - AR
MUSI 417	Private Instruction: Guitar - AR
MUSI 418	Private Instruction: Harp - AR
MUSI 419	Private Instruction: Harpsichord - AR
MUSI 420	Private Instruction: Pedagogy - AR
MUSI 421	Advanced Keyboarding Skills - AR
MUSI 427	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
PPAP 321	The Art of the Book I - AR
PPAP 322	The Art of the Book II - AR
THEA 160	Introduction to Theatre - AR
THEA 215	Voice and Movement I - AR
THEA 250	Acting I - Fundamentals AR
THEA 255	Theatrical Production - AR
THEA 260	Stagecraft - AR
THEA 265	Fundamentals of Design - AR
THEA 271	China Through Film - AR, C
THEA 355	Lighting Design - AR
THEA 360	Theatre History I - AR
THEA 365	Theatre History II - AR
THEA 453	Costume Design - AR
THEA 455	Scenic Design - AR

# Capstone: Senior Seminar (SR)

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ANTH 499	Capstone: Seminar in Anthropology - SR
ARTD 499A	Keystone - SR
ARTD 499B	Capstone - SR
BIOL 499	Capstone: Senior Seminar - 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
CSCI 499A	Capstone: Senior Seminar SR
CSCI 499B	Capstone: Senior Seminar SR
ECON 499	Capstone: Senior Seminar - SR
EDUC 450	Seminar - 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
HIST 499	Seminar: History - SR
KINS 499	Capstone: Senior Seminar - SR
MATH 495A	Financial Mathematics Internship - SR
MATH 499A	Capstone: Senior Seminar I - SR
MATH 499B	Capstone: Senior Seminar II - SR
MUSI 499	Capstone: Senior Project - SR
NORW 499	Capstone: Senior Project - SR
NURS 499	Capstone: Nursing Synthesis - SR
PHIL 499A	Capstone: Advanced Seminar in Philosophy - SR
PHIL 499B	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
SOCI 499	Capstone: Senior Seminar - SR
SOCW 498	Capstone Proposal - SR
SOCW 499	Capstone: Senior Seminar - SR
THEA 499	Capstone - SR





# Christian Traditions (RC)

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RELI 121	The Christian Tradition - RC
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 331	New Testament Studies - RC
RELI 332	Jesus and His Early Interpreters - RC
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

# Cross-Cultural Perspectives (C)

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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 289	Special Topics in Anthropology - C, SO
ANTH 335	The Aztecs, Mayans, and Their Predecessors - C, SO
ANTH 336	Peoples of Latin America - 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 350	Women and Men in World Cultures - C, SO
ANTH 352	The Anthropology of Age - C, SO
ANTH 357	Global Development - C, SO
ANTH 368	Edible Landscapes, The Foraging Spectrum - C, SO
ANTH 370	The Archaeology of Ancient Empires - C, SO
ANTH 375	Law, Politics, and Revolution - C, SO
ANTH 376	Nation, State, and Citizen - C, SO
ANTH 377	Money, Power, and Exchange - SO
ANTH 380	Sickness, Madness, and Health - C, SO
ANTH 385	Marriage, Family, and Kinship - C, SO
ANTH 389	Special Topics in Anthropology - 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
CLAS 241	Special Topics in Ancient Literature and Culture - C
CLAS 341	Special Topics in Ancient Literature and Culture - C
COMA 304	Intercultural Communication - C
DANC 301	Dance in World Cultures - 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 301	Composition and Conversation I - C
GERM 302	Composition and Conversation II - C
GERM 331	Language, Art and Culture in the New Germany - C
GERM 411	German Cultural History to 1750 - C
GERM 412	German Cultural History Since 1750 - C
GERM 423	Topics in German Literature and Culture I - C, LT
GERM 424	Topics in German Literature and Culture II - C, LT
GLST 210	Global Perspectives: The World in Change - C, SO
GLST 357	Global Development - C, SO
GREK 211	Intermediate Readings in Greek Prose - C
GREK 212	Intermediate Readings in Greek Poetry - C
GREK 311	Intermediate Readings in Greek Prose - C
GREK 312	Intermediate Readings in Greek Poetry - C
HISP 201	Intermediate Spanish - C
HISP 202	Intermediate Spanish - C
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 421	Masterpieces of Spanish Literature - 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 433	Special Topics in Latin American Literature & Culture - 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 to 1945 - C, SO
HIST 232	Tibet in Fact and Fiction - C, SO
HIST 233	Modern Korea - C
HIST 289	Special Topics in Non-Western History - 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 to 1945 - C
HIST 344	The Andes in Latin American History - C
HIST 389	Special Topics in Non-Western History - C, SO
IHON 328	Social Justice: Personal Inquiry and Global Investigations - C, H3
LATN 211	Intermediate Readings in Latin Prose - C
LATN 212	Intermediate Readings in Latin Poetry - C

LATN 311	Intermediate Readings in Latin Prose - C
LATN 312	Intermediate Readings Latin Poetry - 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
NORW 301	Conversation & Composition - C
NORW 302	Advanced Conversation and Composition - C
NORW 321	Speak Up, Speak Out: Norwegian Literature as Social Criticism - C, LT
NORW 322	Imag(in)ing Norway in Fiction and Film - C, LT
NORW 331	Language & Identity: Norwegian in a Nordic Context - C
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 390	Topics in Comparative Religions - C, RG
SCAN 150	Scandinavian Cultures and Societies - C
SCAN 286	Sámi Culture in Global Indigenous Contexts - A or C
SCAN 363	Culture, Gender and the Wild - C, LT
SCAN 422	Diversity and Difference in Nordic Literatures - C, LT
SOCW 325	Social, Educational, and Health Services in Tobago - C
THEA 271	China Through Film - AR, C

# Global Religious Traditions (RG)

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RELI 131	The Religions of South Asia - C, RG
RELI 132	The Religions of East 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 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 393	Topics in Comparative Religions - A, RG

# International Honors (H1, H2, H3)

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## Origins of the Modern World - H1

- IHON 111                      Origins, Ideas, and Encounters - H1  
IHON 112                      Liberty, Power, and Imagination - H1

## 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 259                      The Natural World - H2  
IHON 260                      The Arts in Society - H2

## 300-Level Courses - H3

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

# Literature (LT)

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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
ENGL 372	American Literature, 1860-1914 - LT
ENGL 373	American Literature, 1914-1945 - LT
ENGL 374	American Literature, 1945 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 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 433	Special Topics in Latin American Literature & Culture - C, LT
HISP 441	U.S. Latino Literature - A, LT
LANG 271	Literature Around the World - LT
NORW 321	Speak Up, Speak Out: Norwegian Literature as Social Criticism - C, LT
NORW 322	Imag(in)ing Norway in Fiction and Film - C, LT
SCAN 241	Scandinavian Folklore - LT
SCAN 341	Topics in Scandinavian Literature - LT
SCAN 363	Culture, Gender and the Wild - C, LT
SCAN 422	Diversity and Difference in Nordic Literatures - C, LT

# Mathematical Reasoning (MR)

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CSCI 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 Precalculus - MR, NS  
MATH 145 Statistics for Biologists - MR, NS  
MATH 151 Introduction to Calculus - MR, NS  
MATH 152 Calculus II - MR, NS  
STAT 145 Statistics for Biologists MR, NS  
STAT 231 Introductory Statistics - MR  
STAT 232 Introductory Statistics for Psychology Majors - MR  
STAT 233 Introductory Statistics for Sociology and Social Work Majors - MR  
STAT 291 Directed Study - MR

# Natural Sciences, Computer Science, or Mathematics (NS)

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- 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
- 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 120 Computerized Information Systems - NS
- CSCE 131 Introduction to Engineering - NS
- CSCE 144 Introduction to Computer Science - NS
- CSCE 190 FYEP190: Privacy and Technology - NS
- CSCI 115 Solve It With the Computer - MR, NS
- CSCI 120 Computerized Information Systems - NS
- CSCI 131 Introduction to Engineering - NS
- CSCI 144 Introduction to Computer Science - NS
- CSCI 190 FYEP190: Privacy and Technology 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
- 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 Precalculus - MR, NS
- MATH 145 Statistics for Biologists - 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 - NS  
MATH 331 Linear Algebra - NS  
MATH 351 Differential Equations - NS  
MATH 356 Numerical Analysis - NS  
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  
STAT 145 Statistics for Biologists MR, NS

# Physical Education Activity (PE)

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DANC 222	Jazz Dance Level I - PE
DANC 240	Dance Ensemble - PE
DANC 254	Tap Dance I - PE
DANC 255	Hip Hop I - PE
KINS 319	Tramping the Tracks of New Zealand - PE
KINS 362	Healing Arts of the Mind and Body - A, 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
PHED 192	Intermediate Tennis - PE
PHED 197	Advanced Weight Training - 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 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 276	Special Topics in Physical Activity - PE

# Philosophy (PH)

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## 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
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

## Science and Scientific Method (SM)

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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
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
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)

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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 - A, SO
ANTH 230	Peoples of the Northwest Coast - A, SO
ANTH 287	Special Topics in Anthropology - SO
ANTH 288	Special Topics in Anthropology - A, SO
ANTH 289	Special Topics in Anthropology - C, 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 340	The Anthropology of Africa - C, SO
ANTH 342	Pacific Island Cultures - C, SO
ANTH 343	East Asian Cultures - C, SO
ANTH 350	Women and Men in World Cultures - C, SO
ANTH 352	The Anthropology of Age - C, SO
ANTH 357	Global Development - C, SO
ANTH 360	Ethnic Groups - A, SO
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 375	Law, Politics, and Revolution - C, SO
ANTH 376	Nation, State, and Citizen - C, SO
ANTH 377	Money, Power, and Exchange - SO
ANTH 380	Sickness, Madness, and Health - C, SO
ANTH 385	Marriage, Family, and Kinship - C, SO
ANTH 386	Applied Anthropology - SO
ANTH 387	Special Topics in Anthropology - SO
ANTH 388	Special Topics in Anthropology - A, SO
ANTH 389	Special Topics in Anthropology - C, 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 215	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 341	Strategic Behavior - SO



ECON 345	Mathematical Topics in Economics - SO
GLST 210	Global Perspectives: The World in Change - C, SO
GLST 325	Global Political Thought - SO
GLST 331	International Relations - SO
GLST 357	Global Development - C, SO
HIST 107	Western Civilizations - SO
HIST 108	Western Civilizations - SO
HIST 109	East Asian Societies - C, SO
HIST 190	FYEP190: Inquiry Seminar - 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 to 1945 - C, SO
HIST 232	Tibet in Fact and Fiction - C, SO
HIST 245	American Business and Economic History, 1607 to 1877 - SO
HIST 247	American Business and Economic History, 1877 to 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 260	Early Modern European History, 1400 to 1700 - SO
HIST 288	Special Topics in European History - SO
HIST 289	Special Topics in Non-Western History - C, SO
HIST 332	Tudor England - SO
HIST 346	History of Technology - SO
HIST 357	African-American History - A
HIST 370	Environmental History of the United States - SO
HIST 387	Special Topics in U.S. History - SO
HIST 388	Special Topics in European History - SO
HIST 389	Special Topics in Non-Western History - C, SO
POLS 101	Introduction to Politics - SO
POLS 151	American Government - SO
POLS 231	Current International Issues - SO
POLS 325	Political Thought - SO
POLS 332	International Conflict Resolution - 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 371	Judicial Process - SO
POLS 372	Constitutional Law - SO
POLS 373	Civil Rights and Civil Liberties - SO
POLS 401	Workshops and Special Topics - 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 210	Gender and Society - A, SO
SOCI 232	Research Methods - SO
SOCI 240	Social Problems - A, SO
SOCI 332	Race and Ethnicity - A, SO
SOCI 387	Special Topics in Sociology - SO
SOCI 391	Sociology of Religion - SO
SOCI 410	Social Stratification 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

# Writing (WR)

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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 425	Seminar: Nonfiction Writing - SR, WR
ENGL 427	Seminar: Poetry Writing - SR, WR
ENGL 429	Seminar: Fiction Writing - SR, WR
WRIT 101	FYEP 101:Writing Seminar - WR
WRIT 201	Writing Seminars for International Students - WR
WRIT 202	Advanced Writing Seminar for International Students - WR

# Undergraduate Admission

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<b>253.535.7151</b>	<b>800.274.6758</b>	<b><a href="http://www.plu.edu/admission/">www.plu.edu/admission/</a></b>
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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 Office of Admission 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.

# First-Year Students

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## 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 after 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 Semester carries permission to attend the previous Summer Sessions. PLU has four admission decision dates for Fall Semester—October 15, November 15, December 15, and January 15. Students who complete their application materials prior to one of these dates can expect an admission decision and notification of academic merit scholarship eligibility prior to the next decision date. Applications received after January 15 will be reviewed on a rolling basis. Acceptance to the Spring Semester carries permission to attend the previous J-Term session. The application priority date recommended for Spring Semester is December 15.

## Mathematics Department Minimum Entrance Requirements

The Office of the Registrar 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 Department of Mathematics.

## 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.

**Credentials required are:**

- **Formal Application:** Submit the PLU Application for Admission or the Common Application online at [www.plu.edu/admission-first-year/apply/](http://www.plu.edu/admission-first-year/apply/) or [www.commonapp.org](http://www.commonapp.org). PLU online applications are free.
- **Transcripts:** Official transcripts must be submitted for all high school and college coursework. 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 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:** Scholarship information, including academic merit based and artistic achievement scholarships, may be found at [www.plu.edu/admission/scholarships](http://www.plu.edu/admission/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 PLU's top academic and leadership Presidential 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

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## 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 are required. Applicants with less than sophomore standing must meet additional entrance requirements and Department of Mathematics minimum entrance requirements.

## Additional Entrance Requirements for Transfer Applications Entering PLU with less than 30 Semester Hours:

- 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 with less than sophomore standing 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 Semester carries permission to attend the previous summer sessions. Acceptance to the Spring Semester 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 for Transfer Students

The Office of the Registrar determines whether a student meets the minimum entrance requirements. When a transfer student with less than sophomore standing 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 a transfer student seeking to enter PLU with less than sophomore standing 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 Department of Mathematics.

## Application Procedures

### Credentials required are:

- **Formal Application:** Submit the PLU Application for Admission or the Common Application online at [www.plu.edu/admission/transfer/](http://www.plu.edu/admission/transfer/). PLU's online application is free.
- **Transcripts:** Official transcripts must be submitted for all college coursework. Transfer students entering with less than sophomore standing (30 semester hours or 45 quarter hours) must submit an official high school transcript or equivalent. Transcripts must be sealed official copies. 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.
- **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.



# International Students

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## 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 either**
    - International English Language Testing System (IELTS) with a minimum score of 6.5,
    - Pearson Test of English (PTE) with a minimum score of 56.
  - 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

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The Office of the Registrar evaluates all transfer records and provides advising materials designed to assist students to complete the 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 Office of Admission.
- **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 Office of Admission 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 Office of Admission 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.
- Admitted students who complete the Direct Transfer Associate degree (DTA) from an accredited Washington state community college, the Associate of Arts Oregon Transfer degree (AAOT) from an accredited Oregon community college, or the California Intersegmental General Education Transfer Curriculum degree (IGETC) from an accredited California community college before matriculation at PLU will be granted junior standing and will have satisfied all General Education Program elements except for four semester hours in religion (from Christian Traditions), four semester hours in Perspectives on Diversity, the two to four semester hour senior seminar requirement, and the College of Arts and Sciences requirement. The DTA, AAOT, and IGETC do 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.
- **Global Assessment Certificate Program (GAC):** A maximum of 30 semester hours may be granted for completion of ACT Education Solutions, Global Assessment Certificate program courses. Only certain courses are eligible for course credit based on faculty assessment. Students must earn a GAC grade point average of 2.60 (equivalent to a B-) or better. This GPA is separate from the GPA required for admission purposes. Students are advised to contact the Office of International Admission for specific details.

# Finalizing an Offer of Admission

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- **Enrollment Deposit:** A \$200.00 enrollment deposit is necessary in order to confirm an offer of admission. This deposit 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 deposit 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.
- **Residential Life Information Form:** This form must be completed by all students, whether or not they plan to live on campus.
- **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 registrar. 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. 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 by the Committee on Admission and Retention of Students if the student presents new evidence of potential academic success.
- Students who have been dropped/withdrawn for academic or disciplinary reasons and then reinstated must identify a faculty member willing to act as a sponsor and advisor.

## Time Limits

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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 Academic Policies and Procedures

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

## Philosophy of Student Conduct

[www.plu.edu/srr/](http://www.plu.edu/srr/)

[www.plu.edu/srr/code-of-conduct/](http://www.plu.edu/srr/code-of-conduct/)

## Academic Integrity

[www.plu.edu/srr-policy/code-of-conduct/academic-integrity/](http://www.plu.edu/srr-policy/code-of-conduct/academic-integrity/)

## Academic Advising

[www.plu.edu/academic-advising/](http://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

- **Students completing their first semester:**  
Students placed on academic probation at the completion of their first semester at PLU may have their standing changed to academic warning if they complete the requirements set forth in the academic probation notification letter by the specified deadline. Academic warning is noted permanently on the 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.

## **Progress Alerts**

Faculty members are asked to report to the Office of the Registrar any student who is not meeting expectations for satisfactory academic progress in a specific course within the first six weeks of a Fall or Spring Semester (or a modified timeline in shorter terms). The student and his/her academic advisor are then sent notification that a progress alert has been issued by the instructor. The student is responsible for communicating with the academic advisor and instructor to develop a plan for academic success and following up on any recommendations to improve course performance. 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 Office of the Registrar website at [Documents and Forms](#)) 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 every student has freely accepted personal responsibility for regular class attendance. Although

attendance itself is not a measure of successful learning, and course grades are issued on the basis of academic performance and not on the basis of attendance alone, such performance normally includes regular participation in the total class experience and is evaluated accordingly. In the event of unavoidable absence students are strongly encouraged as a matter of courtesy to inform their instructors and may be required to do so. Any arrangements for missed work are discretionary between instructor and student, except as specified below.

Undergraduate students officially representing the university off campus for a performance, competition, or academic presentation shall not be penalized solely for missing class due to such events (including travel time). With prior documentation of such involvement, these students shall be allowed to complete missed exams or, at the discretion of the course instructor, substitute an alternative assignment. However, whether a missed lab, clinical, or other in-class activity may be made up shall be up to the academic unit.

The burden is always on the student, not the faculty member, to take steps to remedy the effects of absences from class. In particular, the student is responsible for making prior arrangements with the instructor to complete missed work or to substitute comparable work instead. An academic unit may adopt shared policies to govern such assignments, including an expectation that the work be submitted or the test taken prior to the absence.

### **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**

**Note:** Students who are not officially admitted to the University may accrue a maximum of nine semester hours. Exceptions may be granted by individual departments in conjunction with the Office of the Registrar.

- **Non-Matriculated Undergraduates:**  
Undergraduate students who are attending part-time for a maximum of nine semester hours, but are not officially admitted to a degree program.
- **Non-Matriculated Graduate Students:**  
Graduate students who are attending part-time for a maximum of nine semester hours, but are not officially admitted to a degree program.

### **Course Load**

The normal course load for undergraduate students during Fall and Spring Semesters is 13 to 17 semester hours per semester, including physical education. The minimum full-time course load is 12 semester hours. The minimum full-time load for graduate students is eight semester hours. A normal course load during 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 Office of the Registrar 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 Office of the Registrar.
- 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 covered by financial aid funding only once. Credits for repeating a course a second time will not be counted as part of the student's enrollment for financial aid purposes and may result in a reduction or cancellation of aid. Students should consult the Office of Financial Aid 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
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 semester hours regardless of repeats, pass or fail. Only one course may be taken pass/fail in fulfillment of general education elements 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 award only 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 Office of 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 Office of 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.

### **No Grade**

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

### **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 Tuition, Financial Aid and Payment Undergraduate section in this catalog.

## Major Declaration

Students must declare a major by the time they have earned 60 or more semester hours. Students may not register for additional coursework until they have declared their first major via the standard declaration process. PLU makes very limited exceptions to this rule. Students re-entering after academic dismissal and first-year students entering with 60 or more hours may be given individual exceptions. Students are permitted to declare multiple majors and to add/drop majors during their academic career. Students should be aware that some majors have limited enrollment and/or require application and acceptance into a program along with specific sequencing of courses. Students may be delayed in graduation if they declare such a major later in their academic career. PLU students complete the requirements for the major/minor as of the catalog when they are declared into the major/minor. The degree audit will reflect the requirements that were in place when the major was declared. Whenever a major or academic program is revised, the new requirements appear in the next edition of the PLU Catalog.

## Second Bachelor's Degree Earned

### 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 advisors 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 - 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:

- **Current Catalog:**  
Apply for admission through the Office of Admission and acceptance under the current catalog.
- **32 Semester Hours:**  
Earn a minimum of 32 new semester hours that apply to the degree.
- **GenEd Requirement:**  
If the previous degree was earned at PLU, require the completion of any new GenEd elements.
- **96 Semester Hours Maximum:**  
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.

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

## Determining Degree Requirements

Students must meet the University's general education requirements as they are stated in the catalog that is current for the semester in which they matriculate at PLU. Students must meet the major and minor requirements as they are stated in the catalog that is current for the semester in which they are accepted into the program, i.e., the semester they 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

## Transfer of Credit from Other Colleges/Universities

The Office of the Registrar 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:

- **Official Transcript:**  
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.
- **Grade Requirement:**  
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 Office of the Registrar. Not all courses offered by other colleges and universities are transferable to PLU. Guidance is available through the [Transfer Equivalency Guides](#) for community colleges online.
- **96 Semester Hour Maximum:**  
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. (Example: a five-quarter-hour course transfers as 3.33 semester hours).
- **Three Semester Hours Minimum:**  
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.
- **Lower-Division Community College Credit Only:**  
All two-year and community college courses transfer as lower-division credit regardless of upper-division equivalency.
- **Residency Requirement:**  
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 eight 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.)
- **PLU GPA Restriction:**  
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.
- **Unaccredited Schools:**  
Credits from unaccredited schools or non-traditional programs are subject to review by the appropriate academic departments and the Office of the Registrar and are not normally transferable to PLU.
- **Senior Standing:**  
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 semester 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 Office of the Registrar.
- **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 Office of the Registrar 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.

◦ **Admitted students who complete the Direct Transfer Associate degree (DTA)** from an accredited Washington state community college, the Associate of Arts Oregon Transfer degree (AAOT) from an accredited Oregon community college, or the California Intersegmental General Education Transfer Curriculum degree (IGETC) from an accredited California community college before matriculation at PLU will be granted junior standing and will have satisfied all General Education Program elements except for four semester hours in religion (from Christian Traditions); four semester hours in Perspectives on Diversity; the two to four semester hour senior seminar requirement; and the College of Arts and Sciences requirement. The DTA, AAOT, and IGETC do 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 Office of the Registrar 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.

◦ **Military and CLEP Hours:**

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.

◦ **GED Restriction:**

The University does not grant credit for college-level General Equivalency Diploma (GED) tests.

◦ **Global Assessment Certificate Program (GAC):**

A maximum of 30 semester hours may be granted for completion of ACT Education Solutions, Global Assessment Certificate program courses. Only certain courses are eligible for course credit based on faculty assessment. Students must earn a GAC grade point average of 2.60 (equivalent to a B-) or better. This GPA is separate from the GPA required for admission purposes. Students are advised to contact the Office of the Registrar for specific details.

## Graduation and Commencement

King Harald of Norway and President Krise

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

### Graduation Application Deadlines

Degree Completion Term	Bachelor's and Master's Application Deadlines
December 2016	October 3, 2016
January 2017	December 1, 2016
May 2017	March 1, 2017
August 2017	June 1, 2017

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 recognized at Spring commencement. Students must have completed their degree the previous August, December or January Term or be enrolled in their final classes in the Spring Semester to participate. Students intending to complete their degree the August following the Spring ceremony may petition the Office of the Provost to participate in the Spring ceremony. Participation in a commencement ceremony and/or inclusion of a student's name in the commencement bulletin does not indicate that a degree will be awarded. All degree requirements must be successfully completed by the term deadline for a degree to be awarded. The actual term of degree completion recorded is the graduation date on the permanent records.

## 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 toward the 64-hour minimum, but do not count toward 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)	Phi Alpha (Social Work)
Alpha Psi Omega (Theatre)	Phi Alpha Theta (History)
Beta Alpha Psi (Accounting)	Pi Kappa Delta (Forensics)
Beta Gamma Sigma (Business)	Phi Kappa Phi (University-Wide)
Chi Alpha Sigma (Athletics)	Psi Chi (Psychology)
Iota Iota Iota (Triota) (Women's and Gender Studies)	Sigma Tau Delta (English)
Lambda Pi Eta (Communication)	Sigma Theta Tau International (Nursing)
Mu Phi Epsilon (Music)	Theta Alpha Kappa (Religious Studies and Theology)
Omicron Delta Epsilon (Economics)	

## Registration Process

Pacific Lutheran University's registration process begins with the idea that all students have opportunity to register for classes in an orderly manner. Advising and Registration are intertwined at PLU and students are encouraged to meet with their advisor early in the registration process to determine the number, level and distribution of courses that meet major/minor and general education elements towards a degree. As with most institutions, fairness is the governing principle—balancing seniority with access to courses for all students. Seniority is the ruling principle of registration (students register in descending order starting with graduate students, then undergraduate students with senior-level hours, juniors, etc.). Students' registration "windows" open at their specific time and remain open until the close of registration (normally the end of the current term).

Registration for January Term and Spring Semester is divided into multiple periods: the first week for currently enrolled seniors and juniors; the second week for currently enrolled sophomores and first-year students. Incoming students will be registered as designated by Academic Advising after the currently enrolled student registration period. Registration for Summer and Fall Semester is divided into multiple periods: the first week for currently enrolled seniors and juniors; the second week for currently enrolled sophomores and first-year students. Incoming students will be registered as designated by Academic Advising after the currently enrolled student registration period. The non-seniority exceptions to registration include:

- International Honors Program students: These students' registration windows open at the beginning of their class-level cohort.
- Students with documented disabilities requiring early registration, as determined by the director of disability support services: These students' registration windows open on the first day of registration if it is a needs-based accommodation for their disability.
- Study Away students enrolled in a semester-long Study Away program affiliated with the Wang Center: These students' registration windows open at the beginning of their class-level cohort.
- Military Veterans using federal benefits as designated by a certifying official: These students' registration windows open at the beginning of their class-level cohort.
- International students completing a Study Away from their home university at PLU and intending to transfer credits back: These students' registration window opens at the beginning of the sophomore-level cohort.

Any changes to the order of registration is decided upon and approved by the faculty. 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](http://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 Office of Student Accounts.
- 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 go online at [www.plu.edu/registrar/](http://www.plu.edu/registrar/) for the most current class schedule 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 non-attendance may not re-register for the course without faculty permission. Faculty must notify the Office of the Registrar to drop a student. In most cases, adding and dropping can be accomplished using Banner Web. See the January Term and Summer class schedules online for the add/drop/withdraw 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

A student may withdraw from a class with an instructor's signature after the add/drop deadline and before the withdrawal deadline published in the important dates section on the [Office of the Registrar website](#). Tuition is not refunded 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/withdraw 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.

## 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, Charges, and Fees](#) section of this catalog for more information. Grades of W will appear on the student's transcript for the term.

## **Withdrawal from a Future Term**

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

## **Medical Withdrawal**

Students may also petition to withdraw completely from the University for a term for medical reasons. The student must complete a Medical Withdrawal Petition, provide written evidence from a physician and a personal explanation to the dean of students. 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 the dean of students at 253.535.7159 or [srr@plu.edu](mailto:srr@plu.edu).

# Limitations: All Baccalaureate Degrees

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***(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 (GPA) of 2.00. A 2.50 is required in the Schools of Business and Education and Kinesiology, plus the Departments of Economics, History, Languages and Literatures (Hispanic Studies), 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 eight 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 Office of the Registrar.

## **64-Hour and 96-Hour Rule**

A student may transfer a maximum of 96 semester hours. Of these, the maximum transferable from a two-year school is 64 semester hours. Upon matriculation at PLU, a student with 64 semester hours from a two-year school may not transfer any additional hours from a two-year school in exchange for those already transferred.

## **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.

## **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.

# College of Arts and Sciences (CAS) Language Requirements

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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.) must meet Option I, II, or III below. Candidates for the B.A. with a major 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. with majors in music or religion must meet Option I or II of the College of Arts and Sciences foreign language requirement. All history majors must complete Option I, II, or III 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 General Education Program element. A course in American Sign Language may be used to satisfy the Alternative Perspectives GenEd Program Element.

# Undergraduate Programs and Curricula

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## Academic Structure

### College of Arts and Sciences

#### **Division of Humanities**

[English](#)

[Languages and Literatures](#)

[Philosophy](#)

[Religion](#)

#### **Division of Natural Sciences**

[Biology](#)

[Chemistry](#)

[Computer Science](#)

[Geosciences](#)

[Mathematics](#)

[Physics](#)

#### **Division of Social Sciences**

[Anthropology](#)

[Economics](#)

[History](#)

[Marriage and Family Therapy \(Graduate Level Only\)](#)

[Politics & Government](#)

[Psychology](#)

[Social Work](#)

[Sociology](#)

### **School of Arts and Communication**

[Art & Design](#)

[Communication and Theatre](#)

[Music](#)

### **School of Business**

[Undergraduate](#)

[Graduate](#)

## **School of Education and Kinesiology**

[Education](#)

[Kinesiology](#)

## **School of Nursing**

[Undergraduate](#)

[Graduate](#)

## **Interdisciplinary Programs**

- [Chinese Studies](#)
- [Environmental Studies](#)
- [Global Studies](#)
- [Holocaust and Genocide Studies](#)
- [Publishing and Printing Arts](#)
- [Scandinavian Area Studies](#)
- [Women's and Gender Studies](#)

### **Other Academic Programs**

- [Engineering Dual-Degree](#)
  - [International Honors Program](#)
  - [Military Science](#)
  - [Wang Center for Global Education \(Study Away\)](#)
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## **Degrees - Undergraduate**

### **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 Kinesiology (B.A.K.)
  - 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 Kinesiology (B.S.K.)
  - Bachelor of Science in Nursing (B.S.N.)
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## **Majors - Undergraduate**

- [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**
    - Communication Studies
    - Conflict and Global Peacebuilding
    - Journalism
    - Public Relations/Advertising
- Computer Science (B.A., B.S.)
- Economics (B.A.)
- Elementary Education (B.A.E.)
  - **Endorsements**
    - Elementary Education
    - Elementary with Early Childhood/Early Childhood Special Education
    - Elementary Reading
    - Dual Elementary with Special Education
- 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
    - International Affairs
    - Transnational Interaction, Integration, and Diversity
- Hispanic Studies (B.A.)
- History (B.A.)
- Individualized Major (B.A.)
- Kinesiology (B.A.K.)
  - **Concentrations**
    - Health and Fitness Education (with or without Certification)
    - Health and Fitness Promotion
- Kinesiology (B.S.K.)
  - **Concentrations**
    - Exercise Science
    - Pre-Physical Therapy
- 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)
- Outreach Education (B.A.E.)
- Philosophy (B.A.)
- Physics (B.A., B.S.)

- Physics, Applied (B.S.)
  - Politics & Government (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.)
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## MINORS

- Actuarial Science
- Anthropology
- Art History
- Biology
- Business Administration
- Business Administration, Specialized
- Business Administration, Specialized Marketing
- Business Nonprofit Leadership
- Chemistry
- Children's Literature and Culture
- Chinese
- Chinese Studies
- Classical Studies
- Coaching
- Communication
- Computer Science
- Conflict Resolution
- Dance Performance
- Economics
- Electrical Engineering
- Environmental Studies
- Exercise and Sport Psychology
- French
- Geosciences
- German
- Global Studies
- Health Services
- Hispanic Studies
- History
- Holocaust and Genocide Studies
- Kinesiology – General Studies
- Literature
- Mathematics
- Music – General
- Music – Specialized
- Music – Specialized, Jazz
- Norwegian
- Personal Training
- Philosophy
- Physics

- Politics & Government
- Pre-Athletic Training
- Psychology
- Public Affairs
- Publishing and Printing Arts
- Religion
- Religion - Teacher Education
- Social Work
- Sociology
- Statistics
- Studio Arts
- Theatre
- Women's and Gender Studies
- Writing

# Academic Internship/Cooperative Education

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253.535.7459	<a href="http://www.plu.edu/career">www.plu.edu/career</a>	<a href="mailto:career@plu.edu">career@plu.edu</a>
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Academic Internship/Cooperative Education courses are unique opportunities for “hands-on” job experience with directed academic learning. Through internships students weave opportunities for working and learning together. The program features 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 or internationally when arranged and approved through the Wang Center for Global Education. Internships and co-op opportunities are posted on the Career Connections Opportunities Board. Students may develop their own internships or co-op experiences that are approved by the appropriate academic parties.

Students gain an appreciation of the relationship between theory and application, and 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.

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## Academic Internships/Cooperative (AICE) - Undergraduate 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)

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## Academic Internships/Cooperative Education (COOP) - Undergraduate Courses

### 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

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253.535.7595	<a href="http://www.plu.edu/anthropology/">www.plu.edu/anthropology/</a>	<a href="mailto:anthro@plu.edu">anthro@plu.edu</a>
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## Bachelor of Arts Degree

### Major in Anthropology

36 semester hours

- Required: ANTH 102, 103, 480, 499.
- Choose: ANTH 101 or 104; 4 semester hours from ANTH 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 300.

### Continuation Policy

To remain in the anthropology major, students must maintain a minimum 2.50 overall GPA and maintain a minimum 2.50 GPA in all of their anthropology courses taken at PLU.

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## 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.

### Continuation Policy

To remain in the anthropology minor, students must maintain a minimum 2.50 GPA in all of their anthropology courses taken at PLU.

## 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 coursework 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. After receiving the proposal approval, a student must closely work with, and regularly show/demonstrate progress to the faculty. At the latest, the first full draft must be turned into the faculty by the third week of the Spring Semester for May and August graduates, or the third week of the fall semester for December and January graduates. The final draft must be turned in by April 10 for May and August graduates, or November 10 for December and January graduates.
  - The departmental honors designation will appear on the transcript of a student graduating with an anthropology major.
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## **Anthropology (ANTH) - Undergraduate 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: FYEP190: Inquiry Seminar**

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 revolution; peace and justice; and cultural diversity. (Although this course is cross-listed with GLST/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 - A, 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 emergence of the distinctive cultures observed by the earliest European visitors to the area. Particular attention is focused on the impact of archaeology on contemporary peoples. (2)

### **ANTH 230: Peoples of the Northwest Coast - A, 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 - 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)

### **ANTH 288: Special Topics in Anthropology - A, 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)

### **ANTH 289: Special Topics in Anthropology - C, 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)

### **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, or 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 Mesoamerican 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 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 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 357: Global Development - C, SO**

This course examines the emergence of international development as an idea, its effects on the livelihoods of billions of people around the world, and seeks potentials for improving the practice of development. Drawing on literature from anthropology, political science, geography, and economics, we cover theories of progress, the concept of participation, global poverty and inequality, and individual charity. Crosslisted with GLST 357. (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 375: Law, Politics, and Revolution - C, SO**

A study of politics and law through the political structures and processes of traditional and contemporary societies; concepts of leadership, factionalism, feuds, power, authority, revolution, and other reactions to colonization; law and conflict resolution; conflicts of national and local-level legal systems. (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: Money, Power, and Exchange - 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 386: Applied Anthropology - SO**

Exploration of the uses of the anthropological approach to improve human conditions. Focus on anthropologists' involvement and roles in applied projects. Review of theoretical, ethical, and practical issues. Field component. (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 - A, 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)

## **ANTH 389: Special Topics in Anthropology - C, 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)

## **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. (4)

## **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 anthropology: research methods; how theory and methods are used to establish anthropological knowledge. Required of majors in their junior or senior year. Prerequisite: at least two 300-level anthropology courses or consent of instructor. (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: at least two 300-level anthropology courses or consent of instructor. Prerequisite for non-majors: departmental approval. (4)

# Art & Design

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253.535.7573	<a href="http://www.plu.edu/art/">www.plu.edu/art/</a>	<a href="mailto:artd@plu.edu">artd@plu.edu</a>
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## Bachelor of Arts Degree

37-44 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.

### Major in Art History

38-40 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 499B: Capstone (2 to 4)
- Studio Arts Courses (8)
- Art History Courses (16)

### Major in Studio Arts

42-44 semester hours

- ARTD 101: Drawing 1 (4)
- ARTD 102: 2D Design/Color Theory (4)
- ARTD 202: 3D Design (4)
- ARTD 499A: Keystone (1 to 4)
- ARTD 499B: Capstone (1 to 4)
- **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)

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## Bachelor of Fine Arts Degree

### Major in Studio Arts

70-76 semester hours

- **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/artd/documents/home.php](http://www.plu.edu/artd/documents/home.php) 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 (2 to 8)**

- ARTD 499A: Keystone (1 to 4)
  - ARTD 499B: Capstone (1 to 4)
- 

## Concentrations (B.F.A. Studio Arts Major)

*A minimum of 16 semester hours in one concentration*

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

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

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

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## 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 (EDUC 340) 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 (EDUC 340) may not be applied to the minor.

### Publishing and Printing Arts

*24 semester hours*

See the description of the minor under Publishing and Printing Arts.

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## Course Areas

- **Studio Courses** (*All studio courses require a lab fee in addition to tuition*): 101, 102, 110, 201, 202, 210, 220, 230, 250, 310, 320, 330, 350, 355, 365, 370, 410, 420, 425, 430, 450, 465, 466, 470, 483; PPAP 321
  - **History and Theory Courses:** 180, 181, 280, 380, 381, 382, 383, 480, 481, 482, 490
- 

## **Art & Design (ARTD) - Undergraduate 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 B.A./B.F.A. 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: FYEP190: Inquiry Seminar**

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)

### **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. (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 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 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)

## **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 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 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 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 499A: Keystone - SR**

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. One of two courses required to fulfill the Senior Seminar General Education Element. Recommended as two semester hours. (1 to 4)

## **ARTD 499B: 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. One of two courses required to fulfill the Senior Seminar General Education Element. Prerequisite: Must have completed and passed ARTD 499A. Recommended as two semester hours. (1 to 4)

# Arts and Communication, School of

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<b>253.535.7150</b>	<b><a href="http://www.plu.edu/soac/">www.plu.edu/soac/</a></b>	<b><a href="mailto:soac@plu.edu">soac@plu.edu</a></b>
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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.

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## Degrees Offered

- Bachelor of Arts in Communication (B.A.C.)
- 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.)

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 Program](#) 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.) with emphasis and/or endorsement in music, theatre arts, visual arts, or music, see the [School of Education and Kinesiology](#).

# Arts and Sciences, College of

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## Division of Humanities

- [English](#)
- [Languages and Literatures](#)
- [Philosophy](#)
- [Religion](#)

## Division of Natural Sciences

- [Biology](#)
- [Chemistry](#)
- [Computer Science](#)
- [Geosciences](#)
- [Mathematics](#)
- [Physics](#)

## Division of Social Sciences

- [Anthropology](#)
- [Economics](#)
- [History](#)
- [Marriage and Family Therapy \(Graduate level only\)](#)
- [Political Science](#)
- [Psychology](#)
- [Social Work](#)
- [Sociology](#)

## Undergraduate Degrees Offered

- Bachelor of Arts
- Bachelor of Science

## Major Requirement

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

After matriculation, no more than 44 semester hours earned in one department may be applied toward the Bachelor of Arts or Bachelor of Science degree.



# Biology

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253.535.7561	<a href="http://www.plu.edu/biology/">www.plu.edu/biology/</a>	<a href="mailto:biology@plu.edu">biology@plu.edu</a>
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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 Degree

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 499, must be earned in residence at PLU. Each student must consult with a biology advisor to discuss selection of electives appropriate for educational and career goals. Basic requirements under each plan for the major are listed below.

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## Bachelor of Arts Degree

## Major in Biology

34 semester hours in biology, plus 8 semester hours in required supporting courses

- BIOL 225, 226, 330, and 499
    - **Plus:** 20 additional upper-division biology hours that satisfy the following requirements:
      - Cellular and Molecular Biology (one course): BIOL 341, 342, 442, 443, 444, 445, 448, or 449
      - 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, 443, 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 Degree

### Major in Biology

42 semester hours in biology, plus 27 semester hours in required supporting courses

- BIOL 225, 226, 330, and 499
    - **Plus:** 28 additional upper-division biology hours that satisfy the following requirements:
      - Cellular and Molecular Biology (one course): BIOL 341, 342, 442, 443, 444, 445, 448, or 449
      - 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, 443, 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.
  - 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 or MATH 145
    - PHYS 125 (with 135 Lab) or PHYS 153 (with 163 Lab)
    - PHYS 126 (with 136 Lab) or PHYS 154 (with 164 Lab)
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## 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 Education](#) section of the catalog for biology courses required for certification.

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## Minor

20 semester hours including:

- BIOL 225, 226
- 12 semester hours elective coursework in biology  
(minimum 4 semester 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).

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## Course Offerings by Semester/Term

- **Fall Semester:** 116, 201, 205, 225, 226, 330, 354, 362 (alternate years), 368, 387, 443, 444, 445, 453, 461, 491, 495, 499
  - **January Term:** 356, 366 (alternate years), 387, 491, 495
  - **Spring Semester:** 111, 206, 225, 226, 330, 341, 342, 352, 355 (alternate years), 358, 362 (alternate years), 367 (alternate years), 442, 448, 448, 449, 462, 491, 495, 499
- 

## Biology (BIOL) - Undergraduate 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: FYEP190: Inquiry Seminar

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 intended 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 intended for biology majors. Prerequisite: BIOL 205 with a C- or better. (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**

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 443: Plant Development & Genetic Engineering**

A study of how plant structures form and change through the life cycle and how genetic engineering is used to alter plant biology for research and commercial applications. Specific GMOs considered as case studies. Focus on molecular biology and application of concepts. Prerequisite: BIOL 330. Recommended: BIOL 358, 442, or 445. (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 449: Virology**

The diversity that exists among viruses is staggering, and there is no type of life on Earth that is not subject to infection by viruses. This course will explore viral origins, replication, transmission, pathogenesis, oncogenesis, and host immunity. Emerging viruses, pandemics, and vaccines will also be discussed. Students will gain hands-on experience in a wide range of techniques and will work with both bacteriophages and animal viruses. Prerequisite: BIOL 330. (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**

To provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title 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 to 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 499: Capstone: Senior Seminar - SR**

Capstone is a topical course in which students will work in small groups with a faculty mentor to explore the primary literature in a topic within that faculty member's area of expertise. Students will develop their skills interpreting, summarizing, and critically analyzing the primary literature. They will produce written and oral products as a result of the semester's work. Meets the senior seminar requirement. Prerequisites: Consent of instructor; BIOL 330 with C- or higher; upper-division course of B- or higher in at least one course within the distribution area relevant to the topic or deemed appropriate by the capstone faculty mentor. Students must have taken at least two upper-division classes in addition to BIOL 330 prior to enrolling in Capstone. (2)

# Business, School of

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253.535.7244	<a href="http://www.plu.edu/busa/">www.plu.edu/busa/</a>	<a href="mailto:business@plu.edu">business@plu.edu</a>
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## Mission

The PLU School of Business is a community of compassionate faculty, staff and administrators who provide an excellent liberal arts-based education and student-centered learning environment that inspires students to: LEARN for life; LIVE purposefully; LEAD responsibly; and CARE for others.

## 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 55 semester hours business, including 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 affect 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.

### 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
- indicate intentions of studying business.

## Academic Policies

### Pass/Fail of Foundation Classes

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

### 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.



# Bachelor of Business Administration Degree

## Major in Business Administration

### B.B.A. Core

40 semester hours

- BUSA 201: Introduction to Business in the Global Environment (*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)
- 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.

## Supplemental Course Requirements

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

### Supplemental Courses

- 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)
- PHIL 225: Business Ethics (4)
- Strongly recommended: CSCI 120: Computerized Information Systems

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## Concentrations

16 to 24 semester hours

This requirement is filled if a concentration is completed. Concentration designations are available in the following: accounting, finance, management and human resources, marketing, and individualized.

### Concentration Requirements

- 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
- 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)
- **Recommended:**
  - BUSA 323: Cost Accounting and Control Systems (4)
  - BUSA 423: Accounting for Nonprofits and Government Entities (4)

## Finance

20 semester hours

- BUSA 335: Investments and Portfolio Management (4)
- BUSA 437: Financial Analysis and Strategy (4)
- And, either Option A or B below
  - **Option A**
    - BUSA 438: Empirical Finance *or* ECON 344: Econometrics (4)
    - ECON 322: Money and Banking (4)
    - **And 4 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)
  - **Option B**
    - ECON 344: Econometrics (4)
    - **And, 8 semester hours from the following:**
      - BUSA 321: Intermediate Accounting I (4)
      - BUSA 337: International Finance (4)
      - BUSA 430: Finance for Entrepreneurial and Privately-Held Firms (4)

**NOTE:** ECON 102 is a prerequisite for most upper-division economics classes. Either ECON 322 or 344 may apply to the concentration, but not both.

- **Recommended:**
  - MATH 151/152 as substitute for MATH 128
  - ECON 302
  - Minor 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: Nonprofit 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.

## 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 business administration minor.

### **Business Administration Minor**

*A minimum of 20 semester hours, 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.

### **Nonprofit Leadership Minor**

*A minimum of 20 semester hours, including:*

- BUSA 308: Principles of Marketing (4)
- BUSA 340: Nonprofit Management (4)
- BUSA 341: Nonprofit Financial Literacy (4)
- Elective: 4 semester hours
- Internship: 4 semester hours

Students in the nonprofit leadership minor (NPLM) are required to take BUSA 340 before BUSA 308 unless they are declared business majors or general business minors.

Students must choose an elective, outside of the School of Business, in consultation with both their major advisor and the NPLM advisor. Final approval is made by a representative of the School of Business. The elective connects nonprofit study to the student's major, minor or other area of interest by enhancing the student's ability to understand nonprofit organizations or apply discipline specific learning in a nonprofit setting. Other courses within the School of Business, even if the student is a business major, may not be used to fulfill the elective hours. Courses used for General Education Program Elements may not be used to fulfill the elective hours.

The internship may be from any department or school but must be in a nonprofit setting. Up to two courses (8 semester hours) may be counted toward both a nonprofit leadership minor and another minor or major.

### **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.

### **Specialized Business Minor in Marketing**

*A minimum of 20 semester hours in business including:*

- BUSA 201: Introduction to Business in the Global Environment
- BUSA 308: Principles of Marketing
- BUSA 363: Consumer Behavior
- And, any 8 semester hours from the following:
  - BUSA 362: Sustainable Marketing
  - BUSA 364: Services Marketing
  - BUSA 460: International Marketing
  - BUSA 467: Marketing Research
  - BUSA 468: Marketing Management

### **Fast Track Admission to Graduate Programs**

PLU undergraduate students from any major, wishing to attend a PLU School of Business graduate program, may do so through Fast Track Admission. Students may apply at any time during their PLU undergraduate experience. Candidates, who meet the Fast Track criteria, remain admitted to a master's program in the School of Business as they complete their PLU undergraduate degree with at least minimum qualifications. Please contact the appropriate graduate program director for details.

## **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 253.535.7252 for further information.

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## **Business (BUSA) - Undergraduate Courses**

### **BUSA 190: FYEP190: Inquiry Seminar**

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 151 or higher or co-enrollment in MATH 128 or 151 or higher. (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. Prerequisite: BUSA 202. (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. Prerequisites: BUSA 202, ECON 101, and STAT 231. (4)

## **BUSA 303: Business Law and Ethics**

Surveys significant areas of business law essential to effective managerial decision making. Topics include contract, tort, agency, property, employment, and the legal structures of business organizations. Introduces the Uniform Commercial Code sections affecting financial transactions. Explores the interrelationship of law, ethics, and principles of sustainability. Prerequisite: BUSA 201. (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. Prerequisite: BUSA 201. (4)

## **BUSA 308: Principles of Marketing**

Introduces the role of sustainable marketing in a global society. Topics covered include marketing planning, consumer behavior, marketing research, and an emphasis on marketing mix decisions for firms and nonprofit organizations. Prerequisite: BUSA 201 or 340. (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. Prerequisites: BUSA 201, STAT 231 and MATH 128 or 151 or higher. (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. Prerequisite: BUSA 201. Recommended: CSCI 120. (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. Familiarity with Microsoft Excel is expected. Prerequisite: BUSA 201 and 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. Familiarity with Microsoft Excel is expected. Prerequisite: BUSA 201 and 202. (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 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: Nonprofit Management**

Overview of the nonprofit sector. Topics include: scope and context of the sector; operating strategies and organizing principles of nonprofit entities; management and leadership challenges unique to the sector such as HRM strategies and accountability mechanisms, working with volunteers, fundraising, ethics, and legal issues. Students will have the opportunity to engage with leaders of nonprofit organizations. No prerequisites and open to any major. (4)

## **BUSA 341: Nonprofit Financial Literacy**

Introduction to financial reporting, budgeting and control and financial development for the nonprofit sector. Topics will include goals of financial management in the nonprofit sector, differences from reporting in the profit sector, safeguarding financial resources, revenue and expense budgets, and tax and payroll requirements. Prerequisite: BUSA 340.

## **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. (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. Prerequisite: BUSA 201. (4)

## **BUSA 361: e-Marketing**

Provides an overview of marketing issues associated with marketing by electronic means, including the Internet, by businesses and nonprofit 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. Open to any major. (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 Nonprofits 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. Prerequisite: BUSA 202. (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 one of BUSA 335, 337, 430, or 437; or permission of instructor. (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. Prerequisite: BUSA 305. (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 342 or co-enrollment in BUSA 342. (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)

## **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, STAT 231. (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 363, 467. (4)

## **BUSA 485: Study Away in Business**

PLU-sponsored academic or experiential study in other countries. (0 to 32)



## **BUSA 486: Study Away in Business**

PLU-sponsored academic or experiential study in other countries. (0 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. (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 203, 302, 303 or 304, 305, 308, 309, 310, and senior standing. Last semester or permission of dean or his/her designate. (4)

# Chemistry

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<b>253.535.7530</b>	<b><a href="http://www.plu.edu/chemistry/">www.plu.edu/chemistry/</a></b>	<b><a href="mailto:chair@chem.plu.edu">chair@chem.plu.edu</a></b>
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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 Department of Chemistry’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) with ion trap mass selective detection (LCMS), 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 Department of Chemistry and to supporting courses offered by other departments.

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## Bachelor of Arts Degree

### Major in Chemistry

47 semester hours in Foundation courses, plus CHEM 342

#### • Foundation Courses

47 semester hours

##### ◦ Chemistry Courses

29 semester hours

- CHEM 115, 116, 320, 331, 333, 334, (or 336), 341, 343, 499A, 499B

##### ◦ Additional Courses

18 semester hours

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

##### ◦ CHEM 342

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## Bachelor of Science Degree

### Major in Chemistry

47 semester hours in Foundation courses and selection of emphasis area with subsequent requirements

- **Foundation Courses**

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
- 

## Emphasis Areas

### General Emphasis

14 semester hours beyond the Foundation courses (see listing above)

- CHEM 342, 344
- CHEM 405 or 450 or 456; CHEM 410, 420

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.

### Biochemistry Emphasis

29 semester hours beyond the Foundation courses (see listing above)

B.S. in chemistry with biochemistry emphasis is often done as a double major with biology

- CHEM 403, 405, 410, 420
- BIOL 225, 226
- 4 semester hours from: CHEM 342 or BIOL 330, 342, 358, 442, 445, 448, or 453
- American Chemical Society Certification for Biochemistry requires CHEM 342, 344, and 450.

### Chemical-Physics Emphasis

26 semester hours beyond the Foundation courses (see listing above)

- CHEM 342, 344
  - MATH 253
  - PHYS 331, 332, 336, 356
- 

## Bachelor of Science 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

#### **First Year: 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

#### **Second Year: J-Term**

- CHEM 410 (Can also be done in J-Term of the third year; confirm scheduling with the chair. Course is offered sometimes in Spring Semester)

#### **Second Year: 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

#### **Third Year: J-Term**

- Can also be done in J-Term of the second year. (Confirm with the chair. Course has sometimes been offered in Spring Semester.)

#### **Third Year: Spring Semester**

- CHEM 342, 344
- For B.S. in chemistry with biochemistry emphasis, BIOL 330, 342, 358, 442, 445, 448, 453 may be substituted for CHEM 342 and 344.
- CHEM 405 (for biochemistry emphasis)
- 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

#### **Fourth Year: Spring Semester**

- CHEM 420, 499B
- Electives

#### **Alternate Year: Advanced Courses**

In the third or fourth year and if prerequisite or corequisite requirements are met, B.S. students enroll in CHEM 450 (required for all ACS Certification options) or 456 (or 405 in Spring Semester after 403). CHEM 487 Special Topics is sometimes offered in alternative year.

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 Department of Chemistry, 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.

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## 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.

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## 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 Department of Chemistry in conjunction with the Department of Education. Go to the [Department of Education](#) section of this catalog for further information.

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## Course Offerings by Semester/Term

- **Fall Semester:** 104, 115, 331, 333, 341, 343, 403, 499A
  - **J-Term:** 410
  - **Spring Semester:** 105, 116, 320, 332, 334, 336, 343, 344, 405, 420, 499B
  - **Alternate Years:** 440, 450, 456
- 

## Chemistry (CHEM) - Undergraduate 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**

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. Prerequisite: one year of high school chemistry. Corequisite: 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. 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. Corequisite: 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. Corequisite: 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. Corequisite: 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. Corequisite: 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. Corequisite: 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 corequisite: 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 corequisite: 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)

## **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 and 334 (or 336) (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, chromatographic, 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 corequisite: 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 corequisite: 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; meets the senior seminar/project requirement with CHEM 499B. (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. 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; meets the senior seminar/project requirements with CHEM 499A. (1)

# Children's Literature and Culture

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*For curriculum information on the minor, go to [www.plu.edu/english/childrens-literature/](http://www.plu.edu/english/childrens-literature/)*

## **Children's Literature (CHLC) - Undergraduate 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

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253.535.7216	<a href="http://www.plu.edu/chinesestudies/">www.plu.edu/chinesestudies/</a>	<a href="mailto:csp@plu.edu">csp@plu.edu</a>
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## Bachelor of Arts Degree

### Major in Chinese Studies

*32 semester hours*

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 109: East Asian Societies
- RELI 233: Religions of China
- CHSP 499: Capstone: Senior Project

#### Electives

*8 semester hours*

- BUSA 352: Global Management\*
- CHIN 271: China Through Film
- CHIN 301: Composition and Conversation
- CHIN 302: Composition and Conversation
- CHIN 371: Chinese Literature in Translation
- CHSP 287: Selected Topics in Chinese Studies
- CHSP 350: Chinese Culture and Society
- HIST 232: Tibet in Fact and Fiction
- HIST 338: Modern China
- HIST 339: Revolutionary China
- MUSI 105: The Arts of China
- POLS 381: Comparative Legal Systems

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## Minor

*20 semester hours*

#### 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 343: East Asian Cultures

- CHIN 271: China Through Film
- CHIN 371: Chinese Literature in Translation
- CHSP 287: Selected Topics in Chinese Studies
- CHSP 350: Chinese Culture and Society
- HIST 338: Modern China
- 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.

## **Chinese Studies (CHSP) - Undergraduate Courses**

### **CHSP 190: FYEP190: Inquiry Seminar**

A four-credit seminar to introduce students to the methods and topics of study within Chinese Studies. Students practice the academic skills that are at the center of Chinese Studies and the General Education Program. (4)

### **CHSP 287: Special Topics in Chinese 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)

### **CHSP 288: Special Topics in Chinese 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)

### **CHSP 289: Special Topics in Chinese 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)

### **CHSP 350: Chinese Culture and Society**

This course will draw together the existing experiential components of the semester abroad program in Chengdu—orientation, service learning and the study tour—and focus them on the topic of an individual research project. The primary methodology of this project will be interviews with individuals in China, along with analysis of various Chinese media. (4)

### **CHSP 387: Special Topics in Chinese 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)

### **CHSP 388: Special Topics in Chinese 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)

### **CHSP 389: Special Topics in Chinese 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)

### **CHSP 487: Special Topics in Chinese 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)

### **CHSP 488: Special Topics in Chinese 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)

### **CHSP 489: Special Topics in Chinese 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)

### **CHSP 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)

### **CHSP 499: Capstone: Senior Project - SR**

A project, thesis, or internship which demonstrates competence in language and other dimensions of Chinese Studies. Must be approved in advance by chair of the Chinese Studies Program; tally card required. Upon prior application of the student, seminars in other departments or programs may substitute for this course. (4)

# Classics

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253.535.7219	<a href="http://www.plu.edu/languages/classics">www.plu.edu/languages/classics</a>
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## Bachelor of Arts Degree

### Classical Studies and Classical Languages Major

40 or 44 semester hours

The **classical studies** major requires the completion of 44 semester hours (including CLAS 499) with at least 16 credits of one of the classical languages (Greek or Latin) and 8 credits 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 to be completed in the classical languages (which may include CLAS 241/341 when taught as *Odysseys: Classical Languages in Classical Lands*), plus 4 semester hours in CLAS 499, and is recommended for students who wish to go on to graduate or professional programs with high language proficiency requirements.

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### Classical Studies Minor (Greek or Latin emphasis)

24 semester hours

The **classical studies** minor (Greek or Latin emphasis) requires the completion of 24 semester hours, 16 of which must be credits in one of the classical languages (Greek or Latin). The remaining courses may be selected from the list below in consultation with the program coordinator.

#### Language Courses

- GREK 111-112: Intensive Greek (8)
- LATN 111-112: Intensive Latin (8)
- GREK 211/311: Intermediate Readings in Greek Prose (4)
- GREK 212/312: Intermediate Readings in Greek Poetry (4)
- LATN 211/311: Intermediate Readings in Latin Prose (4)
- LATN 212/312: Intermediate Readings in Latin Poetry (4)

#### Non-Language Courses

- ARTD 180: History of Western Art I (4)
- CLAS/ENGL 231: Masterpieces of European Literature (4)
- CLAS 241/341: Special Topics in Ancient Literature and Culture (4)
- CLAS/HIST 326: A History of Medicine: Antiquity to European Renaissance (4)
- CLAS/HIST 321: Greek Civilization (4)
- CLAS/HIST 322: Roman Civilization (4)
- CLAS 350: Classical and Comparative Mythology (4)
- IHON 111: Authority and Discovery (4)
- PHIL 331: Ancient Philosophy (4)
- RELI 211: Religion & Literature of the Hebrew Bible (4)
- RELI 212: Religion & Literature of the New Testament (4)
- RELI 220: Early Christianity (4)
- RELI 330: Hebrew Bible Studies (4)
- RELI 331: New Testament Studies (4)
- Approved independent study courses

- Approved Study Away courses

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 program coordinator, 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.

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## **Classics (CLAS) - Undergraduate Courses**

### **CLAS 190: FYEP190: Freshman Inquiry Seminar**

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)

### **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 - C**

May be retaken for credit with instructor permission. When taught as "Classical Languages in Classical Lands" in J-Term, registration is limited to students of Latin and Greek. (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 - C**

May be retaken for credit with instructor permission. When taught as "Classical Languages in Classical Langs" in J-Term, registration is limited to students of Latin and Greek. (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 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 (B.F.A.)** with a major in theatre 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 Elements

- The only course with the prefix COMA that counts toward the University General Education Program element in the Arts (AR) is COMA 120: Introduction to Media Studies.
- COMA 303: Gender and 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, 215, 250, 255, 260, 265, 271, 355, 359, 36, 365, 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 120: Introduction to Media Studies (4)
- COMA 211, 212, and/or 214: Public Speaking (4 total)
- COMA 215: Writing in Communication Careers (4)
- COMA 399: Career Exploration (2)
- COMA 495: Required Internship (2 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 Majors

The Bachelor of Arts in Communication (B.A.C.) requires the completion of 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

## Admission Requirements for the B.F.A. Program

Admission to the B.F.A. program will be by application at a time after the completion of THEA 160. Successful applicants must have a 2.50 cumulative grade point average in their college coursework and successfully complete an audition conducted by the theatre faculty.

## Bachelor of Arts in Communication (B.A.C.) Degree

### Major in Communication

50 semester hours, plus a minor

### Concentrations

Students in this program select from the following concentrations: Communication Studies, Conflict and Peacebuilding, Media, Mass Communication, Journalism, and Strategic Communication.

### Communication Studies

50 semester hours, plus a minor

- **Communication Core Courses**

22 semester hours (see list above)

- Diversity

8 semester hours

- COMA 303: Gender and Communication (4)
- COMA 304: Intercultural Communication (4)

- Theory and Analysis

8 semester hours from the following:

- COMA 301: Media and Cultural Criticism (4)
- COMA 305: Argumentation and Advocacy (4)
- COMA 306: Persuasion (4)
- COMA 401: Contemporary Issues in Media and Visual Culture (4)

- Applied Contexts

4 semester hours from the following:

- COMA 211: Debate (2)
- COMA 242: Mediation (4)
- COMA 343: Multimedia Writing and Reporting (4)
- COMA 426: Application Seminar: MediaLab (1 to 4)
- COMA 429: Student Media Participation, Leadership, and Management (1 to 4)
- COMA 431: Application Seminar: Advanced Forensics (1 to 4)
- COMA 441: Approaches to Peacebuilding (4)
- COMA 461: Strategic Communication Campaigns (4)

- Electives

8 semester hours

Students may select any COMA courses to fulfill the elective.

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### Conflict and Peacebuilding

50 semester hours, plus a minor

- **Communication Core Courses**

22 semester hours (see list above)

- Foundation

8 semester hours

- COMA 340: Conflict and Communication (4)
- COMA 441: Approaches to Peacebuilding (4)

- Theory and Analysis

8 semester hours from the following:

- COMA 303: Gender and Communication (4)
- COMA 304: Intercultural Communication (4)
- COMA 305: Argumentation and Advocacy (4)
- COMA 341: Journalism and Conflict (4)
- COMA 342: Applied Research (4)
- COMA 421: Media and Communication Law (4)

- Applied Contexts

8 semester hours from the following:

- COMA 214: Group Communication (2)
- COMA 242: Mediation (4)
- COMA 313: Dialogue (2)
- COMA 315: Facilitation (4)

- Approved Study Away Experience (4)
  - Elective  
*4 semester hours*  
Students may select any COMA course to fulfill the elective **or** a relevant course in another department upon consultation with the student's communication academic advisor.
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## **Media, Mass Communication and Journalism**

*50 semester hours, plus a minor*

- **Communication Core Courses**  
*22 semester hours (see list above)*
  - Skill Building  
*8 semester hours*
    - COMA 343: Multimedia Writing and Reporting (4)
    - COMA 344: Multimedia Production (4)
  - Theory and Analysis  
*8 semester hours from the following:*
    - COMA 303: Gender and Communication (4)
    - COMA 304: Intercultural Communication (4)
    - COMA 305: Argumentation and Advocacy (4)
    - COMA 306: Persuasion (4)
    - COMA 401: Contemporary Issues in Media and Visual Culture (4)
  - Research  
*4 semester hours from the following:*
    - COMA 342: Applied Research (4)
    - COMA 421: Media and Communication Law (4)
  - Applied Contexts  
*8 semester hours from the following:*
    - COMA 426: Application Seminar: MediaLab (1 to 4)
    - COMA 429: Student Media Participation, Leadership, and Management (1 to 4)
    - COMA 461: Strategic Communication Campaigns (4)
    - COMA 496: Supplemental Internship (1 to 12)
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## **Strategic Communication**

*50 semester hours, plus a minor*

- **Communication Core Courses**  
*22 semester hours (see list above)*
  - COMA 360: Public Relations Writing (4)
  - COMA 361: Public Relations Principles and Practices (4)
  - COMA 362: Principles of Advertising (4)
- Theory and Analysis  
*4 semester hours from the following:*
  - COMA 303: Gender and Communication (4)
  - COMA 304: Intercultural Communication (4)
  - COMA 305: Argumentation and Advocacy (4)
  - COMA 306: Persuasion
  - COMA 401: Contemporary Issues in Media and Visual Culture (4)
- Research  
*4 semester hours from the following:*
  - COMA 342: Applied Research (4)
  - COMA 421: Media and Communication Law (4)
- Applied Contexts  
*4 semester hours from the following:*
  - COMA 426: Application Seminar: MediaLab (1 to 4)
  - COMA 429: Student Media Participation, Leadership, and Management (1 to 4)
  - COMA 461: Strategic Communication Campaigns (4)
  - COMA 496: Supplemental Internship (1 to 12)
- Elective  
*4 semester hours*

Students may select any COMA course to fulfill the elective **or** a relevant course in another department upon consultation with the student's communication academic advisor.

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## Bachelor of Arts (B.A.) Degree

### Major in Theatre

44 semester hours, plus a minor

#### Concentrations

##### Acting/Directing

44 semester hours, plus a minor

- THEA 160: Introduction to Theatre (4)
  - THEA 215: Voice and Movement I (4)
  - THEA 250: Acting I - Fundamentals (4)
  - THEA 255: Theatrical Production (4)
  - THEA 290: Stage Management (2)  
or THEA 320: Stage Makeup I (2) or THEA 346: The Audition (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 380: Directing I (4)
  - THEA 499: Capstone (2)
  - Electives: 4 semester hours selected in consultation with advisor
  - **Minor Required:** recognized university minor
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##### Design/Technical

44 semester hours, plus a minor

- THEA 160: Introduction to Theatre (4)
- THEA 225: Theatre Practicum (1)
- THEA 250: Acting I - Fundamentals (4)
- THEA 255: Theatrical Production (4)
- THEA 260: Stagecraft (4)
- THEA 265: Fundamentals of Design (4)
- THEA 330: Script Analysis (4)
- THEA 355: Lighting Design (4)  
or THEA 453: Costume Design (4) or THEA 455: Scenic Design (4)
- THEA 360: Theatre History I (4)
- THEA 365: Theatre History II (4)
- THEA 425: Theatre Practicum (1)
- THEA 499: Capstone (2)
- Elective: 4 semester hours selected in consultation with advisor
- **Minor Required:** recognized university minor

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

### Major in Theatre

60 semester hours, plus a minor

#### Concentrations

##### Acting/Directing

60 semester hours, plus a minor

- THEA 160: Introduction to Theatre (4)
  - THEA 215: Voice and Movement I (4)
  - THEA 250: Acting I - Fundamentals (4)
  - THEA 255: Theatrical Production (4)
  - THEA 315: Voice and Movement II (4)
  - THEA 320: Makeup I (2)
  - THEA 321: Makeup II (2)
  - THEA 330: Script Analysis (4)
  - THEA 346: The Audition (2)
  - THEA 350: Acting II - Scene Study (4)
  - THEA 360: Theatre History I (4)
  - THEA 365: Theatre History II (4)
  - THEA 380: Directing I (4)
  - THEA 450: Acting III - Shakespeare (4)
  - THEA 480: Directing II (4)
  - THEA 499: Capstone (2)
  - Elective: 4 semester hours selected in consultation with advisor
  - **Minor Required:** recognized university minor
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### **Design/Technical**

60 semester hours, plus a minor

- THEA 160: Introduction to Theatre (4)
  - THEA 225: Theatre Practicum (1)
  - THEA 250: Acting I - Fundamentals (4)
  - THEA 255: Theatrical Production (4)
  - THEA 260: Stagecraft (4)
  - THEA 265: Fundamentals of Design (4)
  - THEA 330: Script Analysis (4)
  - 8 semester hours from: THEA 355: Lighting Design (4)  
or THEA 453: Costume Design (4) or THEA 455: Scenic Design (4)
  - THEA 360: Theatre History I (4)
  - THEA 365: Theatre History II (4)
  - THEA 390: Visual History - Period Costume and Décor (4)
  - THEA 425: Theatre Practicum (1)
  - THEA 496: Advanced Scenographic Design (4)
  - THEA 499: Capstone (2)
  - Electives: 8 semester hours selected in consultation with advisor
  - **Minor Required:** recognized university minor
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## **Minors**

### **Communication**

20 semester hours, including COMA 101(190) or 120; plus 16 semester hours of which 12 semester hours must be from 300- or 400-level communication courses selected in consultation with advisor.

### **Theatre**

20 semester hours, including THEA 160, 250, 255, and 330, plus 4 semester hours in upper-division electives selected in consultation with advisor.

### **Dance Performance**

24 semester hours, including: DANC 170, 301, 462, 463; 6 semester hours of technique chosen from: DANC 222, 251, 252, 253; PHED 223; 6 semester hours of electives chosen from: DANC 240, PHED 224, PHED 225, DANC 254, DANC 255, THEA 355, DANC 491.

## **Publishing and Printing Arts**

See the description of the minor under [Publishing and Printing Arts](#).

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## **American Sign Language (ASLS) - Undergraduate Courses**

### **ASLS 101: American Sign Language - A**

Introduction to American Sign Language using conversational methods. Covers vocabulary, grammatical usage, and culturally appropriate behavior within the deaf community. (4)

### **ASLS 102: American Sign Language - A**

An introduction to American Sign Language (ASL) to develop visual and spatial awareness. Vocabulary, grammar usage, receptive skills and culturally appropriate behavior when interacting with deaf people, community, and their history. (4)

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## **Communication (COMA) - Undergraduate Courses**

### **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 120: Introduction to Media Studies - AR**

This course combines the study of visual media theories and analysis with the processes of actual media production. Initially, the class examines contemporary and classical genres of creative media, such as television, narrative and non-narrative film, advertising, PR, marketing and promotional campaigns to explore meanings, values and the ways in which media have become major parts of human existence, experience and expression globally. Reflecting ongoing developments in media, the course also provides an overview of the languages of creative media, exploring topics such as: fundamentals of scriptwriting, cinematography, editing, the soundtrack, directors, and the numerous and varied tasks involved with production, all culminating in student-generated creative works. (4)

### **COMA 190: FYEP190: Inquiry Seminar**

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. May be repeated for credit. (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 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 242: Mediation**

This course focuses on the formal process of mediation. Students learn the concepts, principles, and practices of mediation, and engage in mediation activities so as to learn the key skills. (4)

### **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)

### **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 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 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 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 or consent of instructor. (4)



## **COMA 305: Argumentation 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, 120, or consent of instructor. (4)

## **COMA 313: Dialogue**

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, 212, or consent of instructor (2)

## **COMA 315: Facilitation**

This course teaches students how to effectively facilitate meetings, workshops and residential gatherings. Students learn the communication theories, concepts, principles and practices necessary to effective facilitation. Students will learn facilitation styles, formats, and designs. (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. Prerequisite: COMA 215 or consent of instructor. (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 or consent of instructor. (4)

## **COMA 344: Multimedia Production**

Course incorporates contemporary methods, styles and formats used in production 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 101, 215 or consent of instructor. (4)

## **COMA 360: Public Relations Writing**

Introduces principles and processes involved in writing for an organization's diverse publics. Integrates persuasive techniques and communication theory with writing and production practice. Prerequisites: COMA 101, 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, 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, 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 Study Away**

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 Study Away**

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. (2)

## **COMA 401: Contemporary Issues in Media and 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, 212, 215, or consent of instruction. (4)

## **COMA 421: Media and 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, 120, 212, 215, or consent of instructor. (4)

## **COMA 426: Application Seminar: MediaLab**

Students engage in all aspects of multimedia productions for various student media outlets. Professional standards of production and ethics will be used to evaluate all productions. May be repeated for credit. (0 to 4)

## **COMA 429: Student Media Participation, Leadership, and Management**

This course offers students who participate in student media outlets vast opportunities to rigorously reflect on their collective and individual projects. Each student will develop her/his own list of student media products and design deadlines and outcomes for her/his work. Students will routinely discuss the ethical and production issues involved in student media productions. Any student participating in student media is welcome to take this course. May be repeated for credit. (0 to 4)

## **COMA 431: Application Seminar: Advanced Forensics**

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. Prerequisites: COMA 211, 212, or consent of instructor. (1 to 4)

## **COMA 441: Approaches to Peacebuilding**

This course focuses on communication theory central to conflict and peacebuilding. The course presents various case studies of conflict from domestic to global and what peacebuilding entails in those cases. Importantly, the course distinguishes Peacemaking (political agreements) from Peacebuilding (citizen, municipal, NGO efforts). This course focuses on, analyzes, and develops approaches for conflict and peacebuilding in interpersonal, community, and global contexts. Prerequisite: COMA 340 or consent of instructor. (4)

## **COMA 461: Strategic Communication Campaigns**

Examination of issues such as campaign planning, issue management, crisis communication, global public relations, grassroots mobilization, message strategy, and design. 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 to 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 to 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 to 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. May be repeated for credit. (1 to 4)

## **COMA 495: Required Internship**

Fulfills the internship requirement for Communication majors with concentrations in Media, Mass Communication, and Journalism, Strategic Communications, and Conflict Peacebuilding. The course meets formally to combine communication theory, career development skills and practical application through job-related experiences. Prerequisite: COMA 399. (2 to 12)

## **COMA 496: Supplemental Internship**

This is for students pursuing additional internships beyond the COMA 495 internship requirement for receiving a B.A.C. degree. This course has a curriculum and requires independent meetings with the faculty internship advisor. Prerequisite: COMA 399. (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. Prerequisite: COMA 399. (2)

## **Communication (COMA) Graduate Course Offered for M.B.A. Program**

**COMA 543:** Conflict and Negotiation: This course examines the sources and development of conflict and develops negotiation as a tool for managing conflict situations. Emphasis is on understanding conflict interactions and reaching agreement through negotiation. (3)

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## **Dance (DANC) - Undergraduate Courses**

### **DANC 170: Introduction to Dance - AR**

An introduction to the basics of dance, contemporary history and beginning dance vocabulary. (4)

### **DANC 190: FYEP190: Inquiry Seminar**

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 251: Ballet I - AR**

This activity-based course introduces the basic styles of technique, and vocabulary of classical dance. Ballet as an art form will be analyzed and discussed through a study of its history, choreographers, and dances. No experience is expected. Course does not meet PE activity requirement. (2)

## **DANC 252: Modern Dance I - AR**

Modern Dance I course introduces basic modern technique vocabulary with a brief study of its history, and impact in the world of 20th-century dance. Course does not meet PE activity requirement. (2)

## **DANC 253: Modern Dance II - AR**

Modern Dance II course is an intermediate level of dance technique based on recognized technical modern styles. This course explores a more advanced basic exercise and combinations which promote and understanding of modern dance theory and techniques. Dance improvisation and composition components in the course. Courses not not meet PE activity requirement. Prerequisite: DANC 252. (2)

## **DANC 254: Tap Dance I - PE**

This course is an introduction to the fundamentals of tap dance. Students will study rhythm, direction, and coordination with an emphasis on the basic elements of tap technique, combination, and routines. (1)

## **DANC 255: Hip Hop I - PE**

Hip Hop introduction to street style dance which has become popularized in dance across America. This course is an introduction to the influence of pressing issues in politics, race, gender, class and poetry, and how the gestural dance form is created in basic form. (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 301: Dance in World Cultures - C**

This course is a cross-cultural examination of dance traditions from around the world in their historical, critical, artistic, and socio-cultural contexts. Students will learn to contextualize a variety of dance traditions and differentiate folk, popular, and classical traditions. They will participate in dance styles of various world cultures as they study cultural traditions and how they are expressed in movement. Dance of Africa, Asia, Europe, India, Middle East, and the Americas will be included in the course. (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 KINS 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**

The study of all aspects of dance production and performance, including brief introduction to makeup and costume design for dance. Cross-listed with KINS 462. (2)

## **DANC 463: Dance Composition and Choreography**

An introduction to the principles behind composing and choreographing dance for performance before an audience. (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)

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## **Theatre (THEA) - Undergraduate 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: FYEP190: Inquiry Seminar**

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 215: Voice and Movement I - AR**

This course introduces Fitzmaurice Voicework, which is a combination of modified yoga, Shiatsu, and Reichian bodywork combined with classical voice training techniques, to promote awareness of an actor's voice and body. Material is explored through partnered work, observation, and discussion. (4)

## **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 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: Theatrical Production - AR**

Basic theory and procedure of all backstage elements in the theatre, costumes, scenery, props, lights, makeup, and management. (4)

## **THEA 260: Stagecraft - AR**

This course will be a combination of lecture and hands on experience in the execution of scenic designs for the stage. It will provide students with instruction on safety procedures, construction techniques and materials, theatrical rigging, welding, and organizational planning of theatrical production. (4)

## **THEA 265: Fundamentals of Design - AR**

This course introduces the basic skills needed for scenic, lighting, and costume design. Students will learn to apply the elements of design and composition to exercises in research, hand drafting, renderings, and model building, for the express purpose of communication and collaboration. (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 275: Scenic Painting**

Students will learn the color theory and techniques used for painting scenery in theatrical applications. (2)

## **THEA 280: Computer-Aided Drafting**

Introduces the use of Vectorworks to create light plots or scenic draftings for theatrical applications. Prerequisite: THEA 265. (2)

## **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)

## **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 290: Stage Management**

Introduces the study and practice of stage management with an emphasis on understanding the basic functions of the stage manager in the theatrical production phase. (2)

## **THEA 315: Voice and Movement II**

Builds on the basics of Voice and Movement I, as new methods of voice and movement are explored for creative inspiration and character development. Aspects of speech and text are an integral part of the course, as the student studies the International Phonetic Alphabet. Prerequisites: THEA 215. (4)

## **THEA 320: Makeup I**

This course will familiarize the student with the basic techniques in theatrical makeup application. (2)

## **THEA 321: Makeup II**

Builds on techniques introduced in Makeup I. Specialized work in planning and application of techniques, from straight makeup through aging, three-dimensional and special effects. Prerequisite: THEA 320. (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 346: The Audition**

Teaches audition techniques necessary to successful auditions for work in professional theatre productions. Audition material, techniques and research into challenges and opportunities in a professional career in the theatre and related fields are studied. (2)

## **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**

Examines the controllable properties of light and to apply them to the functions of theatrical lighting. Students will learn to express their ideas through research, critical analysis, presentation, and practical lab exercises. (4)

## **THEA 360: Theatre History I - AR**

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 - AR**

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 380: Directing I**

Introduces the process of making choices about scripts, script analysis, casting, focus of scenes, and the mood, rhythm, pace and main idea of productions. This is a participatory course that includes readings, attendance at plays, exercise work, and scene direction. Prerequisite: THEA 250. (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 390: Visual History: Period Costume and Décor**

Surveys the architecture, interiors, clothing, culture, and aesthetic of the western world from the Greek era to the present. Students will be able to identify period through exposure to art, historical documents, and popular perspectives. (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**

Studies the process used by scenic designers to create a physical environment for the stage. Students will learn to analyze a theatrical text, formulate and express an approach through research, and execute their ideas through models and simple drafting. Prerequisite: THEA 265. (4)

## **THEA 480: Directing II**

Builds on techniques learned in Directing I to develop stage productions. This includes interpreting text, analyzing premise, developing visual concepts, translating words and concepts into actions, and the process of communication between actors and designers. The course culminates in the direction of a one-act play. Prerequisite: THEA 370. (4)

## **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 496: Advanced Scenographic Design**

Each student will assume the role of lighting, scenic, or costume designer and collaboratively work to develop a design concept for a theatrical work. The students will complete a design process with advanced renderings, models, drafting, paperwork, and documentation. Prerequisites: THEA 265, THEA 453, and either THEA 355 or 455. (4)

## **THEA 499: Capstone - SR**

This will serve as the culminating project for the theatre major. With approval and guidance from the theatre faculty, the student will develop and execute a substantial individual project that will reflect both the academic and practical knowledge gained through the study of the art of theatre. (2)

# Computer Science

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253.535.7400	<a href="http://www.plu.edu/computer-science/">www.plu.edu/computer-science/</a>	<a href="mailto:csce@plu.edu">csce@plu.edu</a>
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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 in computer science program has been accredited by the Computing 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 program. Our objectives state what a PLU graduate with a major in computer science is expected to achieve within a few years after graduation.

1. Graduates who choose to enter the workforce will become well-rounded, creative, productive, and valuable professionals in their field.
2. Graduates who choose to pursue advanced degrees will be accepted into a graduate program and make effective progress towards their degree.
3. Graduates will have an aptitude and desire to engage in lifelong learning, and will adapt to new technologies, tools, and methodologies.
4. Graduates will understand the societal, legal, and ethical implications of their work, and will share their knowledge skills and expertise with their colleagues and community.

For a complete description of the CSCI objectives and outcomes visit the department website at [www.plu.edu/csce/](http://www.plu.edu/csce/).

## Beginning Classes in Computer Science (CSCI)

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

- CSCI 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.
- CSCI 120: Computerized Information Systems: Especially appropriate for business majors and other students wishing an introduction to the computer and applications of software packages.
- CSCI 144: Introduction to Computer Science: For students majoring in computer science, mathematics, and most science majors, as well as others wishing a strong experience in computer programming.
- CSCI 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 Majors

Students majoring in computer science may choose to earn either a Bachelor of Arts degree or a Bachelor of Science degree in computer science. 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 degree is a strong, scientific degree that contains additional courses in computer science, mathematics, and science and serves both students going directly into employment on graduation and those going into graduate programs. Students should take CSCI 144, 270 and MATH 151, 152 early in their program.

## Restrictions for both majors

- A minimum grade of C is required in all CSCI and MATH courses counted for a major and a minimum grade of a C- in all other supporting courses.

- Only one CSCI 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 Degree

### Major in Computer Science

*28 semester hours in CSCI, plus 12 semester hours in mathematics*

- CSCI 144, 270; 367 or 390; 499A, and 499B
  - The remaining hours are from computer science courses numbered above CSCI 300 (except CSCI 331 and 345).
  - **Required supporting:** MATH 151, 152, and 245
- 

## Bachelor of Science Degree

### Major in Computer Science

*44 semester hours in CSCI, plus 30 semester hours of supporting courses in mathematics and science*

- CSCI 144, 270, 302, 343, 371, 390, 444, 499A, and 499B
  - 12 additional hours selected from computer science courses numbered above CSCI 300 (except 331 and 345), 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 8 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; any geosciences; any physics; CSCI 345.
    - The remaining hours may be chosen from any mathematics course numbered above 329 (except 446), CSCI 331, CSCI 131, or any approved science course.
- 

## Minors

### Restrictions on Computer Science Minors

At least eight upper-division semester hours must be completed at PLU. A minimum grade of C is required in all CSCI and MATH courses for a minor and a minimum grade of a C- in all other supporting courses.

### Minor in Computer Science

*20 semester hours, including*

- CSCI 144, 270
- Eight additional hours of upper-division computer science courses numbered above CSCI 300 (except CSCI 331, 345, 499A, and 499B).
- **Required supporting:** MATH 128, 151, or equivalent

### Minor in Electrical Engineering

*44 semester hours including*

- CSCI 131, 144, 302, 331, 345
  - **Required supporting:**
    - CHEM 115; MATH 151, 152, and MATH 245 or 253
    - PHYS 153, 154, 163, 164
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## Courses Offered by Semester/Term

- **Fall Semester:** 120, 131, 144, 270, 302, 331, 343, 371, 386, 499A
  - **J-Term:** 115
  - **Spring Semester:** 115, 131, 133, 144, 270, 302, 345, 367, 390, 444, 499B
  - **Alternate Years:** 330, 340, 412, 480, 487, 488
- 

## Computer Science (CSCI) - Undergraduate Courses

### CSCI 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)

### CSCI 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)

### CSCI 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)

### CSCI 133: Introduction to Computational and Data Science

Introduction to computer programming and problem-solving using real datasets from a variety of domains such as science, business, and the humanities. Introduces the foundations of computational thinking, modeling and simulation and data visualization using the Python programming language and R statistical package. Intended for students without prior programming experience. Prerequisite: four years of high school mathematics or MATH 140 or equivalent. (4)

### CSCI 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)

### CSCI 190: FYEP190: Privacy and Technology 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)

### CSCI 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. Prerequisite: CSCI 144. (4)

### **CSCI 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: CSCI 144. (4)

### **CSCI 287: Special Topics in Computer 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)

### **CSCI 288: Special Topics in Computer 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)

### **CSCI 289: Special Topics in Computer 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)

### **CSCI 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)

### **CSCI 302: Computer Organization**

Introduction to digital logic and computer architecture. Topics include instruction and data representations, RISC and CISC instruction sets, addressing, subroutines, benchmarking, interface between assembly language and high-level programming languages, memory structure, combinational logic, and the construction and operation of the datapath. Laboratory component includes computer system and assembly language simulation. Prerequisite: CSCI 144. Strongly recommended: CSCI 270. (4)

### **CSCI 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: CSCI 270. (4)

### **CSCI 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. (4)

### **CSCI 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: CSCI 270. (4)

## **CSCI 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: CSCI 270. (4)

## **CSCI 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: CSCI 331. (4)

## **CSCI 367: Databases and Web Programming**

An introduction to the fundamental concepts necessary for design, use, and implementation of database systems, with application to web-based software. 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: successful completion of, or concurrent enrollment in, CSCI 270. (4)

## **CSCI 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: CSCI 270, MATH 245. (4)

## **CSCI 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: CSCI 270. Recommended: MATH 242. (4)

## **CSCI 387: Special Topics in CSCI**

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

## **CSCI 388: Special Topics in Computer 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)

## **CSCI 389: Special Topics in Computer 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)

## **CSCI 390: Objects and Design**

Object-oriented programming techniques, tools, and best practices for dealing with large programs. Topics include object-oriented design and programming, specifications, quality processes, effective debugging, and software testing. Prerequisite: CSCI 270. (4)

## **CSCI 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: CSCI 270 or consent of instructor. (1)

### **CSCI 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: CSCI 270, MATH 152. Recommended: PHYS 153. (4)

### **CSCI 444: Operating Systems**

An introduction to computer operating systems including process scheduling, memory management, and file systems. Major small group project. Prerequisite: CSCI 302 or 380, and MATH 245. Recommended: CSCI 343. (4)

### **CSCI 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: CSCI 385 or permission of the instructor. (4)

### **CSCI 487: Special Topics in CSCI**

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

### **CSCI 488: Special Topics in Computer 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)

### **CSCI 489: Special Topics in Computer 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)

### **CSCI 491: Independent Studies**

Prerequisite: consent of department chair. (1 to 4)

### **CSCI 495: Computer Science Internship**

Involvement in an ongoing research project in computer science under the supervision of a faculty member. Prerequisite: consent of instructor. (1 to 4)

### **CSCI 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 gathering requirements from the client/customer, taking a product through the full life cycle, technical communication 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. With CSCI 499B meets the senior seminar/project requirement. Prerequisites: Prerequisites depend on the major and degree. The B.S. in computer science requires CSCI 390. The B.A. in computer science requires CSCI 270; and CSCI 367 or 390. (2)



## **CSCI 499B: Capstone: Senior Seminar SR**

Continuation of Continuation of CSCI 499A. With CSCI 499A meets the senior seminar/project requirement. Prerequisite: CSCI 499A. (2)

# Economics

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253.535.7595	<a href="http://www.plu.edu/economics/">www.plu.edu/economics/</a>	<a href="mailto:econ@plu.edu">econ@plu.edu</a>
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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 goals are both to understand these arrangements and to improve them, seeking the best possible allocation of our scarce resources.

## Bachelor of Arts Degree

### Major in Economics

*Minimum of 44 semester hours*

- **Required Courses for all Economic Majors**

*28 semester hours*

- ECON 101 or 111, 102, 301, 302, 499
- STAT 231 or MATH/STAT 242
- 4 semester hours selected from: CSCI; BUSA 202 or 302

- **Required Field Courses**

*12 semester hours*

- Choose one course (4 semester hours) from each of the following three categories:
  - Micro: 313, 321, 323, 325, 331, 333
  - Macro: 322, 327, 337, 386
  - Approaches: 311, 341, 344, 345

- **Additional Required Elective**

*4 semester hours*

- Choose a fourth course from any of the three categories listed above or from the following:
  - ECON 215, 235, 287, 387, 487, or 495

**Note:** ECON electives labeled 287, 387, or 487 may be counted toward one of the required field course categories with the approval of the chair of the Department of Economics.

### 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 economics 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 chair of the Department of Economics. 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.

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## 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 chair of the Department of Economics.

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## **Economics (ECON) - Undergraduate 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: FYEP190: Inquiry Seminar**

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 215: 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 235: 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 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 101 or 111; ECON 102; MATH 128 or 151. (4)

## **ECON 311: Dynamic Modeling Natural Resources**

An introduction to dynamic modeling and optimization, with consideration of both market and socially optimal outcomes. Examples used include fisheries, forestry, mining, renewable energy and sustainability. Extensive use of spreadsheets to build and solve dynamic resource allocation problems. Prerequisite: ECON 101 or 111 and MATH 128 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 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 101 or 111; 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 or 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, or 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 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 101 or 111; ECON 102 or consent of instructor. (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)

## **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 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 other than ECON 301 or 302, all with grade of a C- or above, and declared economics major; or consent of instructor. (4)

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## **Economic Graduate Courses Offered for the M.B.A. and M.S.F. Programs**

**ECON 500: Applied Statistical Analysis:** An intensive introduction to statistical methods. Emphasis on the application of inferential statistics to concrete situations. (4)

**ECON 503: Economics for Finance:** Macro and micro-economics including market forces of supply and demand, the goal of the firm, national income and accounts, business cycles, the monetary system, inflation, international trade and capital flows, currency exchange rates, monetary and fiscal policy, economic growth, effects of government regulation and the impact of economic factors on investment markets. (4)

**ECON 516: International Economics:** Regional and international specialization, comparative costs, international payments and exchange rates; national policies that promote or restrict trade. (4)

**ECON 520: Economic Policy Analysis:** An intensive introduction to the concepts of macroeconomics and microeconomics with an emphasis on policy formation within a global framework. (3)

# Education and Kinesiology, School of

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<b>253.535.7272</b>	<b><a href="http://www.plu.edu/education-kinesiology/">http://www.plu.edu/education-kinesiology/</a></b>	<b><a href="mailto:educ@plu.edu">educ@plu.edu</a></b>
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## **Degrees**

- Bachelor of Arts in Education (B.A.E.)
- Bachelor of Arts in Kinesiology (B.A.K.)
- Bachelor of Science in Kinesiology (B.S.K.)
- 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 Education or the Department of Kinesiology.

# Education

<b>253.535.7272</b>	<b><a href="http://www.plu.edu/education/">www.plu.edu/education/</a></b>	<b><a href="mailto:educ@plu.edu">educ@plu.edu</a></b>
<b>Undergraduate Admissions</b>	<a href="http://www.plu.edu/education/programs/bachelor-of-arts-in-education/">www.plu.edu/education/programs/bachelor-of-arts-in-education/</a>	
<b>B.A.E. - Elementary Education</b>	<a href="http://www.plu.edu/education/programs/bachelor-of-arts-in-education/">www.plu.edu/education/programs/bachelor-of-arts-in-education/</a>	
<b>B.A.E. - Outreach Education</b>	<a href="http://www.plu.edu/education/programs/bachelor-of-arts-in-education/">www.plu.edu/education/programs/bachelor-of-arts-in-education/</a>	

## Bachelor of Arts in Education (B.A.E.) Degree

### Major in Education

68-70 semester hours depending on specific program

The following information is for students entering the undergraduate degree program in Fall 2016. For candidates that entered the B.A.E. program prior to Fall 2016, please refer to earlier PLU catalogs.

### 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 March 1st for Fall Semester 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) or equivalent SAT/ACT scores. Check [www.west.nesinc.com](http://www.west.nesinc.com) to register (not required for Outreach Education majors).
- 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 Department of Education.
- 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/](http://www.plu.edu/education/)
- The admission criteria will be used to assess the student's academic and professional readiness.

Continuation in a 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.

### Degree and Certification Requirements

- All coursework is completed with a cumulative grade point average of 2.50 or above.
- 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; KINS 322 or equivalent; ARTD 340 or equivalent; and MUSI 341 or equivalent.

**Note:** Each endorsement requires passing the designated WEST-E or NES (and ACTFL if pursuing World Languages). Refer to the student handbook for testing timelines. *The WEST-E or NES (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 (edTPA) required by the state of Washington and scored by Pearson. The B.A.E. requirements are separate from the teacher certification. Though a passing score is required for certification, the student is required to complete the edTPA 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 State 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 or NES/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.

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## Elementary Certification and Endorsement Options

The basic undergraduate elementary education (K-8) program consists of a four-term program starting in the Fall Semester only. All students seeking elementary endorsement must complete a minimum of 20 semester hours in an emphasis area. [www.plu.edu/education/endorsements/](http://www.plu.edu/education/endorsements/)

### 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 are strongly encouraged to complete KINS 322, a life science and a physical science prior to program entrance. These courses, plus MUSI 341, must be completed prior to program completion.

Candidates pursuing a residency teaching certificate and an elementary K-8 endorsement must also complete a second endorsement through the completion of additional coursework, passing the WEST-E or NES, passing the ACTFL (if pursuing a world language) and completing student teaching. All exams (WEST-E or NES, and if pursuing a world language the 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.

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## Elementary Education/Special Education Professional Education Sequence

*70 semester hours*

In this teacher certification program, candidates pursue an endorsement in special education (P-12) and elementary education (K-8) while earning a B.A.E. degree. Endorsements are awarded upon successful completion of coursework, Internship II (student teaching) experience and a passing edTPA score.

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

- MATH 123 or equivalent – required prior to admission
- MATH 124 or equivalent – required by the end of Semester II
- KINS 322 or equivalent
- Life Science
- Physical Science

These courses, plus MUSI 341, must be completed prior to program completion.

**First Year: Semester I (Fall)**

13 semester hours

- EDUC 320: Issues of Child Abuse and Neglect (1)
- EDUC 330: Professional Practice I (0)
- EDUC 331: Building Professional Learning Communities (2)
- EDUC 332: Communities, Schools, and Students (2)
- EDUC 333: Instructional and Classroom Management Systems (4)
- EDUC 334: Foundations of Educational Measurement (2)
- SPED 335: Educational Assessment & Evaluation (2)

**First Year: J-Term I**

5 semester hours

- SPED 450: Early Childhood Special Education (2)
- SPED 454: Moderate and Low Incidence Disabilities (3)

**First Year: Semester II (Spring)**

17 semester hours

- EDUC 370: Professional Practice II (0)
- EDUC 371: Developing Professional Learning Communities (2)
- EDUC 372: Literacy, Language, and Assessment (4)
- EDUC 373: Mathematics, Science, and Assessment (4)
- EDUC 374: Management and Student Engagement (2)
- EDUC 375: Technology Integration (2)
- SPED 376: Instructional Methodologies for Inclusive Classrooms (3)

**Second Year: Semester III (Fall)**

13 semester hours

- EDUC 402: Internship I (0)
- EDUC 403: Building Professional Learning Communities (2)
- EDUC 404: The Integration of Literacy in Social Studies (3)
- EDUC 405: Art Methods (2)
- EDUC 407: Writing Across the Curriculum (2)
- SPED 404: Collaboration, Team Building, and Supervision (2)
- SPED 431: Students with Autism Spectrum Disorders (2)

**Second Year: J-Term II**

5 semester hours

- SPED 430: Students with Emotional and Behavioral Disabilities (3)
- SPED 442: Technology in Special Education (2)

Passing scores on the WEST-E or NES endorsement tests for elementary education and special education must be received before a student can start in Semester IV.

**Second Year: Semester IV (Spring)**

17 semester hours

- EDUC 450: Seminar – SR (2)
- EDUC 455: Internship II (13)
- EDUC 460: Professional Learning Communities (2)

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## Elementary Education/Early Childhood Education/Early Childhood Special Education Professional Education Sequence

70 semester hours

In this teacher certification program, candidates pursue an endorsement in early childhood education/early childhood special education (P-3) and elementary education (K-8) while earning a B.A.E. degree. Endorsements are awarded upon successful completion of coursework, Internship II (student teaching) experience and a passing edTPA score.

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 – required prior to admission
- MATH 124 or equivalent – required by the end of Semester II
- KINS 322 or equivalent
- Life Science
- Physical Science

These courses, plus MUSI 341, must be completed prior to program completion.

### **First Year: Semester I (Fall)**

*13 semester hours*

- EDUC 320: Issues of Child Abuse and Neglect (1)
- EDUC 330: Professional Practice I (0)
- EDUC 331: Building Professional Learning Communities (2)
- EDUC 332: Communities, Schools, and Students (2)
- EDUC 333: Instructional and Classroom Management Systems (4)
- EDUC 334: Foundations of Educational Measurement (2)
- SPED 335: Educational Assessment & Evaluation (2)

### **First Year: J-Term I**

*5 semester hours*

- SPED 450: Early Childhood Special Education (2)
- EDUC 417: Early Childhood Curriculum, Instructional Strategies, and Progress Monitoring (3)

### **First Year: Semester II (Spring)**

*17 semester hours*

- EDUC 370: Professional Practice II (0)
- EDUC 371: Developing Professional Learning Communities (2)
- EDUC 372: Literacy, Language, and Assessment (4)
- EDUC 373: Mathematics, Science, and Assessment (4)
- EDUC 374: Management and Student Engagement (2)
- EDUC 375: Technology Integration (2)
- SPED 376: Instructional Methodologies for Inclusive Classrooms (3)

### **Second Year: Semester III (Fall)**

*13 semester hours*

- EDUC 402: Internship I (0)
- EDUC 403: Building Professional Learning Communities (2)
- EDUC 404: The Integration of Literacy in Social Studies (3)
- EDUC 405: Art Methods (2)
- EDUC 407: Writing Across the Curriculum (2)
- SPED 404: Collaboration, Team Building, and Supervision (2)
- SPED 431: Students with Autism Spectrum Disorders (2)

### **Second Year: J-Term II**

*5 semester hours*

- EDUC 416: Assessment in Early Childhood (2)
- EDUC 419: Child Guidance and Positive Behavior Support (3)

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

### **Second Year: Semester IV (Spring)**

*17 semester hours*

- EDUC 450: Seminar – SR (2)
- EDUC 455: Internship II (13)

- EDUC 460: Professional Learning Communities (2)
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## Elementary Education/Reading Professional Education Sequence

*68 semester hours*

In this teacher certification program, candidates pursue an endorsement in reading and elementary education (K-8) while earning a B.A.E., degree. Endorsements are awarded upon successful completion of coursework, Internship II (student teaching) experience and a passing edTPA score.

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

- MATH 123 or equivalent – required prior to admission
- MATH 124 or equivalent – required by the end of Semester II
- KINS 322 or equivalent
- Life Science
- Physical Science

These courses, plus MUSI 341, must be completed prior to program completion.

### **First Year: Semester I (Fall)**

*13 semester hours*

- EDUC 320: Issues of Child Abuse and Neglect (1)
- EDUC 330: Professional Practice I (0)
- EDUC 331: Building Professional Learning Communities (2)
- EDUC 332: Communities, Schools, and Students (2)
- EDUC 333: Instructional and Classroom Management Systems (4)
- EDUC 334: Foundations of Educational Measurement (2)
- SPED 335: Educational Assessment & Evaluation (2)

### **First Year: J-Term I**

*4 semester hours*

- EDUC 429: Children and Adolescent Literature in the K-8 Curriculum (2)
- EDUC 490: Acquisition and Development of Language (2)

### **First Year: Semester II (Spring)**

*17 semester hours*

- EDUC 370: Professional Practice II (0)
- EDUC 371: Developing Professional Learning Communities (2)
- EDUC 372: Literacy, Language, and Assessment (4)
- EDUC 373: Mathematics, Science, and Assessment (4)
- EDUC 374: Management and Student Engagement (2)
- EDUC 375: Technology Integration (2)
- SPED 377: Instructional Methodologies for Inclusive Classrooms (3)

### **Second Year: Semester III (Fall)**

*13 semester hours*

- EDUC 402: Internship I (0)
- EDUC 403: Building Professional Learning Communities (2)
- EDUC 404: The Integration of Literacy in Social Studies (3)
- EDUC 405: Art Methods (2)
- EDUC 407: Writing Across the Curriculum (2)
- EDUC 423: Linguistics for Language Literacy (2)
- SPED 404: Collaboration, Team Building, and Supervision (2)

### **Second Year; J-Term II**

*4 semester hours*

- EDUC 428: Assessments in Literacy (2)
- EDUC 438: Strategies for Whole Literacy Instruction (K-8) (2)

Passing scores on the WEST-E or NES endorsement test for elementary education and reading must be presented before a student can enroll in Semester IV.

### **Second Year: Semester IV (Spring)**

*17 semester hours*

- EDUC 450: Seminar - SR (2)
  - EDUC 455: Internship II (13)
  - EDUC 460: Professional Learning Communities (2)
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## **Elementary Education/English Language Learner (ELL) Professional Education Sequence**

*68 semester hours*

In this teacher certification program, candidates pursue an endorsement in ELL and elementary education (K-8) while earning a B.A.E. degree. Endorsements are awarded upon successful completion of coursework, Internship II (student teaching) experience and a passing edTPA score. Students are encouraged to take the following courses prior to admission to the program:

- MATH 123 or equivalent - required prior to admission
- MATH 124 or equivalent - required by the end of Semester II
- KINS 322 or equivalent
- Life Science
- Physical Science

These courses, plus MUSI 341, must be completed prior to program completion.

### **First Year: Semester I (Fall)**

*13 semester hours*

- EDUC 320: Issues of Child Abuse and Neglect (1)
- EDUC 330: Professional Practice I (0)
- EDUC 331: Building Professional Learning Communities (2)
- EDUC 322: Communities, Schools, and Students (2)
- EDUC 333: Instructional and Classroom Management Systems (4)
- EDUC 334: Foundations of Educational Measurement (2)
- SPED 335: Educational Assessment & Evaluation (2)

### **First Year: J-Term I**

*2 semester hours*

- EDUC 490: Acquisition and Development of Language (2)

### **First Year: Semester II (Spring)**

*17 semester hours*

- EDUC 370: Professional Practice II (0)
- EDUC 371: Developing Professional Learning Communities (2)
- EDUC 372: Literacy, Language, and Assessment (4)
- EDUC 373: Mathematics, Science, and Assessment (4)
- EDUC 374: Management and Student Engagement (2)
- EDUC 375: Technology Integration (2)
- SPED 377: Instructional Methodologies for Inclusive Classrooms (3)

### **First Year: Summer**

*4 semester hours*

- EDUC 445: Methods of Teaching Foreign Languages and English as a Second Language (4)

### **Second Year: Semester III (Fall)**

*13 semester hours*

- EDUC 402: Internship I (0)
- EDUC 403: Building Professional Learning Communities (2)

- EDUC 404: The Integration of Literacy in Social Studies (3)
- EDUC 405: Art Methods (2)
- EDUC 407: Writing Across the Curriculum (2)
- EDUC 423: Linguistics for Language Literacy (2)
- SPED 404: Collaboration, Team Building, and Supervision (2)

### **Second Year: J-Term II**

*2 semester hours*

- EDUC 438: Strategies for Whole Literacy Instruction (K-8) (2)

Passing scores on the WEST-E or NES endorsement test for elementary education and ELL must be presented before a student can enroll in Semester IV.

### **Second Year: Semester IV (Spring)**

*17 semester hours*

- EDUC 450: Seminar – SR (2)
- EDUC 455: Internship II (13)
- EDUC 460: Professional Learning Communities (2)

## **Emphasis Areas**

### **• Health & Fitness**

May only be pursued as an emphasis. A B.A.K. with certification and endorsement in health and fitness education can be pursued through the [Department of Kinesiology](#).

### **• Music**

May only be pursued as an emphasis through the [Department of Education](#). A B.M.E can be pursued through the [Department of Music](#).

## **Secondary Certification and Endorsement Options**

**Program is currently in Hiatus. Applications are not being accepted at this time.**

Please see the assistant director of admission and advising in the Department of Education. The department recommends majoring in your subject of interest and pursuing the M.A.E.-Certification. For more information on graduate programs, please see the graduate programs section of the catalog.

## **Bachelor of Arts in Education**

### **Major in Outreach Education**

*55 semester hours*

The outreach education major is designed to prepare candidates for non-school type of educative jobs. Candidates in outreach education must complete the same admission requirements as all education majors, minus WEST-B scores. Candidates in this program are prepared to be educational leaders in the community, but do not fulfill requirements for residency certification. The course of study includes content-related information for specific area of interest (a minimum of 20 semester hours in their area of interest. Courses must be approved by the program coordinator.

1. educational theory and methods classes; and
2. two new courses specifically designed for students who plan to use their education background for educational work in non-school community institutions, such as: museums, environmental education centers, performing arts organizations, businesses, etc.

This education background along with the student's area of academic emphasis will be taken into consideration for the job-

shadow and internship components of this program.

### **Required Content Area and Emphasis**

Students must complete must complete 20 semester hours in the content area most closely related to their area of outreach education interest. For example, if a student is interested in working in a historical museum, the student would complete 20 semester hours in history; if a student is interested in working in an art museum, the 20 semester hours would be in art. Candidates must consult with an advisor to determine their content area.

### **Before Education Sequence**

- EDUC 195: Survey of Education and Community Involvement (4) **or** EDUC 205: Multicultural Perspectives in the Classroom (4)
- *Note: EDUC 195 is not offered in 2016-17*

### **First Year: Semester I ( Fall)**

*13 semester hours*

- EDUC 320: Issues of Child Abuse and Neglect (1)
- EDUC 330: Professional Practice (0)
  - Outreach education majors will work in schools during this field experience. Experience in the classroom is an important component for understanding education in general, connecting with the schools, developing presentation skills (how to read your audience) and to develop management skills when working with a group of diverse learners and behaviors.
- EDUC 331: Building Professional Learning Communities (2)
- EDUC 332: Communities, Schools, and Students (2)
- EDUC 333: Instructional and Classroom Management Systems (4)
- EDUC 334: Foundations of Educational Measurement (2)
- SPED 335: Educational Assessment & Evaluation (2)

### **First Year: Semester II (Spring)**

*17 semester hours*

- EDUC 370: Professional Practice
  - Outreach education majors will work in schools during this field experience. Experience in the classroom is an important component for understanding education in general, connecting with the schools, developing presentation skills (how to read your audience) and to develop management skills when working with a group of diverse learners and behaviors.
- EDUC 371: Developing Professional Learning Communities (2)
- EDUC 372: Literacy, Language, and Assessment (4)
- EDUC 373: Mathematics, Science, and Assessment (4)
- EDUC 374: Management and Student Engagement (2)
- EDUC 375: Technology Integration (2)
- SPED 377: Instructional Methodologies for Inclusive Classrooms (3)

### **Second Year: Semester III (Fall)**

*13 semester hours*

- EDUC 360: Tools for Community Involvement (4)
- EDUC 402: Internship I (0)
  - Job shadowing experience with a number of different outreach education programs.
- EDUC 403: Building Professional Learning Communities (2)
- EDUC 404: The Integration of Literacy in Social Studies (3)
- EDUC 407: Writing Across the Curriculum (2)
- SPED 404: Collaboration, Team Building, and Supervision (2)

### **Second Year: Semester IV (Spring)**

*12 semester hours*

- EDUC 495: Internship (placement in an outreach education program) (10 hrs)
- EDUC 450: Seminar - SR (2)

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### **Preparation for Teaching in Private and/or Christian School**

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 Department of Religion 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 advising coordinator to discuss the various options and to determine their program of study.

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## **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 can be found in the Graduate and Post-Baccalaureate section of this catalog.

To view graduate-level work in the School of Education and Kinesiology, go to the [Graduate and Post-Baccalaureate section](#) of this catalog or [www.plu.edu/education/ppd/](http://www.plu.edu/education/ppd/)

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### **Professional Teaching Certificate**

Teachers must earn their Professional Certificate during their first few years of teaching. This Certificate is earned via a passing score on the ProTeach assessment. Check with OSPI for specific timelines and requirements. Within a five-year period, after completing the probationary period for teaching in one district, teachers in Washington must earn a Professional Certificate (WAC 18-79A-145), PLU offers a preparation program to assist teachers in preparation and submission of the ProTeach assessment. More information is available on the [School of Education and Kinesiology website](#).

### **Qualifications for the Professional Certificate**

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.

### **Additional Endorsement Options for Educators**

[www.plu.edu/education/programs/add-on-endorsement/](http://www.plu.edu/education/programs/add-on-endorsement/)

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## **Education (EDUC) - Undergraduate Courses**

### **EDUC 190: FYEP190: Inquiry Seminar**

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)

### **EDUC 195: Survey of Education and Community Involvement**

The class will review the various educational opportunities in community organizations including education provided by: museums; environmental interpretation groups; music organizations; theatres; film festivals; and science centers. The class will be taught using activities, lecture, guest speakers, reading and research, field experiences along with group and individual assignments and projects. (4)

### **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 330: Professional Practice I**

Teacher candidates will be required to complete a minimum of 45 hours of fieldwork in a local school. Co-registration in EDUC 331. (0)

## **EDUC 331: Building Professional Learning Communities**

Seminar groups to provide a critical inquiry bridge between university-based coursework and P-12 fieldwork through the department's/unit's core values of care, competence, difference, service, and leadership. Co-registration in EDUC 330. (2)

## **EDUC 332: Communities, Schools, and Students**

Explores the purposes of P-12 education, how schools intersect with local communities, and the range of differences within learners. (2)

## **EDUC 333: Instructional and Classroom Management Systems**

Introduces commonly used instructional and management models and how developmental, behavioral, motivational, and learning principles inform a classroom environment. (4)

## **EDUC 334: Foundations of Educational Measurement**

Surveys the basic principles of assessment and measurement within education, including technical considerations and terminology. (2)

## **EDUC 340: Elementary Art Education**

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

## **EDUC 360: Tools for Community Involvement**

Students preparing for outreach education in museums, environmental interpretive centers, outreach education, and other community involvement settings will explore needed tools including: administration, leadership, connecting and interpreting with experts, exhibit design, curriculum, funding, recruiting and training volunteers, and other skills used to bridge community educational with schools and other venues. (4)

## **EDUC 370: Professional Practice II**

Teacher candidates will be required to complete a minimum of 90 hours of fieldwork in a local school. Required to coregister in EDUC 371. (0)

## **EDUC 371: Developing Professional Learning Communities**

Seminar groups to provide a critical inquiry bridge between university-based coursework and P-12 fieldwork through the unit's core values of care, competence, difference, service, and leadership. Co-registration in EDUC 370 required. (2)

## **EDUC 372: Literacy, Language, and Assessment**

Develops literacy, language, and ELL teaching strategies that can be incorporated into P-8 instructional models and assessments with applications to the development of lesson sequences. (4)

## **EDUC 373: Mathematics, Science, and Assessment**

Develops mathematics and science teaching strategies that can be incorporated into P-8 instructional models and assessments with applications to the development of lesson sequences. (4)

## **EDUC 374: Management and Student Engagement**

Develops management strategies for student engagement and increasing academic achievement (2)

## **EDUC 375: Technology Integration**

The integration of technology tools for the classroom. (2)

## **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 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 Kinesiology and completion of MUSI 340. (3)

## **EDUC 402: Internship I**

Teacher candidates will be required to complete a minimum of 90 hours of fieldwork in a local school. Co-registration with EDUC 404 required. (0)

## **EDUC 403: Building Professional Learning Communities**

Seminar groups to provide a critical inquiry bridge between university-based coursework and P-8 fieldwork through the unit's core values of care, competence, difference, service, and leadership. (2)

## **EDUC 404: The Integration of Literacy in Social Studies**

Integration of literacy for the teaching of social studies strategies that can be incorporated into P-8 instructional models and assessments with applications to the development of lesson sequences. Co-registration in EDUC 402 required. (3)

## **EDUC 405: Art Methods**

Methods and procedures in teaching elementary school art as well as infusing the arts in the curriculum. (2)

## **EDUC 407: Writing Across the Curriculum**

Develops strategies for the teaching of writing in all content areas in the P-8 curriculum. (2)

## **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 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. (3)

## **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 423: Linguistics for Language Literacy**

Prepares pre-service teachers to understand the structure of language, language acquisition, and language learning to inform and facilitate research-based instructional practices. (2)

### **EDUC 428: Assessments in Literacy**

Understanding of a wide variety of strategies and tools for assessing and facilitating students' development in reading, writing, listening, and speaking. (2)

### **EDUC 429: Children and Adolescent Literature in the K-8 Curriculum**

Investigates genres of contemporary children's and adolescent 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 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)**

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 Education faculty and classroom teachers. Prerequisite: successful completion of education courses Terms I-III. Concurrent with EDUC 450. (6)

### **EDUC 438: Strategies for Whole Literacy Instruction (K-8)**

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-8 classrooms. Strategies for reading/writing in content areas, thematic teaching, topic study, and integrating curriculum. Cross-listed with EDUC 538. (2)

### **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**

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. This course includes a field experience component. Cross-listed with MATH 446. Prerequisite: EDUC 205 and MATH 253 or 331. (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: Seminar - SR**

A seminar for all education students focusing development of professionalism and competence in inquiry and reflective practice. Co-registration with EDUC 455 required. (2)

## **EDUC 455: Internship II**

Teacher candidates will be required to complete a minimum of 450 hours of student teaching experience in local public schools under the supervision of PLU-assigned supervisors and classroom teachers. Co-registration with EDUC 450 required. (10 or 13)

## **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 460: Professional Learning Communities**

Seminar groups to provide a critical inquiry bridge between university-based coursework and P-8 fieldwork through the department's/unit's core values of care, competence, difference, service, and leadership. (2)

## **EDUC 468: Student Teaching - Secondary**

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 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)

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## **Educational Psychology (EPSY) - Undergraduate Courses**

### **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 Kinesiology 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)

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## **Special Education (SPED) - Undergraduate Courses**

### **SPED 190: FYEP190: Inquiry Seminar**

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. Overview of legal issues, characteristics, and current issues. Fulfills alternative assessment requirement. (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 335: Educational Assessment and Evaluation**

Develops a knowledge of commonly used assessment instruments in P-12 schools and how data is used to drive instruction and management. (2)

## **SPED 376: Instructional Methodologies for Inclusive Classrooms**

Provides accommodations and remediation strategies connected to instructional models for the diverse learning needs of students. (3)

## **SPED 377: Instructional Methodologies for Inclusive Classrooms**

Provides accommodations and remediation strategies connected to instructional models for the diverse learning needs of students. (3)

## **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: Collaboration, Team Building, and Supervision**

Focuses on approaches and methodologies for establishing connections with communities, families, and various instructional staff members, including paraeducators. (2)

## **SPED 415: Working with Families of Young Children**

This course provides 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 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 423: Methods of Teaching Students with Mild Disabilities**

Focus on instructional strategies and service delivery models effective in teaching students with mild disabilities, included: individualized education programs, curriculum assessment, specially designed instruction and curriculum modification. (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. (3)

## **SPED 431: Issues in Autism Spectrum Disorders**

This course will provide an overview of Autism Spectrum Disorder for educators as well as other related professionals who may work with or serve children and families with this diagnosis. This course will explore the characteristics of children, youth and adults with autism, evidence-based practices for prevention and intervention, problems and issues in the field, methods of positive behavior support and collaborating with families. Prerequisite: SPED 315 or permission of the instructor. (2)

## **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 children with special needs. Focus on instructional methods, materials, curriculum, and assessment of this population. (2)

## **SPED 454: Moderate and Low Incidence Disabilities**

Exploration of the issues related to identification of and service delivery to this population. Specialized instruction, management techniques, and issues of transitioning from schools to community. A field experience component will be required. (3)

## **SPED 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: Student 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 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)

# Engineering Dual-Degree Program

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## PLU Requirements

253.535.7400	<a href="http://www.plu.edu/physics/dual-degree/">www.plu.edu/physics/dual-degree/</a>	<a href="mailto:nsci@plu.edu">nsci@plu.edu</a>
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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 (8 semester hours)
- CSCI 131, 144 (6 semester hours)

Completion of the General Education Program 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; and
- 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.

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## Bachelor of Arts Degree

### 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
- CSCI 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.

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### Major in Chemistry

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

### The Engineering School Program

Students are also required to complete an ABET-accredited engineering degree before the Bachelor of Arts degree can be awarded by PLU. The specific course of study in the final phase of the program at the engineering school depends on both the school and the subdiscipline. PLU maintains formal arrangements with Columbia University in New York City and with Washington University in St. Louis to facilitate the transfer process into either of those institutions. 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 biomedical engineering, applied mathematics, and environmental engineering. Details about the additional requirements for transfer to Columbia University and Washington University can be found at those institutions' websites: [undergrad.admissions.columbia.edu/apply/combined-plan](http://undergrad.admissions.columbia.edu/apply/combined-plan) and [engineering.wustl.edu/prospective-students/dual-degree/Pages/default.aspx](http://engineering.wustl.edu/prospective-students/dual-degree/Pages/default.aspx).

### **Academic Expectations**

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. 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. Columbia University requires that students attend at least two full-time years at PLU before transferring. While these are requirements for guaranteed admission, students who do not meet the requirements can be considered on a case-by-case basis.

For Washington University, the required grade point average is 3.25, both overall and in science and mathematics courses. Washington University also considers, on an individual basis, students who do not meet these requirements.

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.

For more information, contact the dual-degree program director in the Department of Physics or visit the program website at [www.plu.edu/physics/dual-degree/](http://www.plu.edu/physics/dual-degree/).

# English

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## 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).

## Bachelor of Arts Degree

### Major in English (*Emphasis on Literature*)

At least 36 and up to 44 semester hours in English (excluding WRIT 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
- 

### **Major in English (*Emphasis on Writing*)**

At least 36 and up to 44 semester hours in English (excluding WRIT 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**

- PPAP 301: 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
- PPAP 302: 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 experience with the history and genres of writing.

#### **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 line 1, 3, or 4)
- ENGL 427: Seminar: Poetry Writing (Prerequisite: ENGL 327)
- ENGL 429: Seminar: Fiction Writing (Prerequisite: ENGL 329)

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## Minors

### • **Children's Literature and Culture**

*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; MUSI 101; PPAP 301.

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 two 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)
- 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
- 4 semester hours of electives

### • **Publishing and Printing Arts**

*24 semester hours.*

**See separate listing under Publishing and Printing Arts.**

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## 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 Education](#) 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 [Department of Education](#) in the School of Education and Kinesiology or a Bachelor of Arts in Education with a teaching major in English. See course requirements in the Department of Education. [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 Education.

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

## **English (ENGL) - Undergraduate Courses**

### **ENGL 190: FYEP190: Inquiry Seminar**

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 220: Introduction to Creative Nonfiction - WR**

This course will introduce students to the range of creative nonfiction, including sections on (1) place-based essays, (2) personal/meditative essays, (3) short memoir, (4) literary journalism, and (5) lyric essay/flash nonfiction. Readings will include some historical (e.g., Sei Shonagon, Seneca, and Montaigne) authors, but will emphasize contemporary, global creative nonfiction writers. Students will begin to learn the key craft elements of creative nonfiction and produce and revise several short works of creative nonfiction during the semester, as well as an essay on an element of the writing craft, a class presentation, and a performance of their writing. (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)

## **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 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)

## **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 Kinesiology. (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)

### **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 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 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 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 majors only. (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

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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 (#).

## Bachelor of Arts Degree

### Major in Environmental Studies

40 semester hours, completed with a grade of C- or higher and with a cumulative GPA 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
- BUSA 362: Sustainable Marketing
- 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
- ENGL 334: Topics in Children's Literature  
(when topic is "Childhood and Environment" only)
- ENGL 361: British Literature 1660 to 1800  
(when topic is "The Green Enlightenment" only)

- ENGL 385: Special Topics in Creative Nonfiction  
(when topic is "Place-Based Writing" only)
- 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 257: Christian Theology  
(when topic is "Green Theology" 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)
- SCAN 363: Culture, Gender, and the Wild

### 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 Major

- A complementary major or minor in another discipline
- A minimum of 20 semester hours of upper-division coursework 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 GPA 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
- BUSA 362: Sustainable Marketing
- 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
- ENGL 334: Topics in Children's Literature  
(when topic is "Childhood and Environment" only)
- ENGL 361: British Literature 1660 to 1800  
(when topic is "The Green Enlightenment" only)
- ENGL 385: Special Topics in Creative Nonfiction  
(when topic is "Place-Based Writing" only)
- 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 257: Christian Theology  
(when topic is "Green Theology" 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)
- SCAN 363: Culture, Gender, and the Wild

#### 5. **Environmental Methods of Investigation**

4 semester hours

- ENVT 350: Environmental Methods of Investigation

## **Environmental Studies (ENVT) - Undergraduate 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)

### **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, Multidisciplinary Courses in Environmental Studies, 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

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<b>253.535.7126</b>	<b><a href="http://www.plu.edu/first-year/">www.plu.edu/first-year/</a></b>	<b><a href="mailto:carltosb@plu.edu">carltosb@plu.edu</a></b>
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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.

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## Course Offerings

### **FYEP 190: Inquiry Seminar**

These four-hour semester 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. Students will find the freshman seminars within each department and will show a title of FYEP 190: Inquiry Seminar.

### **WRIT 101: FYEP 101: Writing Seminar - 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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253.535.7563	<a href="http://www.plu.edu/geosciences/">www.plu.edu/geosciences/</a>	<a href="mailto:geos@plu.edu">geos@plu.edu</a>
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## What are the Geosciences?

Geosciences is a multidisciplinary field that studies the features, processes and history of the earth. The role of geoscientists will be central to the primary challenges facing the world in the 21st Century, including global climate change and evolving demands for energy resources, construction and manufacturing materials, food and agricultural products, and building sites necessary to support a growing population. The geosciences are distinct from other natural sciences in that knowledge from many other fields is integrated to explore questions that arise as humans interact with the Earth.

## What do Geoscientists do?

Geoscientists investigate processes that change the Earth over time, including dramatic geological processes such as earthquakes and volcanic eruptions, and ongoing processes associated with rivers, wind, glaciers, oceans, and soil erosion. Geoscientists are trained to explore how the materials of the Earth react over different time scales, from seconds to billions of years, and over different spatial scales, from atomic to planetary. Study in the geosciences requires creativity, collaboration, and the ability to integrate information from a wide range of connected topics such as chemistry, biology, physics, and geography. In this light, geoscientists have a particularly flexible professional skillset that is founded in core analysis and interpretation skills developed in the field and laboratory. Successful students must be able to think three dimensionally, have strong quantitative skills, and be able to communicate clearly through writing and speaking. Field trips are included in most courses.

## Why study Geosciences at PLU?

Pacific Lutheran University is located at the leading edge of western North America offering a unique setting for the study of geosciences. The natural environments of the Pacific Northwest region are unsurpassed in providing a rich variety of geologic field studies in the Cascade Mountains, the Columbia River Basalt Plateau, the coastal areas of the Puget Sound, the Pacific Ocean, and the Olympic Peninsula. The student/faculty ratio in geosciences at PLU allows students to work closely with faculty in classes, laboratories, and field studies. Faculty members work individually with students in small seminar groups and on research projects.

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, and is best suited to students interested in graduate school in the natural sciences or as a career as a professional geoscientist. The Bachelor of Arts degree is the minimum preparation appropriate for the field and is best combined with other degree programs, such as a second major or a minor. The minor in geosciences is ideal for those who do not have the time or space to complete a major in the field.

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.

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## 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 Degree

### Major in Geosciences

*32 semester hours in following geosciences courses, plus 4 semester hours in supporting courses*

- Required: GEOS 201, 401, 498, 499
- 8 semester hours from: GEOS 102, 103, 104, 105, 106, 107, or 109
- 16 semester hours from: GEOS 324, 325, 326, 327, 329, 331, 332, 334, 335, 336, 340, or 350
- Required supporting non-geoscience course: CHEM 104 or CHEM 115
- 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

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## Bachelor of Science Degree

### Major in Geosciences

*42 to 44 semester hours in following geosciences courses, plus 26 semester hours in required and recommended supporting courses*

- Required: GEOS 201, 325, 327, 401, 498, and 499
- 4 semester hours from: GEOS 102, 103, 104, 105, 106, 107, or 109
- 18 semester hours from: GEOS 324, 326, 329, 331, 332, 334, 335, 336, 340, or 350
- 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*
  - 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 CSCI 120
  - Recommended: BIOL 226 and additional courses are recommended when paleontology is a major intent.

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## 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).

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## Department 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.

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## Course Offerings by Semester/Term

- **Fall Semester:** 201, 324, 326, 332, 335, 340, 350, 498
  - **J-Term:** 331, 336
  - **Spring Semester:** 201, 325, 327, 328, 329, 334, 350, 401, 499
  - **Alternate Years:** 324, 325, 326, 327, 329, 331, 332, 334, 335, 340, 350, 401
- 

## Geosciences (GEOS) - Undergraduate 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)

### 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: FYEP190: Inquiry Seminar**

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 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 336: Geochemistry**

Study of fundamental geochemistry principles with focus on applications to investigations into a wide-range of earth and atmospheric processes and systems. Analysis and interpretation of student-collected and published field and lab data. Includes labs. Prerequisite: GEOS 201 and either CHEM 104 or 115, 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. Includes labs. 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 401: 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 semester hours 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 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

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253.535.7577	<a href="http://www.plu.edu/wang-center/">www.plu.edu/wang-center/</a>	<a href="mailto:wang.center@plu.edu">wang.center@plu.edu</a>
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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 semester, academic year, January Term, 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; Oxford, England; Mexico; Namibia; Oslo, Norway; Telemark, Norway; and Trinidad & Tobago; and Tacoma, Washington.

- **Featured Programs:**

PLU also offers programs hosted in conjunction with other universities through consortia in which PLU participates. Featured programs are located in England and Spain.

- **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 China, England, Mexico, Namibia, among others through the Approved Programs.

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## Short Term Programs

- **January Term:**

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. Nearly 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.

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## 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 PLU 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 GPA 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, England (Oxford), Mexico, Namibia, Trinidad and Tobago, Tacoma, Washington and PLU International Internships. Tuition exchange benefits do not apply to any other study away programs offered through Featured or Approved Programs. Global Scholar Awards provide students with financial need greater access to participate in PLU's study away programs. Students may receive up to \$2,500 for a Gateway or Featured semester-long study away program. For a J-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

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253.535.7662	<a href="http://www.plu.edu/global-studies/">www.plu.edu/global-studies/</a>	glst@plu.edu
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The Global Studies Program educates students to engage critically and actively with contending perspectives on global issues, their origins, and possible solutions to global problems drawing on methods and perspectives from multiple disciplines. To this end the program offers courses and experiences designed to equip students with the skills and analytical methods needed to comprehend and engage with contemporary global problems and possible solutions, particularly those related to development and social justice, transnational movements of people and ideas, and international affairs.

## Course of Study

Students electing the Global Studies major are required to declare a minor or major in another discipline. In addition, students may not apply more than two courses (8 semester hours) from all other major or minors.

## Bachelor of Arts Degree

### Major in Global Studies

36 semester hours

#### • Global Studies Core

16 semester hours

- GLST/ANTH/HIST 210: Global Perspectives: The World in Change (4)
- **Select two courses from the following:**
  - ANTH 102: Introduction 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

20 semester hours

Five courses must be taken from one of the three concentrations outlined below. At least three of the five courses counted toward a concentration must be at the 300 level or higher. There is a required course for each concentration as noted for each concentration below. Students may not include more than 8 semester hours from any one discipline to fulfill concentration requirements.

#### Option for second concentration

Students may select a second concentration, requiring 20 semester hours. This includes the required course and four additional courses. At least three of the courses must be at the 300 level or higher. Students do not need to complete study away for the second concentration. Up to 8 of the 20 semester hours for the second concentration may be counted toward other majors/minors over and above the 8 semester hours allowed for the rest of the major requirements.

#### • 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

Standards of living have increased dramatically worldwide over the past 100 years, yet poverty and inequality remain features of our world. Continued improvement in human well-being for all involves economic growth, reducing poverty, and addressing inequities and issues of social justice, for example in wealth, political freedom, education, and health care. Given the complexity of development processes and of the diverse array of responses to poverty and social justice concerns, the concentration incorporates the approaches of multiple disciplines such as anthropology, economics, literature, history, and religion.

- Required of all students in this concentration:
  - GLST 357: Global Development (4)
- Other Offerings
  - ANTH 340: The Anthropology of Africa (4)
  - ECON 333: Economic Development: Comparative Third World Strategies (4)
  - ENGL 216: Topics in Literature: Emphasis on Cross-Cultural Perspectives (4)  
(When approved by GLST chair)
  - ENGL 233: Post-Colonial Literature (4)
  - HISP 301: Hispanic Voices for Social Change (4)  
(When approved by the GLST chair)
  - HISP 322: Latin American Culture and Civilization (4)
  - HIST 335: History of the Caribbean (4)
  - HIST 340: Modern Japan (4)  
(When approved by GLST chair)
  - RELI 247: Christian Theology (4)  
(When topic is: "Global Christian Theologies")
  - RELI 357: Major Religious Thinkers, Texts, and Genres (4)  
(When topic is: "Theologies of Liberation")
  - SOCW 325: Social, Educational and Health Services in Tobago

### • Transnational Interaction, Integration, and Diversity

A major feature of globalization is an increase in both the scale and frequency of the cross-border movement of peoples (as economic migrants, as refugees from conflicts or natural disasters, or as asylum-seekers) and ideas (the spread of ideologies, religions, and outlooks). This concentration comprises interdisciplinary perspectives on the political, economic, social, and cultural impacts of this increased mobility for the places of origin and destination, and for the ways ideas are formed and changed.

- Required of all students in this concentration:
  - SCAN 322: Scandinavia and World Issues (4)
    - or HISP 441: US Latino Literature (4)
    - or ANTH 389: Special Topics (4)  
(When topic is "Transnational Lives: Anthropology of Migration.")
- Other Offerings:
  - ANTH 330: Native North Americans (4)
  - ANTH 336: Peoples of Latin America (4)
  - ANTH 340: The Anthropology of Africa (4)
  - ANTH 343: East Asian Cultures (4)
  - ANTH 389: Special Topics (4)  
(When topic is "Transnational Lives: Anthropology of Migration.")
  - COMA 304: Intercultural Communication (4)
  - ECON 321: Labor Economics (4)
  - ENGL 216: Topics in Literature: Emphasis on Cross-Cultural Perspectives (4)  
(When approved by GLST chair)

- ENGL 343: Post-Colonial Literature and Theory (4)  
*(When approved by GLST chair)*
- FREN 301: Composition and Conversation (4)  
*(When approved by GLST chair) (4)*
- GERM 301: Composition and Conversation (4)  
*(When approved by GLST chair)*
- GLST 383: Modern European Politics (4)
- GLST 384: Scandinavian Government and Politics (4)
- GLST 385: Canadian Government and Politics (4)
- HISP 301: Hispanic Voices for Social Change (4)
- HISP 321: Civilization & Culture of Spain (4)
- HISP 322: Latin American Civilization & Culture (4)
- HISP 441: U.S. Latino Literature (4)
- HIST 310: Contemporary Japan: 1945 to Present (4)
- HIST 335: History of the Caribbean (4)
- HIST 337: The History of Mexico (4)
- HIST 338: Modern China (4)  
*(When approved by GLST chair)*
- HIST 339: Revolutionary China (4)  
*(When approved by GLST chair)*
- HIST 344: The Andes in Latin American History (4)
- NORW 301: Conversation and Composition (4)  
*(with approval of GLST chair when taught as independent study)*
- RELI 247: Christian Theology (4)  
*(When topic is: "Global Christian Theologies")*
- RELI 390/393: Topics in Comparative Religions (4)  
*(When approved by GLST chair)*
- SCAN 322: Scandinavia and World Issues (4)
- SCAN 363: Culture, Gender, and the Wild (4)

#### • International Affairs

Interaction on an international scale raises complex issues that are best analyzed from multiple disciplinary perspectives. Diplomacy and political relations require understanding not just of political relationships, but also of economic interactions. Conflict resolution at both domestic (such as in Rwanda) and international (such as between Israel and Palestine) levels requires diplomacy, but also deep cultural understandings. This concentration is designed to provide students with the foundations to build a comprehensive and nuanced understanding of international affairs.

- Required of all students in this concentration:
  - GLST 331: International Relations (4)
- Other Offerings
  - GLST 325: Global Political Thought (4)
  - GLST 357: Global Development (4)
  - GLST 431: Advanced International Relations (4)
  - ANTH 355: Anthropology and Media (4)
  - ANTH 376: Nation, State, and Citizen (4)
  - BUSA 337: International Finance and Risk Management (4)
  - BUSA 460: International Marketing (4)
  - COMA 304: Intercultural Communication (4)
  - COMA 340: Conflict and Communication (4)
  - ECON 331: International Trade and Commercial Policy (4)
  - ECON 333: Economic Development: Comparative Third World Strategies (4)
  - ECON 335: European Economic Integration (4)
  - SCAN 322: Scandinavia and the World (4)

## Minor

20 semester hours

- GLST/ANTH/HIST 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, including the required course for that concentration, and at least two must be at the 300 level or higher.

Students must take one semester of 200-level college coursework in a foreign language or demonstrate equivalent proficiency.

Students must take at least four semester hours of study away course work 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.

## **Global Studies (GLST) - Undergraduate Courses**

### **GLST 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. May be cross-listed with ANTH 210 or HIST 210. (4)

### **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 301: Tacoma: The Power of Place and Identity**

Study of Tacoma as a place rich with multiple layers of overlapping and competing stories and identities, integrating investigations of histories of inhabitation, colonization and ongoing immigration, environmental dynamics and social patterns. (4)

### **GLST 325: Global Political Thought - SO**

A survey of major political thinkers from ancient to modern times, with particular emphasis on non-Western twentieth-century contributors. Can count for a philosophy major or minor. (4)

### **GLST 331: International Relations - SO**

A systematic analysis of the international system highlighting patterns in state interaction. Intensive writing course. (4)

### **GLST 357: Global Development - C, SO**

This course examines the emergence of international development as an idea, its effects on the livelihoods of billions of people around the world, and seeks potentials for improving the practice of development. Drawing on literature from anthropology, political science, geography, and economics, we cover theories of progress, the concept of participation, global poverty and



inequality, and individual charity. Crosslisted with ANTH 357. (4)

### **GLST 383: Modern European Politics**

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)

### **GLST 384: Scandinavian Government and Politics**

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)

### **GLST 385: Canadian Government and Politics**

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)

### **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 431: Advanced International Relations**

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:GLST 331. (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/GLST/HIST/ 210. (4)

# History

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<b>253.535.7595</b>	<b><a href="http://www.plu.edu/history/">www.plu.edu/history/</a></b>	<b><a href="mailto:hist@plu.edu">hist@plu.edu</a></b>
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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 Latin America, to Europe or China 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.

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## Bachelor of Arts Degree

### Major in History

*Minimum of 36 semester hours, including:*

- 4 semester hours – U.S. 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, II or III 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 227, 321, 322, and 326 unless they have permission of the chair of the Department of History.

Those majors who are preparing for public school teaching can meet the state history requirement by enrolling in History 351.

All majors are required to take 4 semester hours of historical methods and research (HIST 301) and 4 semester hours of seminar credit (HIST 499). 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 499.

All History majors must take 20 semester hours of upper-division work in History for the major. 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 499 until they have earned a grade of C- or better in every history class they have taken at PLU.

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### Minor

*20 semester hours, including:*

- 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 227, 321, 322, and 326 unless they have permission of the chair of the Department of History.

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### **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.

### **Courses in the Department of History are Offered in the Following Fields**

- **U.S. Field:** 245, 247, 251, 252, 253, 287, 305, 348, 349, 351, 352, 357, 359, 370, 381, 387
  - **European Field:** 107, 108, 227, 260, 288, 321, 322, 323, 324, 325, 326, 329, 332, 334, 360, 362, 364, 388
  - **Non-Western Field:** 109, 210, 215, 220, 231, 232, 233, 289, 310, 335, 337, 338, 339, 340, 344, 369, 389
  - **All Fields:** 301, 491, 495, 499
- 

## **History (HIST) - Undergraduate 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 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: FYEP190: Inquiry Seminar - 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 GLST/ANTH/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 to 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 to 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 233: Modern Korea - C**

The course surveys the contemporary history of the Korean peninsula, analyzing the end of the tributary system and the period of Japanese colonial rule. After significant discussion of the central trauma of the Korean War, the course delves into the contemporary North Korean state, including the DPRK's relations with the United States, China, and its own refugee-citizens. (4)

## **HIST 245: American Business and Economic History, 1607 to 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 to 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 to 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 U.S. 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 288: Special Topics in European 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 Non-Western History - C, SO**

This course offers students the opportunity to enhance cultural understanding through the examination of non-Western cultures. (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 to 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. Cross-listed with CLAS 326. Prerequisite: sophomore standing or consent of instructor. (4)

## **HIST 329: Europe and the World Wars: 1914 to 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 - SO**

Political, social, and religious developments in early modern England during the Tudor monarchies (1485 to 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 to 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**

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 to 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 346: History of Technology - SO**

Surveys the role of technology in Western societies from the Renaissance to the computer age. Examines the way that technology has developed over time, and how those changes have affected business and the economies of Europe and the United States. Major themes include the development of forms of transportation, communication, industrial production, power systems, and computer technologies. (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: U.S. Civil War and Reconstruction**

Examines the history of the American Civil War (1861 to 1865) and the subsequent period of Reconstruction. Course uses a wide range of historical sources to understand the social, political, and military histories of the war itself and the legacies of Reconstruction. Prerequisite: sophomore standing or consent of instructor. (4)

### **HIST 351: 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 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. 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 - SO**

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 387: Special Topics in U.S. History - SO**

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 - SO**

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-Western History - C, SO**

This course provides specific opportunities for students to examine chronologically, topically or geographically focused areas of study in Non-Western History through the examination of non-Western cultures. Prerequisite: sophomore standing or consent of instructor. (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 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 499: Seminar: History - SR**

Students write a substantial research paper using appropriate collection and analysis of primary source materials or extensive use of secondary sources and engagement of issues in a strongly historiographical manner. Prerequisite: HIST 301. (4)

# Holocaust and Genocide Studies

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253.535.8775	<a href="http://www.plu.edu/hgst/minor/">www.plu.edu/hgst/minor/</a>	<a href="mailto:kmc@plu.edu">kmc@plu.edu</a>
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The Holocaust and Genocide Studies program is strongly grounded in PLU's educational commitment to helping its students develop as global citizens, future leaders, and whole, richly informed persons. As the University's statement on General Education notes, PLU offers an education not only in values, but in valuing, and asserts strongly that "life gains meaning when dedicated to a good larger than oneself." Close study of the Holocaust and other examples of mass violence challenges us to push far beyond our comfort zones. Students who choose to earn a minor in Holocaust and Genocide Studies will join a scholarly community that believes that the Holocaust must be studied, its victims must be remembered, human rights and dignity must be honored through our daily beliefs and actions, and yet the search for "lessons" drawn from the Holocaust and genocide is a never-ending process.

## Minor

*20 semester hours (a minimum of 12 semester hours of upper division) to include:*

- HGST 200 (4)
- HIST 360 (4)
- Elective courses (12 semester hours, a minimum of 8 hours upper division)
- No more than 12 semester hours may be used from an individual department or IHON program.
- No more than 8 semester hours may be used to satisfy the HGST minor and any other minors or majors.
- A minimum of 12 semester hours must be earned in residence at PLU.

It is highly recommended that students complete HGST 200 before enrolling in HIST 360. Elective course hours may be earned in two ways.

1. Approved courses and elective options (listed below) may be selected and completed without consulting the HGST program director.
2. Other elective courses and options (described below) can only be counted toward the minor after consultation with the HGST program director and submission to the Office of the Registrar for inclusion in the student's degree plan.

## HGST Approved Elective Courses

- ARTD 383: Studies in Art History: Art and Memory
- ENGL 345: Special Topics in Literature & Difference: Jews and Jewishness in American Literature
- ENGL 387: Topics in Rhetoric, Writing, and Culture: Rhetoric of Trauma
- GERM 423: Topics in German Literature and Culture: German Exiles
- GERM 423/424: Topics in German Literature and Culture: Holocaust Literature and Film
- HGST 287: Special Topics in Holocaust and Genocide Studies
- HGST 387: Special Topics in Holocaust and Genocide Studies
- HGST 491: Independent Studies in Holocaust and Genocide Studies
- HGST 495: Internship in Holocaust and Genocide Studies
- HIST 329: Europe and the World Wars: 1914-1945
- HIST 334: Modern Germany, 1848-1945
- HIST 362: Christians in Nazi Germany
- HIST 369: History of Modern Palestine and Israel
- HIST 388: Special Topics in European History: Holocaust Memories in Berlin, Prague, and Poland
- IHON 328: Social Justice: Personal Inquiry and Global Investigations: Truth & Memory, Transition & Hope
- RELI 230: Religion and Culture: Judaism in America
- RELI 237: Judaism

## Other Electives that Require Consultation and Approval

- Special topic courses that pertain to HGST will be identified each semester/term as "approved" for elective credit in the

- program. Consult with the director of the HGST program for a list of such courses.
- Courses from any discipline for which at least 60% of the assignments center on themes or content that pertains to the study of the Holocaust, genocide, and/or examples of mass violence and oppression may be approved for elective credit. Consent of the instructor is required. Students should consult the director of the Holocaust and Genocide Studies program about this option before the course begins (when possible). To complete the process, students must also submit a syllabus, assignments, and other relevant materials to the HGST coordinating committee after completing the course.
  - Selected semester-long study away programs may be used to meet up to 8 semester hours; consult the director of the HGST program for more information.
  - Eight semester hours of German language study, at any level beginning with GERM 101 or its equivalent, can be used to earn 4 semester hours of elective credit toward the HGST minor.

## **HGST 200: Introduction to Holocaust and Genocide Studies - A**

This multidisciplinary class examines the Holocaust and selected examples of genocide and systematic mass violence to probe the intersections of dehumanization, violent oppression, cultural destruction, and war in the last two centuries. Voices of resisters and case studies from the U.S. are included. (4)

# Humanities, Division of

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<b>253.535.7321</b>	<b><a href="http://www.plu.edu/humanities/">www.plu.edu/humanities/</a></b>	<b><a href="mailto:huma@plu.edu">huma@plu.edu</a></b>
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As a division within the College of Arts and Sciences, the Division of Humanities offers programs in each constituent department leading to the Bachelor of Arts (B.A.) degree. Course offerings and degree requirements are listed under:

- [English](#)
- [Languages and Literatures](#)
- [Philosophy](#)
- [Religion](#)

## Interdisciplinary Programs

Committed to the interdisciplinary nature of knowledge, the Division of Humanities supports and participates in the following programs:

- [Chinese Studies](#)
- [Classics](#)
- [Environmental Studies](#)
- [Global Studies](#)
- [International Honors](#)
- [Publishing and Printing Arts](#)
- [Scandinavian Area Studies](#)
- [Women's and Gender Studies](#)

# Individualized Major

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## 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**

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**

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**

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**

The student describes how previous coursework 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.

# International Honors Program

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253.535.7756	<a href="http://www.plu.edu/honors/">www.plu.edu/honors/</a>	<a href="mailto:palerm@plu.edu">palerm@plu.edu</a>
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## 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.

## International Honors (IHON) - Undergraduate Courses

### IHON 111: Origins, Ideas, and Encounters - H1

Examines innovative ideas and institutions from ancient, medieval, and early modern societies that have shaped the contemporary world. Themes include the rise of Judaism, Christianity, and Islam; influential models of authority and government; alternative models of coherence and diversity; religious reformations and utopian movements; technical innovation; and interpreting nature. (4)

## **IHON 112: Liberty, Power, and Imagination - H1**

Examines innovative ideas and institutions from the Enlightenment to today that have shaped the contemporary world. Themes include scientific, political, artistic, and commercial revolutions; emerging concepts of justice and natural rights; capitalism and imperialism; the experience of war; narratives of progress and their critics; and globalization, sustainability, and the environment. (4)

## **IHON 190: FYEP190: Inquiry Seminar**

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)

## **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 259: The Natural World - H2**

This course utilizes a multidisciplinary approach to explore the natural world around and within us and to provide expression of our human inclination to order what we see and to think in quantitative terms. Topics will vary by instructor and term but each section of the course will draw from one of the following disciplines: biology, chemistry, computer science and computer engineering, geosciences, mathematics, or physics. In addition to the primary discipline of the course, the second discipline may be drawn from the Division of Natural 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 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)



# Kinesiology

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253.535.7351	<a href="http://www.plu.edu/kinesiology/">www.plu.edu/kinesiology/</a>	<a href="mailto:kins@plu.edu">kins@plu.edu</a>
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The primary mission of the Department of Kinesiology 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 Kinesiology (B.A.K.) with teacher certification option, and the Bachelor of Science Degree in Kinesiology (B.S.K.) which offers two different pre-professional concentrations: exercise science and pre-physical therapy. 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, nonprofit 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 complement majors within the department, or can be pursued by majors outside the department in areas of personal or professional interest. These minors are coaching, exercise and sport psychology, kinesiology (general studies), personal training, and pre-athletic training.

## 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 Department of Kinesiology.
- At least eight semester hours for all minors must be taken in residency at PLU and within the Department of Kinesiology.
- At least eight semester hours applied toward a kinesiology minor must be earned independently from the kinesiology major requirements.

## Bachelor of Arts in Kinesiology Degree (B.A.K.)

### Major in Kinesiology

#### • Health and Fitness Education Concentration

66 semester hours

- BIOL 205: Human Anatomy and Physiology I (4)
- BIOL 206: Human Anatomy and Physiology II (4)
- KINS 277: Foundations of Kinesiology (2)
- KINS 279: Teaching Physical Activity (2)
- KINS 280: Fitness and Recreation, Programming and Delivery (4)

- KINS 281: Sport Programming and Delivery (4)
- KINS 320: Nutrition, Health and Performance(4)
- KINS 322: Physical Education in the Elementary School (2)
- KINS 326: Adaptive Physical Activity (4)
- KINS 360: Professional Practicum (4)
- KINS 366: Health Psychology (4)
- KINS 380: Exercise Physiology (4)
- KINS 386: Social Psychology of Sport and Physical Activity (4)
- KINS 395: Comprehensive School Health (4)
- KINS 478: Motor Learning and Human Performance (4)
- KINS 486: Applied Biomechanics and Kinesiology (4)
- KINS 495: Internship (4)
- KINS 499: Capstone: Senior Seminar (4)

• **Health and Fitness Education Concentration (with K-12 Certification)**

*89 semester hours*

- BIOL 205: Human Anatomy and Physiology I (4)
- BIOL 206: Human Anatomy and Physiology II (4)
- KINS 277: Foundations of Kinesiology (2)
- KINS 279: Teaching Physical Activity (2)
- KINS 280: Fitness and Recreation, Programming and Delivery (4)
- KINS 281: Sport Programming and Delivery (4)
- KINS 320: Nutrition, Health and Performance (4)
- KINS 322: Physical Education in the Elementary School (2)
- KINS 326: Adaptive Physical Activity (4)
- KINS 360: Professional Practicum (4)
- KINS 366: Health Psychology (4)
- KINS 380: Exercise Physiology (4)
- KINS 386: Social Psychology of Sport and Physical Activity (4)
- KINS 395: Comprehensive School Health (4)
- KINS 478: Motor Learning and Human Performance (4)
- KINS 486: Applied Biomechanics and Kinesiology (4)
- KINS 490: Curriculum, Assessment, and Instruction (4)
- EDUC 320: Issues in Child Abuse and Neglect (1)
- EDUC 332: Communities, Schools, and Students (2)
- EDUC 334: Foundations of Educational Measurement (2)
- EDUC 450: Inquiry into Learning and Teaching: Reflective Practice Seminar (2)
- **and** EDUC 468: Student Teaching – Secondary (10)
- PSYC 101: Introduction to Psychology (4)
- WRIT 101: FYEP 101 – Writing Seminar (4)
- Valid First Aid Card

• **Health and Fitness Promotion Concentration**

*70 semester hours*

- BIOL 205: Human Anatomy and Physiology I (4)
- BIOL 206: Human Anatomy and Physiology II (4)
- KINS 277: Foundations of Kinesiology (2)
- KINS 280: Fitness and Recreation, Program and Delivery (4)
- KINS 281: Sport Programming and Delivery (4)
- KINS 320: Nutrition, Health, and Performance (4)
- KINS 324: Physical Activity and Lifespan (4)
- KINS 326: Adaptive Physical Activity (4)
- KINS 366: Health Psychology (4)
- KINS 380: Exercise Physiology (4)
- KINS 383: Exercise Testing and Prescription (4)
- KINS 384: Foundations of Health and Fitness Promotion (4)
- KINS 386: Social Psychology of Sport and Physical Activity (4)
- KINS 478: Motor Learning and Human Performance (4)
- KINS 486: Applied Biomechanics and Kinesiology (4)
- KINS 495: Internship (4)
- KINS 499: Capstone: Senior Seminar (4)

- Elective: 4 semester hours in KINS 300-400 level courses

## Bachelor of Science in Kinesiology Degree (B.S.K.)

Major in Kinesiology

### • Exercise Science Concentration

62 semester hours

- BIOL 205: Human Anatomy and Physiology I (4)
- BIOL 206: Human Anatomy and Physiology II (4)
- BIOL 225: Molecules, Cells, and Organisms (4)
- CHEM 105: Chemistry of Life (4)
- STAT 231: Introductory Statistics (4)
  - OR STAT 232: Introductory Statistics for Psychology Majors (4)
- KINS 277: Foundations of Kinesiology (2)
- KINS 324: Physical Activity and Lifespan (4)
  - or KINS 386: Social Psychology of Sport and Physical Activity (4)
- KINS 380: Exercise Physiology (4)
- KINS 383: Exercise Testing and Prescription (4)
- KINS 478: Motor Learning and Human Performance (4)
- KINS 483: Clinical Management for Special Populations (4)
- KINS 486: Applied Biomechanics and Kinesiology (4)
- KINS 495: Internship (4)
- KINS 499: Capstone: Senior Seminar (4)
- Elective: 8 semester hours in KINS 300-400 level courses

### • Pre-Physical Therapy Concentration

72 or 73 semester hours

- BIOL 205: Human Anatomy and Physiology I (4)
- BIOL 206: Human Anatomy and Physiology II (4)
- BIOL 225: Molecules, Cells, and Organisms (4)
- BIOL 226: Genes, Evolution, Diversity, and Ecology (4)
- Two courses from:
  - CHEM 105: Chemistry of Life (4)
  - CHEM 115: General Chemistry I (4)
  - CHEM 116: General Chemistry II (4)
  - CHEM 331: Organic Chemistry I (4)
  - CHEM 333: Organic Chemistry I Lab (1)
- STAT 231: Introductory Statistics (4)
  - OR STAT 232: Introductory Statistics for Psychology Majors (4)
- KINS 277: Foundations of Kinesiology (2)
- KINS 380: Exercise Physiology (4)
- KINS 478: Motor Learning and Human Performance (4)
- KINS 486: Applied Biomechanics and Kinesiology (4)
- KINS 495: Internship (4)
- KINS 499: Capstone: Senior Seminar (4)
- Elective: 4 semester hours from KINS 300-400 level courses
- PHYS 125: College Physics I (4) **and** PHYS 135: College Physics Lab I (1)
- PHYS 126: College Physics II (4) **and** PHYS 136: College Physics Lab II (1)
- PSYC 101: Introduction to Psychology (4)
- PSYC 320: Development Across the Lifespan (4)
  - OR PSYC 415: Abnormal Psychology (4)

## Minors

### • Coaching

20 semester hours

- KINS 314: Team Building for High Performance Teams (4)
- KINS 320: Nutrition, Health, and Performance (4)
- KINS 334: Applied Training and Conditioning (2)
- KINS 361: Coaching Practicum (2)
- KINS 390: Applied Exercise and Sport Psychology (4)
- KINS 411: Coaching Effectiveness (4)
- Valid CPR and First Aid card required

### • **Exercise and Sport Psychology**

*20 semester hours*

- KINS 366: Health Psychology (4)
- KINS 386: Social Psychology of Sport and Physical Activity (4)
- KINS 390: Applied Exercise and Sport Psychology (4)
- 4 semester hours from:
  - KINS 314: Team Building for High Performance Teams (4)
  - KINS 315: Body Image (4)
  - KINS 324: Physical Activity and Lifespan (4)
  - KINS 411: Coaching Effectiveness (4)
  - BIOL 444: Neurobiology (4)
- 4 semester hours from:
  - PSYC 310: Personality Theories (4)
  - PSYC 320: Development Across the Lifespan (4)
  - PSYC 330: Social Psychology (4)

### • **Kinesiology (General Studies)**

*16 semester hours of PHED/KINS coursework*

A maximum of six PHED activity course hours (PE) may count toward the kinesiology minor and at least four semester hours in the minor must be earned in KINS courses at the 300-400 level. KINS 360, 361, 490, 495, and 499 may not be taken toward the general studies minor. Students with majors in the Department of Kinesiology are not eligible to earn the kinesiology general studies minor.

### • **Personal Training**

*20 semester hours*

- KINS 280: Fitness and Recreation Programming and Delivery (4)
- KINS 320: Nutrition, Health, and Performance (4)
- KINS 334: Applied Training and Conditioning (2)
- KINS 360: Professional Practicum (2)
- KINS 383: Exercise Testing and Prescription (4)
- KINS 390: Applied Exercise and Sport Psychology (4)
- Valid CPR and First Aid card required

### • **Pre-Athletic Training**

*18 semester hours*

- Must be a declared major in Kinesiology (B.S.K.) or have departmental approval.
- KINS 320: Nutrition, Health, and Performance (4)
- KINS 326: Adapted Physical Activity (4)
- KINS 360: Professional Practicum (2)
- KINS 380: Exercise Physiology (4)
- KINS 486: Applied Biomechanics and Kinesiology (4)
- Valid CPR and First Aid Card

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## **Kinesiology (KINS) - Undergraduate Courses**

### **KINS 190: FYEP190: Inquiry Seminar**

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)

### **KINS 277: Foundations of Kinesiology**

An introduction to the historical, biological, sociological, psychological, and mechanical concepts underlying human movement and the exploration of kinesiology as a field of study. Should be the initial professional course taken in the Department of Kinesiology. (2)

### **KINS 278: 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)

### **KINS 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)

### **KINS 280: Fitness and Recreation Programming and Delivery**

Focused on the planning, organization, delivery and evaluation of a variety of fitness and recreation activities in school and community settings. Topics and skills addressed include aerobic dance, step aerobics, drumming and creative rhythms, circuit training, core training, and selected recreational activities. Course content aligns to ACSM Group Exercise Instructor certification standards. (4)

### **KINS 281: Sport Programming and Delivery**

Addresses sport skill development, instructional skill development, and programming considerations in a variety of individual and team sport activities. Topics and skills addressed include net games (badminton, tennis, pickleball and/or racquetball), invasion games (soccer, team handball, lacrosse, and/or others), and target/fielding activities (softball, baseball, archery and/or bowling). (4)

### **KINS 287: Special Topics in Kinesiology**

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

### **KINS 288: Special Topics in Kinesiology**

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

### **KINS 289: Special Topics in Kinesiology**

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

## **KINS 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)

## **KINS 292: First Aid**

Meets requirements for the American Red Cross Standard First Aid and Personal Safety. (2)

## **KINS 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: KINS 279. (2)

## **KINS 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: KINS 279. (2)

## **KINS 296: Teaching Methods: Recreation Activities**

Learning to plan and implement a variety of recreational activities, including outdoor education. Prerequisite: KINS 279. (2)

## **KINS 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: KINS 279. (2)

## **KINS 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: KINS 279. (2)

## **KINS 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)

## **KINS 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)

## **KINS 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)

## **KINS 320: 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)

## **KINS 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 is required. (2)

## **KINS 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)

## **KINS 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)

## **KINS 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)

## **KINS 360: Professional Practicum**

Students work under the supervision of a coach, teacher, recreation supervisor, or health care provider. Prerequisite: departmental approval. Can be repeated up to four semester hours. (1 or 2)

## **KINS 361: Coaching Practicum**

Students work under the supervision of a coach. Prerequisite: departmental approval. (1 or 2)

## **KINS 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)

## **KINS 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)

## **KINS 380: Exercise Physiology**

Scientific basis for training and physiological effect of exercise on the human body. Lab is required. Prerequisite: BIOL 205, 206. (4)

## **KINS 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; and bio-psycho-social implications of assessment and evaluation. Prerequisite: KINS 380. (4)

## **KINS 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)

## **KINS 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)

## **KINS 387: Special Topics in Kinesiology**

Provides the opportunity for the exploration of current and relevant issues in the areas of physical education and exercise science. (1 to 4)

## **KINS 388: Special Topics in Kinesiology**

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

## **KINS 389: Special Topics in Kinesiology**

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

## **KINS 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)

## **KINS 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: KINS 320, 366. (4)

## **KINS 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)

## **KINS 462: Dance Production**

The study of all aspects of dance production and performance, including brief introduction to makeup and costume design for dance. Cross-listed with DANCE 462. (2)

## **KINS 478: Motor Learning and Human Performance**



Provides basic theories, research, and practical implications for motor learning, motor control, and variables affecting skill acquisition. (4)

### **KINS 483: Clinical Management for Special Populations**

Examination of pathophysiology and the use of exercise to manage chronic diseases and conditions including cardiovascular disease, pulmonary disease, diabetes, obesity, and other chronic illnesses. Selection and implementation of tests for health related fitness levels in a variety of populations, and the development of exercise prescriptions for patients with known disease. Prerequisite: KINS 383. (4)

### **KINS 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. Prerequisite: BIOL 205. (4)

### **KINS 487: Special Topics in Kinesiology**

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

### **KINS 488: Special Topics in Kinesiology**

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

### **KINS 489: Special Topics in Kinesiology**

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

### **KINS 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. Prerequisites: KINS 279, 281. (4)

### **KINS 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)

### **KINS 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)

### **KINS 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 or 4)

## **Physical Education Activity (PE) - Undergraduate Courses**

### **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 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 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 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)

**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)

# Languages and Literatures

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253.535.7235	<a href="http://www.plu.edu/languages/">www.plu.edu/languages/</a>	<a href="mailto:lang@plu.edu">lang@plu.edu</a>
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## Bachelor of Arts Degree

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 semester hours must be taken either in the senior year or upon return from a study away 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.

## Language Resource Center

The language curriculum at all levels features use of PLU's state-of-the-art multimedia Language Resource Center, located in Hong International Hall. 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 are encouraged to continue their language study at PLU. The placement survey must be taken before enrolling in a language course. The language placement survey and exercises may be found in Self-Service Banner at [https://banweb.plu.edu/pls/pap/twbkwbis.P\\_GenMenu?name=homepage](https://banweb.plu.edu/pls/pap/twbkwbis.P_GenMenu?name=homepage).

## 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 language 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 website at [www.plu.edu/residential-life/residence-halls/hong-international-hall/](http://www.plu.edu/residential-life/residence-halls/hong-international-hall/) 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 to 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 Kinesiology](#), 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 Education](#) section of this catalog for certification requirements and the Bachelor of Arts in Education requirements.

## 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.
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## 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: Scandinavian Cultures and Societies
  - 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 411: German Cultural History to 1750
  - GERM 412: 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

## Courses that Meet General Education (GenEd) Program Elements

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

An exploration of the history and recent directions of Chinese cinema, the relationship between film and other Chinese media, film, and the Chinese government, and the particular appeal of Chinese film on the international market. No prior study of Chinese required. Cross-listed with THEA 271.(4)

- **Literature Requirement - LT**

All department literature courses, offered both in the original language and in English translation, meet this requirement.

- **Perspectives on Diversity: Cross-Cultural Perspectives - C**

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.

- **Perspectives on Diversity: Alternative Perspectives - A**

HISP 341 and 441 meet this requirement.

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## Classical Studies and Classical Languages

### Classical Languages Major

40 hours in classical languages, plus CLAS 499

### Classical Studies Major

To view the major or minor in classical studies, go to the [Classics curriculum](#) section of this catalog.

## Modern Languages

- **Chinese**

- **Minor in Chinese**

- 20 semester hours which may include CHIN 101-102

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- **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 senior year

- **Minor in French**

- 20 semester hours, taught in French, from regular program offerings or approved study-away programs.

- 12 semester hours must be in French courses taught by PLU faculty.
  - Students with previous French instruction must take the French Language Placement survey prior to enrollment in the program.
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## German

- **Major in German**

- A minimum of 36 semester hours beyond GERM 101-102, including:

- GERM 201-202, 301-302, 411-412, 423-424, 499

- **Minor in German**

- 20 semester hours, taught in German, from regular program offerings or approved study-away programs.

- 12 semester hours must be in German courses taught by PLU faculty.
      - Students with previous German instruction must take the German Language Placement survey prior to enrollment in the program.
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## Hispanic Studies

### Major in Hispanic Studies

*A minimum of 36 semester hours beyond HISP 201, including:*

- HISP 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, 403, 421, 422, 423, 431, 432, 433, or 441)
- 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 the 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.

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## Norwegian

### Major in Norwegian

*A minimum of 36 semester hours beyond NORW 101*

- NORW 102 (NORW 101 as prerequisite)
- NORW 201-202 and 301-302
- NORW 321 and 322
- Elective Course (4 semester hours)
  - SCAN 241, 341, 363, 422, or other NORW or SCAN course
- Senior Capstone (4 semester hours): NORW 499

### Minor in Norwegian

*20 semester hours, including:*

- NORW 101, 102, 201, 202
- One of the following: SCAN 241, 341, 363, 422; NORW 301, 321, 322, or 331

### Scandinavian Area Studies

40 semester hours [www.plu.edu/scan/](http://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.

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## Chinese (CHIN) - Undergraduate Courses



## **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: FYEP190: Inquiry Seminar: China through Film**

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) - Undergraduate Courses**

### **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 with C- or higher, 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 with C- or higher, French placement exam or instructor permission. (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 with C- or higher, French placement exam or instructor permission. (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)

## **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)

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## **German (GERM) - Undergraduate Courses**

### **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: FYEP190: First Year Inquiry**

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. Prerequisite: GERM 102 or equivalent. (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 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 301 or equivalent. (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 411: 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 412: 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 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. (4)

## **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)

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## **Greek (GREK) - Undergraduate Courses**

### **GREK 111: Intensive Greek**

An intensive introduction to Classical and Koine Greek. Course graded A/P/F. Concurrent registration in GREK 112 is required. (4)

## **GREK 112: Intensive Greek**

An intensive introduction to Classical and Koine Greek. Course grades A/P/F. Concurrent registration in GREK 111 is required. (4)

## **GREK 211: Intermediate Readings in Greek Prose - C**

Readings in selected Classical, Hellenistic, or Koine prose. May be retaken as GREK 311 when different material is offered. Prerequisite: GREK 111/112 or instructor permission. (4)

## **GREK 212: Intermediate Readings in Greek Poetry - C**

Readings in selected Classical, Hellenistic, or Koine poetry. May be retaken as GREK 312 when different material is offered. Prerequisite: GREK 111/112 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 311: Intermediate Readings in Greek Prose - C**

Readings in selected Classical, Hellenistic, or Koine prose. Prerequisite: Instructor permission is required. (4)

## **GREK 312: Intermediate Readings in Greek Poetry - C**

Readings in selected Classical, Hellenistic, or Koine poetry. Prerequisite: Instructor permission is required. (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)

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## **Hispanic Studies (HISP) - Undergraduate Courses**

### **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: FYEP190: Inquiry Seminar**

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 - C**

A continuation of elementary Spanish; reading selections which reflect the Spanish cultural heritage as well as contemporary

materials. Lab attendance required. (4, 4)

### **HISP 202: Intermediate Spanish - C**

A continuation of elementary Spanish; reading selections which reflect the Spanish cultural heritage as well as contemporary materials. Lab attendance required. (4, 4)

### **HISP 231: 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 251: Spanish for Heritage Speakers - A**

A course designed for students who have been exposed to the Spanish language at home. The course affirms and builds upon the student's Spanish language abilities through conversation about literary and cultural texts, vocabulary expansion, composition and writing activities, and explicit study of grammar structures. (4)

### **HISP 252: Spanish Heritage Speakers - A**

Continuation of HISP 251. The course affirms and builds upon the student's Spanish language abilities through conversation about literary and cultural texts, vocabulary expansion, composition and writing activities, and explicit study of grammar structures. (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)

## **HISP 388: 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 389: 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 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 403: Advanced Spanish - C**

Advanced listening, speaking, reading, and writing in an approved study-away course. 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 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**

To provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title 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 488: 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 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)

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## **Languages (LANG) - Undergraduate Courses**

### **LANG 190: FYEP190: Inquiry Seminar**

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 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)

### **LANG 388: 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 389: 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 487: Special Topics in Languages**

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

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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)

### **LANG 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)

### **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)

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## **Latin (LATN) - Undergraduate Courses**

### **LATN 111: Intensive Latin**

An intensive introduction to Classical and Medieval Latin. Course graded A/P/F. Concurrent registration in LATN 112 is required. (4)

### **LATN 112: Intensive Latin**

An intensive introduction to Classical and Medieval Latin. Course graded A/P/F. Concurrent registration in LATN 111 is required. (4)

### **LATN 211: Intermediate Readings in Latin Prose - C**

Readings in selected Classical or Medieval prose. May be retaken as LATN 311 when different material is offered. Prerequisite: LATN 111/112 or instructor permission. (4)

### **LATN 212: Intermediate Readings in Latin Poetry - C**

Readings from selected Classical or Medieval poetry. May be retaken as LATN 312 when different material is offered. Prerequisite: LATN 111/112 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)

### **LATN 288: 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)

### **LATN 289: 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)

### **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 311: Intermediate Readings in Latin Prose - C**

Readings in selected Classical or Medieval prose. Prerequisite: Instructor permission is required. (4)

### **LATN 312: Intermediate Readings Latin Poetry - C**

Readings from selected Classical or Medieval poetry. Prerequisite: Instructor permission is required. (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)

### **LATN 388: 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)

### **LATN 389: 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)

### **LATN 487: 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)

### **LATN 488: 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)

### **LATN 489: 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)

## **LATN 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)

## **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)

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## **Norwegian (NORW) - Undergraduate Courses**

### **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**

To provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title 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 289: 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 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 321: Speak Up, Speak Out: Norwegian Literature as Social Criticism - C, LT**

The focus of this course is Norwegian literature of social criticism and advocacy for social change. Students in the course build their competency in interpretation of literature as artistic and socially grounded expressions of human experience. The course is taught in English.

## **NORW 322: Imag(in)ing Norway in Fiction and Film - C, LT**

The course focuses on the ways Norway is imagined in fiction and film. Through studying cultural images as sites of textual meaning, students develop skills in interpreting literary and film texts as media that create and critique culture. The course is taught in English. (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**

To provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title 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 388: 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 389: 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 487: 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 488: 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 489: 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 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)

### **NORW 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)

### **NORW 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)

# Mathematics

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253.535.7400

[www.plu.edu/math/](http://www.plu.edu/math/)

[math@plu.edu](mailto:math@plu.edu)

The mathematics program at PLU is designed to serve five main objectives:

- (a) to provide mathematical background 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 that 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 and quantitative topics, and
- (e) to provide a view of mathematics as a humanistic endeavor.

## Beginning Classes

Majors in mathematics, computer science and engineering, and other sciences usually take MATH 151 and MATH 152. 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 the 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 the student's interests, preparation and math placement results.

## Math Placement Test

A placement test and background survey are used to help ensure 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](http://banweb.plu.edu).

The policy of the Department of Mathematics 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	Credit
AB	3*	MATH 151*
AB	4,5	MATH 151
BC	3	MATH 151
BC	4,5	MATH 151 and 152
IBHL	4,5	MATH 151
IBHL	6,7	MATH 151 and 152

\*Consult with instructor if planning to take MATH 152.

If a student has taken calculus in high school and did not take an AP exam or IBHL exam, then the student may enroll in MATH 152 after consultation with a mathematics faculty member. In this case, no credit is given for MATH 151.

### **Minimum Entrance Requirements**

The Office of the Registrar 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 Mathematical 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 or more difficult than high school algebra or geometry and it must be approved by the Department of Mathematics.

### **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) element of the General Education Program (GenEd). 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 Mathematical 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.

### **Mathematical 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.

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## **Bachelor of Arts Degree**

### **Major in Mathematics**

36 semester hours of mathematics, plus 4 semester hours of supporting courses

- Required: MATH 151, 152, 242, 253, 317, 331, 433, 455, 499A, 499B
  - Required supporting: CSCI 144
  - Strongly recommended is one course from the following: CSCI 371; ECON 345; PHYS 153, 163
- 

## Bachelor of Science Degree

44-53 semester hours

### Major in Mathematics

40-44 semester hours of mathematics, plus 8 to 13 semester hours of supporting courses

- 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\*

(\*Only one course from either MATH 351 or PHYS 354 may be used.)
  - Required supporting: CSCI 144 and one of the following: CSCI 371; ECON 345; PHYS 153/163
- 

### Major in Mathematics Education

44 semester hours, plus 8 to 9 semester hours of supporting courses

- Required: MATH 151, 152, 203, 242, 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
- EDUC 205
- 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.

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### Major in Financial Mathematics

47-49 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)
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## Minors

### Actuarial Science

A minimum of 24 semester hours, chosen from the following courses:

- BUSA 302, 304, 335
  - ECON 101, 301, 323, 344
  - MATH 331, 342, 348, 356, 411
  - 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 either 245 or 253; and 8 semester hours of upper-division mathematics courses, excluding MATH 446.
- 

### Statistics

16 semester hours, to include:

- CSCI 120, 133, 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 Department of Mathematics. 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 a bachelor of science major in mathematics, mathematics education, or financial mathematics. The statistics minor is administered by the Department of Mathematics. For information, contact the chair of the Department of Mathematics.

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## Courses Offered by Semester/Term

- **Fall Semester:** 105, 115, 123, 124, 128, 140, 151, 152, 242, 253, 317, 331, 433, 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 Only:** 203, 348, 411, 480
  - **Even Years Only:** 342, 356, 446
- 

## **Mathematics (MATH) - Undergraduate 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. Cannot be taken for credit if MATH 128 has been previously completed with a grade of C- or higher. (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 test 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: Precalculus - 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 145: Statistics for Biologists - MR, NS**

An introduction to statistics with a focus on topics and data relevant to biologists. Descriptive statistics and data representations, correlation and regression, experimental design, basic probability, binomial and normal distributions, confidence intervals, hypothesis testing, chi-squared test, ANOVA. Cross-listed with STAT 145. Prerequisite: MATH 140 or proficiency through MATH 140 as determined by the math placement exam. (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)

### **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 - NS**

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. Prerequisite: MATH 242 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, 242 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. This course includes a field experience component. Cross-listed with EDUC 446. Prerequisite: EDUC 205 and 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. Prerequisites: MATH 331 and senior (or second semester junior) standing, or permission of instructor. (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)

# Music

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253.535.7602	<a href="http://www.plu.edu/music/">www.plu.edu/music/</a>	<a href="mailto:music@plu.edu">music@plu.edu</a>
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## Major Requirements

No courses in music (MUSI) may be taken for credit by examination.

### 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 of MUSI 122: Keyboarding II with a grade of C or better (except B or better for the B.M.E.).
- **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).

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## 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)
- 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)
- MUSI 125: Ear Training I

#### Year One: 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)

#### Year Two: 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)

#### Year Three: Spring Semester

- MUSI 334: Twentieth-Century Music (3)

## Bachelor of Arts (B.A.) Degree

### Major in Music

*Maximum of 44 semester hours in music, plus cognate*

- 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) (one 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.
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## Bachelor of Music Education (B.M.E.) Degree

The music education program is demanding of students' time and energies. Successful continuation in the program is predicated on meeting the program requirements by the end of the Fall Semester of the sophomore year. Transfer students should meet the requirements by Fall Semester of their first year at PLU. Program requirements are listed below:

- 2.50 cumulative G.P.A.
- PSYC 101 with a grade of C+ or better
- WRIT 101 (or equivalent) with a grade of C or better
- Two semesters of keyboarding (from MUSI 115/116/121/122) with grades of B or better
- MUSI 240 with a grade of B or better; this course will include the preparation of documents required for application to the B.M.E. program:
  - personal statement describing why you wish to become a music teacher
  - recommendation from a person who knows of your work with children/students
  - completed evaluation forms from studio teacher and ensemble director

### Major in Music

*66 semester hours in music; total 83 semester hours*

First-Year, sophomore, junior and senior assessments required.

- Bachelor of Music Education: K-12 Choral (Elementary)
- Bachelor of Music Education: K-12 Choral (Secondary)
- Bachelor of Music Education: K-12 Instrumental (Band)
- Bachelor of Music Education: K-12 Instrumental (Orchestra)

### Music Education Core

*15 semester hours*

All B.M.E. degrees include the following music education core courses:

- MUSI 240: Introduction to Music Education (3)
- MUSI 340: Managing the Classroom and Curriculum (3)
- MUSI 345: Conducting I (1)
- MUSI 346: Conducting II (1)
- MUSI 348: Practicum in Music Education (1)
- MUSI 440: K-12 General Music Methods (2)
- MUSI 445: Conducting III (1)
- MUSI 446: Conducting IV (1)

- MUSI 469: Student Teaching Seminar (2)

### **Department of Education 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 Education.

The WEST-E exam in the appropriate area of concentration is taken during the senior year and must be passed prior to student teaching.

- EDUC 391: Foundations of Learning (3)
- EPSY 361: Psychology for Teaching (3)
- EDUC 320: Issues in Child Abuse and Neglect (1)
- EDUC 468: Student Teaching – Secondary (10)

Application for admission to the Department of Education requires completion of WRIT 101 (or equivalent) and PSYC 101, each of which also satisfies an element in the General Education Program required of all students.

### **K-12 Choral (Elementary Emphasis)**

- Music Core (26)
- Ensembles (6)
  - Choose from: MUSI 360-363 (one each semester)
- Private Lessons (6)
  - Choose from: MUSI 204 and 404 (5)
  - MUSI 499: Capstone: Senior Project (senior recital) (1)
- Music Education Core (15)
  - MUSI 240: Introduction to Music Education (3)
  - MUSI 340: Managing the Classroom and Curriculum (3)
  - MUSI 345: Conducting I (1)
  - MUSI 346: Conducting II (1)
  - MUSI 348: Practicum Music Education (1)
  - MUSI 440: K-12 General Music Methods (2)
  - MUSI 445: Conducting III (1)
  - MUSI 446: Conducting IV (1)
  - MUSI 469: Student Teaching Seminar (2)
- Concentration (13)
  - 2 semester hours from:
    - MUSI 241: String Lab I (1) **or** MUSI 242: String Lab II (1)
    - MUSI 243: Woodwind Lab I (1) **or** MUSI 244: Woodwind Lab II (1)
    - MUSI 245: Brass Lab I (1) **or** MUSI 246: Brass Lab II (1)
    - MUSI 247: Percussion Lab (1)
  - MUSI 321: Guitar Lab (1)
  - MUSI 421: Advanced Keyboarding (1, 1)
  - MUSI 441: Advanced Elementary Music Methods (2)
  - MUSI 443: Methods Secondary Choral (2)
  - MUSI 453: Vocal Pedagogy (2)
  - Music Electives (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 (15)
  - MUSI 240: Introduction to Music Education (3)
  - MUSI 340: Managing the Classroom and Curriculum (3)
  - MUSI 345: Conducting I (1)
  - MUSI 346: Conducting II (1)
  - MUSI 348: Practicum Music Education (1)
  - MUSI 440: K-12 General Music Methods (2)
  - MUSI 445: Conducting III (1)
  - MUSI 446: Conducting IV (1)

- MUSI 469: Student Teaching Seminar (2)
- Concentration (13)
  - 2 semester hours from:
    - MUSI 241: String Lab I (1) **or** MUSI 242: String Lab II (1)
    - MUSI 243: Woodwind Lab I (1) **or** MUSI 244: Woodwind Lab II (1)
    - MUSI 245: Brass Lab I (1) **or** MUSI 246: Brass Lab II (1)
    - MUSI 247: Percussion Lab (1)
  - MUSI 421: Advanced Keyboarding (1, 1)
  - MUSI 443: Methods Secondary Choral (2)
  - MUSI 444: Materials Secondary Choral (2)
  - MUSI 453: Vocal Pedagogy (2)
  - Music Electives (3)

### **K-12 Instrumental (Band Emphasis)**

- Music Core (26)
- Ensembles (6)
  - Choose from large ensemble: MUSI 370-371 (5)
  - 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 (15)
  - MUSI 240: Introduction to Music Education (3)
  - MUSI 340: Managing the Classroom and Curriculum (3)
  - MUSI 345: Conducting I (1)
  - MUSI 346: Conducting II (1)
  - MUSI 348: Practicum Music Education (1)
  - MUSI 440: K-12 General Music Methods (2)
  - MUSI 445: Conducting III (1)
  - MUSI 446: Conducting IV (1)
  - MUSI 469: Student Teaching Seminar (2)
- Concentration (13)
  - MUSI 241: String Lab I (1) **or** MUSI 242: String Lab II (1)
  - Lab Electives – Choose 4 semester hours from:
    - MUSI 243/244: Woodwind Lab I, II (1,1)
    - MUSI 245/246: Brass Lab I, II (1,1)
    - MUSI 247: Percussion Lab (1)
  - MUSI 447: Methods for School Band Music (2)
  - MUSI 448: Materials for School Band Music (2)
  - Choral Ensemble (2)
    - Choose from: MUSI 360-365 **or** MUSI 248: Voice Lab
  - Music Electives (2)

### **K-12 Instrumental (Orchestra Emphasis)**

- 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 (15)
  - MUSI 240: Introduction to Music Education (3)
  - MUSI 340: Managing the Classroom and Curriculum (3)
  - MUSI 345: Conducting I (1)
  - MUSI 346: Conducting II (1)
  - MUSI 348: Practicum Music Education (1)
  - MUSI 440: K-12 General Music Methods (2)
  - MUSI 445: Conducting III (1)
  - MUSI 446: Conducting IV (1)
  - MUSI 469: Student Teaching Seminar (2)
- Concentration (13)



- MUSI 241/242: String Lab I, II (1,1)
- MUSI 243: Woodwind Lab I (1) **or** MUSI 244: Woodwind Lab II (1)
- MUSI 245: Brass Lab I (1) **or** MUSI 246: Brass Lab II (1)
- MUSI 247: Percussion Lab (1)
- MUSI 455: String Pedagogy (2)
- MUSI 456: Methods and Materials for School Strings (2)
- Choral Ensemble (2)
  - Choose from: MUSI 360-365 **or** MUSI 248: Voice Lab
- Music Electives (2)

## Bachelor of Musical Arts (B.M.A.) Degree

### Major in Music

*62 semester hours, plus cognate*

- Music Core (26)
- Ensembles (8)
  - Choose from: MUSI 360-383 (one 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)
- Conducting (1)
  - MUSI 345: Conducting I (1)
- 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 – One Required
  - MUSI 390/391: Intensive Performance Study (4)
- Electives (3)
  - Choose any MUSI 103-499 (not already used in the major. MUSI 111, 113, 115 and 116 cannot be used)
- Cognate: An academic minor or second major outside of music. First-year, sophomore, junior and senior assessments required.

## Bachelor of Music (B.M.) Degree

### Major in Music

*80 semester hours*

- First-year, sophomore, junior and senior assessments required.
- For vocal performance: language study required.
- Private Lessons are to be taken in consecutive Fall/Spring Semesters; continuous non-jazz study throughout the program required.

### Concentrations

#### Composition

*80 semester hours; total 84 semester hours*

- Music Core (26)
- Ensembles (8) (one 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 – One 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)
- Music Electives (8)
  - Choose from MUSI 103-499 (8) (not already used in the major. MUSI 111, 113, 115, and 116 cannot be used)
- Non-Music Elective (4): Choose from computer science, acoustics, media

### **Instrumental (Performance)**

- 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 (10)
  - 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, 113, 115 and 116 cannot be used)

### **Organ (Performance)**

- Music Core (26)
- Ensemble (8)
  - MUSI 381: Chamber Ensemble (1)
  - Music Ensembles (7)
    - Choose from: MUSI 360-383 (one 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 – One 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, 113, 115 and 116 cannot be used)

## Piano (Performance)

- Music Core (26)
- Ensembles (8)
  - Choose from: MUSI 360-363, 370-371, 380 (2)
  - MUSI 351: Accompanying (2)
  - MUSI 383: Piano Ensemble (2)
  - Piano ensemble electives (2)
    - Choose from: MUSI 351, 360-363, 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 377: Analyzing Music (3)
- J-Term (One Required)
  - MUSI 390/391: Intensive Performance (4)
- Concentration Module (11)
  - MUSI 219: Harpsichord (1)
  - 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, 113, 115 and 116 cannot be used)

## Voice (Performance)

- Music Core (26)
- Ensembles (8)
  - Choral Ensemble: Choose from: MUSI 360-363 (one each semester)
- Voice/Diction Private Lessons (22)
  - Voice 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 - One 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, 113, 115 and 116 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 201-219)
- 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, non-music field (Bachelor of Musical Arts degree)**

*62 semester hours*

Jazz students may major in music under the B.M.A. degree while combining music studies with a non-music academic minor or second major. In this program, all private lesson and ensemble credit may be in jazz.

### **Jazz study in combination with non-jazz (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. Private music lesson fees are non-refundable.

### **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. Not offered in January or Summer.

### **Three or Four Semester Hours**

By permission of department only; not offered in January or Summer.

## **Music (MUSI) - Undergraduate Courses**

## **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)

## **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: FYEP190: Inquiry Seminar**

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 201: 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. Students register in 201A for 1 hour; 201B for 2 hours; 201C for 3 or 4 hours. (1 to 4)

## **MUSI 202: Private Instruction: Piano - AR**

Private instruction for Piano. Special fee in addition to tuition. Students register in 202A for 1 hour; 202B for 2 hours; 202C for 3 or 4 hours. (1 to 4)

## **MUSI 203: Private Instruction: Organ - AR**

Private instruction for Organ. Special fee in addition to tuition. Students register in 203A for 1 hour; 203B for 2 hours; 203C for 3 or 4 hours. (1 to 4)

## **MUSI 204: Private Instruction: Voice - AR**

Private instruction for Voice. Special fee in addition to tuition. Students register in 204A for 1 hour; 204B for 2 hours; 204C for 3 or 4 hours. (1 to 4)

## **MUSI 205: Private Instruction: Violin/Viola - AR**

Private instruction for Violin/Viola. Special fee in addition to tuition. Students register in 205A for 1 hour; 205B for 2 hours; 205C for 3 or 4 hours. (1 to 4)

## **MUSI 206: Private Instruction: Cello/Bass - AR**

Private Instruction for Cello/Bass. Special fee in addition to tuition. Students register in 206A for 1 hour; 206B for 2 hours; 206C for 3 or 4 hours. (1 to 4)

### **MUSI 207: Private Instruction: Flute - AR**

Private instruction for Flute. Special fee in addition to tuition. Students register in 207A for 1 hour; 207B for 2 hours; 207C for 3 or 4 hours. (1 to 4)

### **MUSI 208: Private Instruction: Oboe/English Horn - AR**

Private instruction for Oboe/English Horn. Special fee in addition to tuition. Students register in 208A for 1 hour; 208B for 2 hours; 208C for 3 or 4 hours. (1 to 4)

### **MUSI 209: Private Instruction: Bassoon - AR**

Private instruction for Bassoon. Special fee in addition to tuition. Students register in 209A for 1 hour; 209B for 2 hours; 209C for 3 or 4 hours. (1 to 4)

### **MUSI 210: Private Instruction: Clarinet - AR**

Private instruction for Clarinet. Special fee in addition to tuition. Students register in 210A for 1 hour; 210B for 2 hours; 210C for 3 or 4 hours. (1 to 4)

### **MUSI 211: Private Instruction: Saxophone - AR**

Private instruction for Saxophone. Special fee in addition to tuition. Students register in 211A for 1 hour; 211B for 2 hours; 211C for 3 hours. (1 to 4)

### **MUSI 212: Private Instruction: Trumpet - AR**

Private instruction for Trumpet. Special fee in addition to tuition. Students register in 212A for 1 hour; 212B for 2 hours; 212C for 3 or 4 hours. (1 to 4)

### **MUSI 213: Private Instruction: French Horn - AR**

Private instruction for French Horn. Special fee in addition to tuition. Students register in 213A for 1 hour; 213B for 2 hours; 213C for 3 or 4 hours. (1 to 4)

### **MUSI 214: Private Instruction: Trombone - AR**

Private instruction for Trombone. Special fee in addition to tuition. Students register in 214A for 1 hour; 214B for 2 hours; 214C for 3 or 4 hours. (1 to 4)

### **MUSI 215: Private Instruction: Baritone/Tuba - AR**

Private instruction for Baritone/Tuba. Special fee in addition to tuition. Students register in 215A for 1 hour; 215B for 2 hours; 215C for 3 or 4 hours. (1 to 4)

### **MUSI 216: Private Instruction: Percussion - AR**

Private instruction for Percussion. Special fee in addition to tuition. Students register in 216A for 1 hour; 216B for 2 hours; 216C for 3 or 4 hours. (1 to 4)

### **MUSI 217: Private Instruction: Guitar - AR**

Private instruction for Guitar. Special fee in addition to tuition. Students register in 217A for 1 hour; 217B for 2 hours; 217C for 3 or 4 hours. (1 to 4)

## **MUSI 218: Private Instruction:Harp - AR**

Private instruction for Harp. Special fee in addition to tuition. Students register in 218A for 1 hour; 218B for 2 hours; 218C for 3 or 4 hours. (1 to 4)

## **MUSI 219: Private Instruction: Harpsichord AR**

Private instruction for Harpsichord. Special fee in addition to tuition. Students register in 219A for 1 hour; 219B for 2 hours; 219C for 3 or 4 hours. (1 to 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: Introduction to Music Education**

Introduction to the profession. History and philosophy of music education. Developmental characteristics of students and learning styles. Introduction to national and state standards. Lesson design with emphasis on writing objectives. 15 hour practicum required. Music education majors only. (3)

## **MUSI 241: String Lab I**

Methods and materials of teaching and playing string instruments in the public schools. Intended for music education majors. (1)

## **MUSI 242: String Lab II**

Methods and materials of teaching and playing string instruments in the public schools. Prerequisite: MUSI 241. Intended for music education majors. (1)

## **MUSI 243: Woodwind Lab I**

Group instruction on flute, clarinet, and saxophone; methods and materials of teaching and playing single reeds in the public schools. Intended for music education majors. (1)

## **MUSI 244: Woodwind Lab II**



Group instruction on oboe and bassoon; methods and materials of teaching and playing double reed instruments in the public schools. Intended for music education majors. Prerequisite: MUSI 243. (1)

### **MUSI 245: Brass Lab I**

Group Instruction on trumpet and horn; methods and materials of teaching and playing high brass instruments in the public schools. Intended for music education majors. (1)

### **MUSI 246: Brass Lab II**

Group instruction on trombone, euphonium, and tuba; methods and materials of teaching and playing low brass instruments in the public schools. Intended for music education majors. (1)

### **MUSI 247: Percussion Lab**

Methods and materials of teaching and playing percussion instruments in the public schools. (1)

### **MUSI 248: Voice Lab**

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 320: On Creativity - AR**

On Creativity is an exploration through readings and projects of the creative impulse, the creative state, the creative process, and the creative act in all fields of human activity from the arts to science to business. Open to all students. May not be repeated for credit. (4)

### **MUSI 321: Guitar Lab**

Group instruction on acoustic guitar; methods and materials of teaching and playing guitar in the public schools. Intended for music education majors. (1)

## **MUSI 327: Composition AR**

A systematic approach to contemporary musical composition; student create and notate works for solo, small and large ensembles. May be repeated for additional credit. Private instruction; special fee in addition to tuition. Students register in 327A for 1 hour; 327B for 2 hours; 327C for 3 or 4 hours.

## **MUSI 328: Electronic Media**

Application of electronic media and techniques to compositional process. Private instruction; special fee in addition to tuition. May be repeated for credit. Students register in 328A for 1 hour; 328B for 2 hours; 328C for 3 or 4 hours. (1 to 4)

## **MUSI 329: Songwriting and Audio Production - AR**

A systematic approach to the creation and recording of popular and commercial music. May be repeated for additional credit. Private instruction; special fee in addition to tuition. Students register in MUSI 329A for 1 hour; MUSI 329B for 2 hours; MUSIC 329C for 3 or 4 hours (1 to 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: Managing the Classroom and Curriculum**

Classroom management, classroom technology, and assessment. Unit and lesson planning with introduction to the edTPA. 15 hour practicum required. Prerequisite: MUSI 240. (3)

## **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). Prerequisite: completion of or concurrent enrollment in EDUC 390: Inquiry into Learning I. (2)

## **MUSI 345: Conducting I - AR**

Introduction to basic patterns, gestures, and conducting techniques. (1)

## **MUSI 346: Conducting II**

Continuation of MUSI 345; observation of advanced conducting students in laboratory ensemble. (1)

## **MUSI 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**

Laboratory experience in accompanying representative vocal and instrumental solo literature in the soloist's private lesson studio. Prerequisite: consent of instructor. (1)

## **MUSI 352: Organ Improvisation - AR**

Basic techniques of improvisation, particularly as related to human 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 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 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. Students register in 399A for 1 hour; 399B for 2 to 4 hours. Prerequisite: consent of instructor is required. (1 to 4)

## **MUSI 401: 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. Students register in 401A for 1 hour; 401B for 2 hours; 401C for 3 or 4 hours. (1 to 4)

## **MUSI 402: Private Instruction: Piano - AR**

Private instruction for Piano. Special fee in addition to tuition. Students register in 402A for 1 hour; 402B for 2 hours; 402C for 3 or 4 hours. (1 to 4)

## **MUSI 403: Private Instruction: Organ - AR**

Private instruction for Organ. Special fee in addition to tuition. Students register in 403A for 1 hour; 403B for 2 hours; 403C for 3 or 4 hours. (1)

## **MUSI 404: Private Instruction: Voice AR**

Private instruction for Voice. Special fee in addition to tuition. Special fee in addition to tuition. Students register in 404A for 1 hour; 404B for 2 hours; 404C for 3 or 4 hours. (1)

## **MUSI 405: Private Instruction: Violin/Viola - AR**

Private instruction for Violin/Viola. Special fee in addition to tuition. Students register in 405A for 1 hour; 405B for 2 hours; 405C for 3 or 4 hours. (1 to 4)

### **MUSI 406: Private Instruction: Cello/Bass - AR**

Private instruction for Cello/Bass. Special fee in addition to tuition. Students register in 406A for 1 hour; 406B for 2 hours; 406C for 3 or 4 hours. (1 to 4)

### **MUSI 407: Private Instruction: Flute - AR**

Private instruction for Flute. Special fee in addition to tuition. Students register in 407A for 1 hour; 407B for 2 hours; 407C for 3 or 4 hours. (1 to 4)

### **MUSI 408: Private Instruction: Oboe/English Horn - AR**

Private instruction for Oboe/English Horn. Special fee in addition to tuition. Students register in 408A for 1 hour; 408B for 2 hours; 408C for 3 or 4 hours. (1 to 4)

### **MUSI 409: Private Instruction: Bassoon - AR**

Private instruction for Bassoon. Special fee in addition to tuition. Students register in 409A for 1 hour; 409B for 2 hours; 409C for 3 or 4 hours. (1 to 4)

### **MUSI 410: Private Instruction: Clarinet - AR**

Private instruction for Clarinet. Special fee in addition to tuition. Students register in 410A for 1 hour; 410B for 2 hours; 410C for 3 or 4 hours. (1 to 4)

### **MUSI 411: Private Instruction: Saxophone - AR**

Private instruction for Saxophone. Special fee in addition to tuition. Students register in 411A for 1 hour; 411B for 2 hours; 411C for 3 or 4 hours. (1 to 4)

### **MUSI 412: Private Instruction: Trumpet - AR**

Private instruction for Trumpet. Special fee in addition to tuition. Students register in 412A for 1 hour; 412B for 2 hours; 412C for 3 or 4 hours. (1 to 4)

### **MUSI 413: Private Instruction: French Horn - AR**

Private instruction for French Horn. Special fee in addition to tuition. Students register in 413A for 1 hour; 413B for 2 hours; 413C for 3 or 4 hours. (1 to 4)

### **MUSI 414: Private Instruction: Trombone - AR**

Private instruction for Trombone. Special fee in addition to tuition. Students register in 414A for 1 hour; 414B for 2 hours; 414C for 3 or 4 hours. (1 to 4)

### **MUSI 415: Private Instruction: Baritone/Tuba - AR**

Private instruction for Baritone/Tuba. Special fee in addition to tuition. Students register in 415A for 1 hour; 415B for 2 hours; 415C for 3 or 4 hours. (1 to 4)

### **MUSI 416: Private Instruction: Percussion - AR**

Private instruction for Percussion. Special fee in addition to tuition. Students register in 416A for 1 hour; 416B for 2 hours; 416C for 3 or 4 hours. (1 to 4)

### **MUSI 417: Private Instruction: Guitar - AR**

Private instruction for Guitar. Special fee in addition to tuition. Students register in 417A for 1 hour; 417B for 2 hours; 417C for 3 or 4 hours. (1 to 4)

### **MUSI 418: Private Instruction: Harp - AR**

Private instruction for Harp. Special fee in addition to tuition. Students register in 418A for 1 hour; 418B for 2 hours; 418C for 3 or 4 hours. (1 to 4)

### **MUSI 419: Private Instruction: Harpsichord - AR**

Private instruction for Harpsichord. Special fee in addition to tuition. Students register in 419A for 1 hour; 419B for 2 hours; 419C for 3 or 4 hours. (1 to 4)

### **MUSI 420: Private Instruction: Pedagogy - AR**

Methods and materials for teaching specific instrumental media in the studio; special fee in addition to tuition. Students register in MUSI 420A for 1 hour and 420B for 2 hours. (1 or 2)

### **MUSI 421: 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. Students are registered in 421A for 1 hour; 421B for 2 hours; 421C for 3 or 4 hours. 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 to 4)

### **MUSI 427: Advanced Orchestration/Arranging - AR**

Continuation of MUSI 336 on an individual basis. Prerequisite: MUSIC 336 or consent of instructor. May be repeated for additional credit. Private instruction; special fee in addition to tuition. Students are registered in 427A for 1 hour; 427B for 2 hours; 427C for 3 or 4 hours. (1 to 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: K-12 General Music Methods**

Introduction to methods and materials for teaching general music courses in K-12 schools. Music education majors only. Prerequisites: MUSI 340, EDUC 391, and EDUC 361. (2)

### **MUSI 441: Advanced Elementary Music Methods**

Exploration of Orff, Kodaly, Dalcroze, and Gordon approaches. Elementary choral methods and materials. Child voice and changing voice. 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 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 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)

## **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 499: Capstone: Senior Project - SR**

A culminating project of substantial proportions, presented in a public forum, undertaken in the senior year. For the Bachelor of Arts degree, the project integrates musical studies with a broader liberal arts context; for the Bachelor of Musical Arts degree, the project integrates musical studies with the cognate field; for Bachelor of Music Education and Bachelor of Music degrees, the project consists of a juried recital. Private instruction; special fee in addition to tuition. Students register first in 499A for 1 hour and then in the next term 499B for 2 to 4 hour option. Prerequisite: consent of instructor. (1 to 4)

# Natural Sciences, Division of

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253.535.7560	<a href="http://www.plu.edu/nsci/">www.plu.edu/nsci/</a>	<a href="mailto:nsci@plu.edu">nsci@plu.edu</a>
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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. 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 Division of Natural Sciences 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 Program 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 Education 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 Division of Natural Sciences are listed under:

- [Biology](#)
- [Chemistry](#)
- [Computer Science](#)
- [Geosciences](#)
- [Mathematics](#)
- [Physics](#)

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.

# Nursing, School of

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253.535.7672	<a href="http://www.plu.edu/nursing/">www.plu.edu/nursing/</a>	<a href="mailto:nurs@plu.edu">nurs@plu.edu</a>
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## Undergraduate Programs

The traditional undergraduate program is designed for students who do not hold licensure in practical or registered nursing. The L.P.N. to B.S.N. program is designed for Licensed Practical Nurses who have completed a practical nursing program. The school collaborates with nearly 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 (B.S.N.) 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.

### Membership

School of Nursing is a member of the American Association of Colleges of Nursing (AACN) and the National League for Nursing (NLN).

### Washington State Approval

The School of Nursing is approved by the Washington State Nursing Care Quality Assurance Commission.

### Accreditation

The baccalaureate degree in nursing at Pacific Lutheran University is accredited by the Commission on Collegiate Nursing Education ([www.aacn.nche.edu/ccne-accreditation](http://www.aacn.nche.edu/ccne-accreditation)).

### 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 of the liberal arts and of the art and science of nursing is necessary for success in the B.S.N. program. Admitted B.S.N. students 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. Graduates are required to meet the PLU 48-semester-hour general education program. Courses in the classic liberal arts & sciences are integral to developing the baccalaureate-prepared nurse.

### 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 capacity for success at the baccalaureate level. Students who present appropriate academic records and personal qualities may apply for admission to the Fall or Spring Semester. 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 of Nursing'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 program requirements may be selected to begin the nursing major in the Fall or

Spring Semester each year. 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 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, L.P.N. 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 website at [www.plu.edu/nursing/](http://www.plu.edu/nursing/).

#### **2. Simultaneous/Conditional 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. The application 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/](http://www.plu.edu/admission/)).

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. Individuals whose applications have been received after the priority deadline for all terms will be considered on a space-available basis. The School of Nursing reserves the right to revise and modify programs and curricula.

### **Admission Criteria**

#### **Traditional B.S.N. and L.P.N. to B.S.N. and A.D.N. 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 traditional B.S.N., L.P.N. to B.S.N., or A.D.N. to B.S.N. programs of study include the following:

- Successful completion, or pending satisfactory completion, of specific prerequisite courses at PLU, an accredited community college or another accredited university.
- Successful completion, or pending completion, of at least 30 semester credits or 45 quarter credits (sophomore class standing).
- Competitive grade point average. Admitted students usually have significantly higher grade point averages than the minimum because of the competitiveness of the program:
  - A minimum grade of 2.50 (or B-) on a 4.00 scale in each nursing prerequisite and co-requisite course.
  - A minimum cumulative grade point average of 3.00 on a 4.00 scale in the prerequisite and corequisite 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 repeated single or multiple 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 2.50 (or B-) on a 4.00 scale, or completion of two years of college preparatory (high school) algebra with average grades of 3.00 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 School of Nursing Essential Qualifications for all generalist nursing roles, and to provide timely and safe patient care.
- Fluency in speaking, reading, writing and comprehending university-level English is necessary for academic success and for patient safety. Students whose first language is not English must take the TOEFL-iBT or the iELTS test. Test fees are the responsibility of the applicant. Score guidelines and the English Proficiency Policy may be found in the School of Nursing application or by contacting the School of Nursing Office at 253.535.7672 or [nurs@plu.edu](mailto:nurs@plu.edu), or online as [www.plu.edu/nursing/application/english-proficiency-policy/](http://www.plu.edu/nursing/application/english-proficiency-policy/).
- 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 yearly deadlines:
  - Priority deadline is February 1.
  - Final deadline is May 1.
- Students who have completed transferable nursing credit from another accredited institution should seek advisement from the admissions coordinator in the School of Nursing regarding their prospective curriculum plan. All transfer credit from other nursing programs must be approved before beginning the program.

### **Continuation Policies**

- 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 in this catalog. Failure to progress according to the program plan for any reason may result in dismissal or a significant delay in graduation.
- 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 or above on a 4.00 scale. 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 do not earn a 2.50 (or B-) or better in a corequisite course 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 or above on a 4.00 scale) 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 Health Insurance Portability and Accountability Act (HIPAA), School of Nursing, and University regulations.
- Other policies regarding progression/continuation are found in the School of 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**

As professional role models and health care providers, nursing students are responsible for demonstrating optimal health practices. All students at PLU are required to submit a health History Form and accurate immunization record prior to enrollment at PLU. 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.

## **Drug Testing Policy**

All nursing students will be required to submit to drug, marijuana and alcohol screening at least once yearly as part of their continuing School of Nursing health requirements. Students may be required to submit to additional drug screenings as required by the clinical agencies and School of Nursing, at the student's expense. The screenings may be scheduled or they may occur at random and unannounced. Students will be expected to adhere to any deadline set by the agencies and/or 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 dean of the School of Nursing.

## **Additional Costs**

Course fees are charged to each student's account each semester. These fees support the purchase of equipment, materials and supplies in the practice labs and Learning Resource Center, clinical placements, external testing measures, 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 nursing course. Public transportation is limited, so provision for private transportation is essential.

Health requirement fees, laboratory fees, student uniforms, textbooks, other learning materials, and any necessary equipment are the responsibility of the student.

## **Programs of Study**

### **Prerequisite and corequisite courses for the Nursing Major**

Each prerequisite and corequisite course listed below must be completed with a minimum grade of 2.50 (or B-) on a 4.00 scale in order to be considered successfully completed.

- **Traditional B.S.N. Sequence:**

Students must successfully complete Biology 205 and 206, Chemistry 105 and Psychology 101 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. (See Admission Criteria for GPA requirements in prerequisite and corequisite courses.)

- **L.P.N. 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 3.00 on a 4.00 scale before beginning the nursing program. Successful completion of Statistics 231 is also required prior to enrollment in Nursing 360.

- **A.D.N. 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 3.00 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 corequisite 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. Prerequisite and corequisite 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/](http://www.plu.edu/nursing/)). Applicants must submit course descriptions and syllabi for courses completed out of state and/or that do not appear on the comparable course guide. The PLU Registrar evaluates all transcripts and is the only department that approves credits for transfer to Pacific Lutheran University. However, the School of Nursing determines whether or not a course will fulfill the nursing prerequisite requirement. To be awarded a B.S.N. degree, all students must meet both nursing and university requirements.

What follows are sample curricula for the traditional B.S.N., L.P.N. to B.S.N., and A.D.N. 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 Traditional Program Students**

The curriculum plan for the traditional 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.

### **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: Nursing Situations with Individuals: Adult Health I (4)
- NURS 350: Nursing 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: Nursing Situations with Families: Childbearing (4)
- NURS 380: Nursing Situations with Families: Childrearing (4)

### **Fourth Year**

- **First Semester**

- NURS 420: Leadership and Resource Management (4)
- NURS 430: Nursing Situations with Communities (5)
- NURS 440: Nursing Situations with Individuals: Adult Health II (4)
- NURS 441: Senior 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 Summer or January Term instead of Fall or Spring Semesters.

## **B.S.N. Sequence for Licensed Practical Nurses**

The L.P.N. to B.S.N. sequence of study is designed to provide career mobility for the experienced licensed practical nurse seeking a Bachelor of Science in Nursing degree. The sequence validates the prior knowledge and clinical competence of the L.P.N. and enables progression through the B.S.N. curriculum within five semesters following completion of the prerequisite courses. L.P.N. students are strongly encouraged to make maximum progress toward completing General Education Program 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:** The L.P.N. to B.S.N. sequence is identical to the traditional B.S.N. sequence except NURS 220: Nursing Competencies I, which is waived for admitting L.P.N. students.

## Second Year

### • First Semester

- NURS 360: Nursing Research and Informatics (4)
- NURS 365: Culturally Congruent Healthcare (4)
- NURS 370: Nursing Situations with Families: Childbearing (4)
- NURS 380: Nursing Situations with Families: Childrearing (4)

### • Second Semester

- NURS 420: Leadership and Resource Management (4)
- NURS 430: Nursing Situations with Communities (5)
- NURS 440: Nursing Situations with Individuals: Adult Health II (4)
- NURS 441: Senior 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 L.P.N. 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 L.P.N. to B.S.N. 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 B.S.N. sequence for licensed registered nurses is currently on hiatus. The School of Nursing will not be accepting applications during the 2016-17 academic year.**

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. This program is designed for the registered nurse with at least one year of direct care nursing experience.

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. Admission to the M.S.N. program at PLU is neither implied nor guaranteed. (See [Graduate and Post-Baccalaureate Programs](#) section of this catalog.)

### 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**

- 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 A.D.N. 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)

### **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)
      - NURS 365: Culturally Congruent Healthcare (4)
      - KINS 362: Healing Arts of the Mind and Body (4)
    - **Administration**

- ECON 323: Health Economics (4)
- NURS 360: Nursing Research and Informatics
- NURS 420: Introduction to Leadership & Resource Management in Nursing (4)
- **Physiologic Functioning**
  - NURS 280: Human Pathological Processes (4)
  - NURS 330: Pharmacology & Therapeutic Modalities (4)
  - KINS 380: 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)
  - KINS 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 253.535.7723.

### **Entry-Level Master of Science in Nursing**

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 advised to attend a monthly information session. A seat in one of these sessions can be reserved by contacting the School of Nursing at 253.535.7672. See [Graduate and Post-Baccalaureate Programs section](#) of this catalog for further details.

### **School Nurse Certification**

Contact the School of Nursing, Office of Continuing Nursing Education (253.535.7683).

### **Workshops and Short Courses**

Contact the School of Nursing, Office of Continuing Nursing Education (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.

## **Nursing (NURS) - Undergraduate Courses**

### **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: FYEP190: Inquiry Seminar**

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. Includes a clinical practicum 50 hours. Prerequisites: BIOL 205, 206; CHEM 105, PSYC 101. Prerequisite or corequisites: BIOL 201, PSYC 320. (4) (2 credits didactic, 1 credit lab, 1 credit clinical)

### **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) (4 credits didactic)

### **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) (3 credits didactic, 1 credit lab)

### **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) (4 credits didactic)

### **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) (1 credit didactic, 1 credit lab)

### **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) (4 credits didactic)

### **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. Includes a clinical practicum of 84 hours. Prerequisites: prior or concurrent enrollment in NURS 320 and 330, achievement of Junior I status. (4) (2 credits didactic, 2 credits clinical)

### **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. Includes a clinical practicum of 84 hours. Prerequisites: prior or concurrent enrollment in NURS 330, achievement of Junior I status. (4) (2 credits didactic, 2 credits clinical)

## **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) (4 credits didactic)

## **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. Prerequisites for majors: NURS 270, achievement of Junior II status. (4) (4 credits didactic)

## **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. Includes a clinical practicum of 84 hours. Prerequisites: NURS 320, 330, 340, 350, achievement of Junior II status. (4) (2 credits didactic, 2 credits clinical)

## **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. Includes a clinical practicum of 84 hours. Prerequisites: NURS 320, 330, 340, 350, achievement of Junior II status. (4) (2 credits didactic, 2 credits clinical)

## **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. (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) (4 credits didactic)

## **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. Includes a clinical of 84 hours. Prerequisites: prior or concurrent enrollment in NURS 420, achievement of Senior I status. (5) (3 credits didactic, 2 credits clinical)

## **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. Includes a clinical practicum of 84 hours. Prerequisites: NURS 360, 370, and 380, achievement of Senior I status. (4) (2 credits didactic, 2 credits clinical)

## **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) (1 credit seminar)

## **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. Prerequisites for majors: NURS 260, Senior II status. (2) (2 credits didactic)

## **NURS 478: Elective Clinical Experience**

An exploration and application of nursing knowledge and roles in a selected clinical environment. Each credit requires a minimum of 42 hours of clinical. Pass/fail option. Open to students who have completed their junior-level nursing courses and have permission of the dean of the School of Nursing. (1 to 4) (1 to 4 clinical credits)

## **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) (1 credit didactic, 1 credit seminar)

## **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 499: Capstone: Nursing Synthesis - SR**

Synthesis of core knowledge, competencies, professional values, and leadership skills in nursing situations mentored by a professional nurse preceptor. Includes a clinical practicum 252 hours. Prerequisites: NURS 420, 430, 440, 441, prior or concurrent enrollment in NURS 460 and 480, and achievement of Senior II status. (6) (1 credit didactic, 5 credits clinical)

# Philosophy

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## General Education Program

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.

### Department Policy

For transfer students, at least 8 semester hours must be taken at PLU. Non-PLU courses must be approved by the department chair.

## Bachelor of Arts Degree

### Major in Philosophy

*Minimum of 32 semester hours, including:*

- PHIL 233, 499A, 499B
- One course from: PHIL 331, 333, 334
- One course from: PHIL 335, 336, 338
- Either POLS 325 or GLST 325 (but not both) may count as an elective credit toward the major.
- 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*

- Either POLS 325 or GLST 325 (but not both) may count as an elective credit toward the minor.

## Philosophy (PHIL) - Undergraduate 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: FYEP190: Inquiry Seminar**

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)

### **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 politics & government 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 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)

### **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 499A: Capstone: Advanced Seminar in Philosophy - SR**

Exploration in seminar format of an important philosophical topic, 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. (2)

### **PHIL 499B: Capstone: Advanced Seminar in Philosophy - SR**

Continuation of PHIL 499A with the focus on the student's individual research project, preparation, and presentation of paper. Prerequisite: PHIL 499A. May be repeated once for credit. (2)

# 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.

## Restrictions in Major and Minor

Restrictions for major in physics (B.A. degree), major in physics (B.S. degree), major in applied physics (B.S. degree), and the minor in physics: an average grade of C (2.00) is required for the three-course introductory sequence (Physics 153, 154, and 223) for them to be counted for a major or minor.

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## Bachelor of Arts Degree

### Major in Physics

*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; CSCI 144
- 

## Bachelor of Science Degree

### Major in Physics

*60 semester hours*

- PHYS 153, 154, 163, 164, 223, 331, 332, 333, 336, 354, 356, 401, 499A, 499B
  - CHEM 341 or PHYS 221 may be substituted for PHYS 333
  - CHEM 342 may be substituted for PHYS 401
  - **Required supporting courses:**
    - CHEM 115; MATH 151, 152, 253
-

## Typical B.S. Physics Major Program Schedule

- **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 Degree - Applied Physics Major

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
  - CSCI 131
  - **Plus: four courses, one of which must be upper division, selected from:**
    - CSCI 231, 302, 331, 345
    - MATH 331
    - PHYS 221, 240, 332, 333, 336, 401
    - CHEM 341 may be substituted for PHYS 333
    - CHEM 342 may be substituted for PHYS 401
  - **Required supporting courses:**
    - CHEM 115; CSCI 144; MATH 151, 152, 253
- 

## Typical Applied Physics Program Schedule

- **First Year:** PHYS 153, 163; CSCI 131; MATH 151, 152
  - **Sophomore Year:** PHYS 154, 164, 221, 354; MATH 253
  - **Junior Year:** PHYS 223, 333, 356; CHEM 115; CSCI 144
  - **Senior Year:** PHYS 240, 331, 334, 499A, 499B; CSCI 331
- 

## Physics (PHYS) - Undergraduate 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 or equivalent by math placement exam. (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. Prerequisites: MATH 128 or MATH 140 (or equivalent by placement exam) with a C- or higher. Prerequisite or corequisite: PHYS 135. (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. Prerequisite: PHYS 125 with a C- or higher. Prerequisite or corequisite: PHYS 136.(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) MATH 152 is strongly recommended. Prerequisite: MATH 151 with a C- or higher. Prerequisite or corequisite: PHYS 163. (4)

## **PHYS 154: General Physics II - NS, SM**

A calculus-level survey of the general fields of physics, including electricity and magnetism, and optics. Prerequisites: MATH 152 with a C- or higher, PHYS 153 with a C- or higher. Prerequisite or corequisite: PHYS 164. (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: FYEP190: Inquiry Seminar**

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 with a C- or higher (or permission of instructor), MATH 151, 152 with C- or higher. Prerequisite or corequisite: MATH 253. (4)

### **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 with a C- or higher and MATH 253 with a C- or higher. (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 with a C- or higher. (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 with a C- or higher, and MATH 253 with a C- or higher. (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 with a C- or higher. (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 with a C- or higher and MATH 253 with a C- or higher. (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 with a C- or higher and CHEM 115 with a C- or higher. (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 with a C- or higher and MATH 253 with a C- or higher. (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: MATH 253 with a C- or higher. Prerequisite or corequisite: PHYS 154 or permission of the instructor. (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 with a C- or higher. (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. Prerequisites: PHYS 223 with a C- or higher and 356 with a C- or higher, or permission of the instructor. (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 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 with a C- or higher; 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 with a C- or higher. (1)



# Politics & Government

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253.535.7595	<a href="http://www.plu.edu/political-science/">www.plu.edu/political-science/</a>	<a href="mailto:pols@plu.edu">pols@plu.edu</a>
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Prerequisites, when required, are listed in the individual course descriptions. Prior consultation with the instructor of any advanced course is invited. Students wishing to pursue a major or minor in politics & government are requested to declare the major or minor with the department chair as soon as possible. All politics & government courses must be completed with a grade of C- or better.

## Bachelor of Arts Degree

### Major in Politics & Government

32 semester hours

- **Required Courses**

16 semester hours

- POLS 151, a second 100 or 200 level POLS course, POLS 325 (may be taught as GLST 325), and POLS 499

- **Distributional Requirement**

8 semester hours

- **One course from Group A and Group B**

- **Group A: American Government and Public Policy**

- POLS 345, 346, 353, 354, 361, 368, 371, 372, 373

- **Group B: International Relations and Comparative Government**

- POLS 332, 347, 380, 381
- GLST 331, 357, 383, 384, 385, 431

- **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 332, 380, 384; GLST 331, 357, 383, 384, and 385.

- **Electives**

- Minimum of 8 semester hours selected from the politics & government curriculum or from GLST 210, 331, 357, 383, 384, 385, 431, or SCAN 322.

Majors should plan their course of study in consultation with their departmental advisor.

### Concurrent Attainment

No more than 8 semester hours taken to satisfy other major or minor requirements may also be applied to the politics & government major. No more than 4 such semester hours may also be applied to the politics & government 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.

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## Minor

Minimum of 20 semester hours, including POLS 151

Minor programs should be planned in consultation with the departmental chair or a designated adviser.

## **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, politics & government, 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):

### **• Politics & Government**

*Minimum of 8 semester hours if this group is selected*

- POLS 151: American Government
- POLS 354: State and Local Government

### **• Economics**

*Minimum of 8 semester hours if this group 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 group 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 Politics & Government and consult with the department's public affairs advisor.

### **• Minor in Conflict Resolution**

*20 semester hours, including*

POLS/GLST 331, POLS 332; COMA 340, 441, and 4 elective hours from POLS/GLST 210 or COMA 304 or another course selected in consultation with the minor's faculty coordinator.

## **Pre-Law Advising**

For information, see [Pre-Professional Programs section](#) of this catalog.

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## **Political Science (POLS) - Undergraduate 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 231: Current International Issues - SO**

A survey course in international relations with emphasis on current events. (4)

## **POLS 283: Racial and Ethnic Politics - A**

What is the role of racial and ethnic identities in American political life? This course examines racial and ethnic divisions in U.S. politics and society emphasizing that we cannot fully understand the country's politics without a deeper understanding of the causes, effects, and meanings of these divisions and the roles race and ethnicity play in our politics. (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)

## **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 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. May be cross-listed with GLST 325. (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 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 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)

### **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 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 450: Internship in Politics**

Internship in the political dimensions of non-governmental organizations. 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 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)

## **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

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Pre-Professional Studies includes the following career areas:

- Health Sciences
    - Dentistry, Medicine, and Veterinary Medicine
    - Medical Technology
    - Optometry
    - Pharmacy
    - Physical Therapy
  - Law
  - Military Science (Army ROTC)
  - Peace Corps Prep Certificate
  - Theological Studies
- 

## Health Sciences

[www.plu.edu/healthsciences/](http://www.plu.edu/healthsciences/)

The Health Sciences Committee in the Division of Natural Sciences 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.

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## 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.

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## Physical Therapy

Acceptance to schools of physical therapy has become increasingly competitive in recent years, and students interested in physical therapy are strongly encouraged to meet with a health science advisor as early as possible to determine prerequisites for specific schools. All physical therapy programs are doctoral programs. Therefore, potential applicants should plan on completing a baccalaureate degree in conjunction with satisfying admission requirements. The School of Physical Education offers a Bachelor of Science degree in physical education with a pre-physical therapy track.

The requirements for admission to schools of physical therapy vary. However the basic science and mathematics requirements are generally uniform and include:

- BIOL 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.

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## Law

<b>253.535.8257</b>	<b><a href="http://www.plu.edu/prelaw/">www.plu.edu/prelaw/</a></b>	<b>Advisor: Kaitlyn Sill</b>
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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.

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## Military Science (ARMY ROTC)

253.535.8200	<a href="http://www.plu.edu/rotc/">www.plu.edu/rotc/</a>	<a href="mailto:ROTC@plu.edu">ROTC@plu.edu</a>
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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 Department of Military Science 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)
  - PHIL 224: Military Ethics (4)
  - POLS 332: International Conflict Resolution (4)
  - POLS 401: Special Topics: Politics and War—Iraq (4)
- 

## **Military Science (MILS) - Undergraduate 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)

## Peace Corps Prep Certificate

253.535.7577	<a href="http://www.plu.edu/wangcenter">www.plu.edu/wangcenter</a>	<a href="mailto:wang.center@plu.edu">wang.center@plu.edu</a>
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Applications to enroll in this certificate program will be accepted beginning November 1.

The Peace Corps Prep Certificate has four program elements, derived from the U.S. Peace Corps' expectations for prospective volunteers:

1. Training through coursework and hands-on experience in one of six specific work sections—education, health, environment, agriculture, youth in development, and community economic development.
2. Foreign language skills with varying requirements depending on the region of the world in which the student chooses to serve.
3. Intercultural competence developed by coursework and, optionally, participation in an approved study-away program.
4. Professional and leadership development as demonstrated by resume preparation, interview skills training, and one example of a significant leadership experience effectively carried out and discussed in a thoughtful reflection.

The Peace Corps Prep Certificate program is open to all undergraduates and has two mid-semester application deadlines each year. Participation is not limited to those interested in applying to the Peace Corps. The program also provides preparation and, therefore, enhances applications for other post-graduate service opportunities, including but not limited to AmeriCorps and Lutheran Volunteer Corps.

### Requirements for completion of the Peace Corps Prep Certificate

Students must complete all requirements by the end of the term in which the degree is to be awarded.

## Work Sectors

12 semester hours in **one** of the following six work sectors

### A. Education

12 semester hours from **one** of the following areas

Biology  
Chemistry  
Computer Science  
Education  
English  
Geosciences  
Math  
Physics

### B. Health

12 semester hours from any of the following

Biology

- BIOL 111: Biology and the Modern World
- BIOL 201: Introductory Microbiology
- BIOL 205: Human Anatomy and Physiology I
- BIOL 206: Human Anatomy and Physiology II
- BIOL 225: Molecules, Cells, and Organisms
- BIOL 341: Developmental Biology
- BIOL 342: Microbiology
- BIOL 352: Comparative Anatomy
- BIOL 357: Histology
- BIOL 444: Neurobiology
- BIOL 448: Immunology
- BIOL 449: Virology
- BIOL 453: Mammalian Physiology

## Chemistry

- CHEM 105: Chemistry of Life
- CHEM 403: Biochemistry I
- CHEM 405: Biochemistry II

## Kinesiology

- KINS 277: Foundations of Kinesiology
- KINS 278: Injury Prevention and Therapeutic Care
- KINS 292: First Aid
- KINS 315: Body Image
- KINS 320: Nutrition, Health, and Performance
- KINS 324: Physical Activity and Lifespan
- KINS 362: Healing Arts of the Mind and Body
- KINS 366: Health Psychology
- KINS 384: Foundations of Health and Fitness Promotion
- KINS 395: Comprehensive School Health

## Nursing (any NURS courses)

### Additional Courses

- ANTH 380: Sickness, Madness, and Health
- HIST 326: A History of Medicine: Antiquity to European Renaissance
- SOCW 329: Compassionate Practice: Spirituality and Contemplation in the Helping Professions
- SOCW 325: Social Educational and Health Services in Tobago

## C. Environment

*12 semester hours from any of the following*

### Biology

- BIOL 116: Introductory Ecology
- BIOL 226: Genes, Evolution, Diversity, and Ecology
- Any course in the Ecology and Evolution track of the major

### Environmental Studies

- Any ENVT course
- ANTH 368: Edible Landscapes, The Foraging Spectrum
- BIOL 116: Introductory Ecology
- BIOL 366: Comparative Ecology of Latin America
- BIOL 367: Conservation Biology and Management
- BIOL 368: Ecology
- BIOL 369: Marine Biology
- BUSA 362: Sustainable Marketing
- CHEM 104: Environmental Chemistry
- ECON 111: Principles of Microeconomics: Global and Environmental
- ECON 311: Energy and Natural Resource Economics
- ECON 313: Environmental Literature
- ECON 315: Investigating Environmental & Economic Change in Europe
- ENGL 234: Environmental Literature
- GEOS 104: Conservation of Natural Resources
- GEOS 332: Geomorphology
- GEOS 334: Hydrogeology
- HIST 370: Environmental History of the U.S.
- PHIL 226: Environmental Ethics
- PHIL 327: Philosophy, Animals, and the Environment
- POLS 346: Environmental Politics and Policy
- RELI 239: Environment and Culture
- RELI 247: Christian Theology (*when topic is "Women, Nature, and the Sacred"*)
- RELI 365: Christian Moral Issues (*when topic is "Christian Ecological Ethics"*)
- RELI 393: Topics in Comparative Religions
- SCAN 363: Culture, Gender, and the Wild

### Geosciences

- GEOS 103: Earthquakes, Volcanoes, and Geologic Hazards
- GEOS 107: Global Climate Changes
- GEOS 201: Geologic Principles
- GEOS 340: Glacial Geology

#### **D. Agriculture**

*12 semester hours from any of the following*

- ANTH 368: Edible Landscapes, The Foraging Spectrum
- BIOL 116: Introductory Ecology
- BIOL 356: Economic and Cultural Botany
- BIOL 358: Plant Physiology
- BIOL 367: Conservation Biology and Management
- BIOL 368: Ecology
- BIOL 443: Plant Development and Genetic Engineering
- BIOL 462: Plant Diversity and Distribution
- ECON 111: Principles of Microeconomics: Global and Environmental
- ECON 311: Dynamic Modeling Natural Resources
- ENVT/GEOS 104: Conservation of Natural Resources

#### **E. Youth in Development**

*12 semester hours from any of the following*

##### Education

- Any course in Elementary Education or Secondary Education

##### Global Studies

- Any course in the Development and Social Justice Concentration

##### Kinesiology

- Any course in Health and Fitness Education Concentration

##### Women's and Gender Studies

- Any course that counts for the major

##### Additional Courses

- ENGL 235: Children's Literature
- ENGL 334: Special Topics in Children's Literature
- PSYC 101: Introduction to Psychology
- SOCI 101: Introduction to Sociology
- SOCI 226: Delinquency and Juvenile Justice
- SOCI 240: Social Problems
- SOCI 330: The Family
- SOCW 320: Child Welfare, A Global Perspective
- SOCW 375: Social Services in the Community
- SOCW 460: Social Work Practice II: Families and Groups

#### **F. Community Economic Development**

*12 semester hours from any of the following areas*

Business  
 Communication  
 Computer Science  
 Economics  
 Global Studies

- Any course in the Development and Social Justice Concentration

##### Studio Arts

- Any course in Graphic Design

##### Additional Courses

- PSYC 345: Community Psychology

## Additional Requirements

### Hands-on Experience

Completion of 50 semester hours of approved hands-on experience (internship, work experience, and/or volunteer project) in the same work sector as used to satisfy the Work Sector requirements, as certified by the program coordinator.

### Foreign Language

Four semester hours in a foreign language or equivalent demonstrated proficiency. Note: Students wanting to serve in Spanish-speaking countries in Latin America must apply to the Peace Corps with strong intermediate proficiency (at least HISP 202 or equivalent). Students wanting to serve in French-speaking African countries should be proficient in French (FREN 201 or equivalent) or in some cases in another Romance language.

### Intercultural Competence

Twelve semester hours in intercultural Competence, as follows:

- 4 semester hours from:
  - ANTH 102: Human Cultural Diversity
  - COMA 304: Intercultural Communication
  - ECON 333: Economic Development: Comparative Third-World Strategies
  - ENGL 233: Post-Colonial Literature
  - GLST 210: Global Perspectives
  - HIST 215: Modern World History
  - RELI 246: Religion and Diversity
- 8 other semester hours that fulfill the Cross-Cultural (C) element of the General Education Program. Approved, semester-long study away programs may be substituted for some or all of these hours.

### Professional Resume

Completion of a professional resume review with the Career Connections office, as certified by the program coordinator.

### Interview Skills

Completion of a class or workshop on interview skills with the Career Connections office, as certified by the program coordinator.

### Leadership Experience

Creation and completion of an approved, significant leadership experience, as certified by the program coordinator.

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## Theological Studies

Students intending to attend seminary should complete the requirements for the Bachelor of Arts degree. Besides the general degree requirements, the Association of Theological Schools recommends the following:

- **English:** literature, composition, speech, and related studies; at least six semester-long courses.
- **History:** ancient, modern European, and American; at least three semester-long courses.
- **Philosophy:** orientation in history, content, and methods; at least three semester-long courses.
- **Natural Sciences:** preferably physics, chemistry, and biology; at least two semester-long courses.
- **Social Sciences:** psychology, sociology, economics, political science, and education. At least six semesters, including at least one semester of psychology.
- **Foreign Languages - one or more of the following:** Latin, Greek, Hebrew, German, French. Students who anticipate 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 chair of the Department of Religion for further information.

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# Psychology

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## Bachelor of Arts Degree

### Major in Psychology

42 semester hours, including:

- PSYC 101, 242, 499
  - One of PSYC 310, 320, or 330
  - Two of PSYC 440, 442, 448, or 481
  - 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 are required.
- 

## Bachelor of Science Degree

### Major in Psychology

62 semester hours, including:

- PSYC 101, 242, 481, 499
  - One of PSYC 310, 320, 330
  - One of PSYC 440, 442, or 448
  - 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.
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## Minor

20 semester hours, including:

- 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.

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## Department Policies

- Courses that do not count toward the majors or minor: PSYC 110, 111, 113, and 213
- 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.
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## **Psychology (PSYC) - Undergraduate 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 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: Industrial/Organizational Psychology**

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, organizational attitudes and behavior, leadership, 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 410: Psychological Testing**

Survey of standardized tests; methods of development, standardization, limitations and interpretations of tests. Prerequisites: PSYC 101, STAT 232, or consent of instructor. (4)

## **PSYC 415: Abnormal Psychology**

Models of psychopathology. Diagnosis and treatment of abnormal behaviors. 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: STAT 232. (4)

## **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: STAT 232. (4)

## **PSYC 448: Cognitive Psychology**

The study of human thought. Topics include attention, perception, memory, knowledge and concept formation, language, problem-solving, and reasoning. Prerequisites: STAT 232. (4)

## **PSYC 481: Research Seminar**

An advanced course providing students the opportunity to design and conduct ongoing research and review current research in a psychology subdiscipline. May be repeated for credit. Prerequisite: PSYC 242 and consent of instructor. (4)

## **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)

## **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 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

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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
  - PPAP 301: The Book in Society
  - PPAP 302: Publishing Procedures
  - PPAP 321: 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
  - PPAP 322 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.

## Publishing and Printing Arts (PPAP)

### PPAP 301: The Book in Society

A critical study of the history of book culture and the role of books in modern society. (4)

### PPAP 302: Publishing Procedures

A workshop introduction to the world of book publishing, involving students in decisions about what to publish and how to

produce it. (4)

### **PPAP 321: The Art of the Book I - AR**

This studio course explores the history, aesthetics, and creative dimensions of book design and typography. Requires permission from the Printing and Publishing director in the Department of English and instructor. (4)

### **PPAP 322: The Art of the Book II - AR**

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

# Religion

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253.535.7232	<a href="http://www.plu.edu/religion/">www.plu.edu/religion/</a>	<a href="mailto:reli@plu.edu">reli@plu.edu</a>
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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 Degree

### Major in Religion

*32 semester hours*

- RELI 498: Research in Religion (offered only in Fall semester; must be taken prior to RELI 499)
  - Prerequisite: successful completion of two RELI courses (C- or higher), one of which must be an upper-division course
- RELI 499: Capstone Research Seminar (offered only in Spring semester)
- 8 semester hours RELI coursework from Line One: Christian Traditions (RC)
- 8 semester hours RELI coursework from Line Two: Global Religious Traditions (RG)
- **In addition:**
  - 8 semester hours RELI coursework from either Line RC or RG
  - At least 12 semester hours must be upper-division, not including RELI 498 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 Traditions (RC)
- 8 semester hours RELI coursework from Line Two: Global Religious Traditions (RG)
- Minimum of 4 semester hours must be taken at the upper-division level (either RC or 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 Education](#).

## **Religion (RELI) - Undergraduate 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)

### **RELI 190: FYEP190: Inquiry Seminar**

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 non-western perspectives and issues in eco-justice. Critical evaluations of literature, arts, ethics, conceptual frameworks, history, and spirituality. Cross-listed with ENVT 239. (4)

### **RELI 246: 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 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 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)

### **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 RC or RG as appropriate. RELI 347 for cross-cultural GenEd and RELI 357 for alternative perspective GenEd. 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 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 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 491: Independent Study**

For religion majors only and consent of the department is required. (1 to 4)

## **RELI 498: Research in Religion**

First half of the religion capstone sequence (followed by RELI 499). Intended for and required of majors. Introduces students 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. Does not fulfill the Religion GenEd requirement, and does not count toward the minor. Prerequisite: successful completion of two (2) RELI courses (C- or higher), one of which must be an upper-division course. (4)

## **RELI 499: Capstone: Research Seminar - SR**

Second half of the religion capstone sequence. Intended for and required of majors. Discussion of common readings and a major research and writing project with public presentation around the student's area of interest. Does not fulfill the Religion GenEd requirement, and does not count toward the minor. Prerequisite: RELI 498. (4)

# Scandinavian Area Studies

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253.535.8227	<a href="http://www.plu.edu/scan/">www.plu.edu/scan/</a>	<a href="mailto:scan@plu.edu">scan@plu.edu</a>
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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. PLU maintains a gateway program in Norway with study sites in Telemark and Oslo that offer ideal opportunities for this.

## **Students majoring in Scandinavian Area Studies are expected to complete or demonstrate the equivalent of:**

- Three semesters of instruction in a Nordic language (12 semester hours)
- Introduction to Scandinavian 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 Degree**

### **Major in Scandinavian Area Studies**

*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 eight 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, "Peace and Conflict Studies," which takes place each Fall Semester at Bjorknes 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.

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: Scandinavian Cultures and Societies (4)

### **Culture, Religion, History, Politics, Economics**

*8 semester hours, selected from:*

- NORW 331: Language and Identity: Norwegian in a Nordic Context (4)
- GLST 384: Scandinavian Government and Politics (4)
- SCAN/HIST 227: The Vikings (4)
- SCAN 286: Sámi Culture in Global Indigenous Contexts (4)
- SCAN 321: Topics in Scandinavian Culture and Society (4)
- SCAN 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 363: Culture, Gender and the Wild (4)
- SCAN 422: Diversity and Difference in Nordic Literatures (4)
- **Sometimes applicable to this category; consult with program chair to determine applicability:**
  - ENGL 334: Special Topics in Children's Literature (4)

### **Elective**

*4 semester hours*

- Any SCAN or other interdisciplinary course listed above not used to fulfill areas 1 through 4 above.

### **Capstone**

*4 semester hours*

- SCAN 499: Capstone: Senior Project (4)

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## **Minor**

*24 semester hours, including:*

- 12 semester hours in Nordic Language
- 4 semester hours in Introduction to Scandinavian Area Studies
- 8 semester hours electives

### **Language**

*12 semester hours*

Students must complete three 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: Scandinavian Cultures and Societies (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 GLST 384.)

No more than one 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 eight 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.

## **Scandinavian Area Studies (SCAN) - Undergraduate Courses**

### **SCAN 150: Scandinavian Cultures and Societies - C**

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: FYEP190: Inquiry Seminar**

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 286: Sámi Culture in Global Indigenous Contexts - A or C**

Through a variety of media students will be introduced to the Indigenous Sámi of northern Scandinavia and Russia, and will

develop an understanding of Sámi culture, history, and worldviews, as well as of contemporary issues concerning the Sámi and other Indigenous peoples, including peoples in the United States. 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. (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. Course may be repeated for credit for different topic areas. When topic is "Scandinavian Migrant Literatures" receives Alternative Perspective (A) GenEd. (4)

### **SCAN 363: Culture, Gender and the Wild - C, LT**

Students will study how understandings of nature and the wild are constructed in literature using the hierarchic languages of gender, race, and culture. A comparative approach will examine Nordic texts in larger global contexts. All readings in English (except for Norwegian majors). (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: Diversity and Difference in Nordic Literatures - C, LT**

This course investigates the ways that diversity and difference are suppressed, managed, expressed, and celebrated across contemporary and recent Nordic literatures. Students will also develop skills in research and theoretically informed analysis. 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)

### **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

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<b>253.535.7669</b>	<b><a href="http://www.plu.edu/social-sciences/">www.plu.edu/social-sciences/</a></b>
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Course offerings and degree requirements are listed under:

- [Anthropology](#)
- [Economics](#)
- [History](#)
- [Marriage and Family Therapy](#)
- [Politics and Government](#)
- [Psychology](#)
- [Sociology](#)
- [Social Work](#)

See also sections specific to affiliated degrees and programs for:

- [Chinese Studies](#)
- [Environmental Studies](#)
- [Global Studies](#)
- [Women's and Gender Studies](#)

# Sociology

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253.535.7595	<a href="http://www.plu.edu/sociology/">www.plu.edu/sociology/</a>	<a href="mailto:soci@plu.edu">soci@plu.edu</a>
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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 graduate 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, such as 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.

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## Bachelor of Arts Degree

### Major in Sociology

*40 semester hours, including:*

- SOCI 101, 232, 330 or 336, 496, 499
  - STAT 233
  - 4 semester hours of any 200-level SOCI course
  - 4 semester hours of any 400-level SOCI course
  - **Plus:** 8 semester hours of SOCI electives
- 

### 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
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### 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.

### 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.

### Prerequisites

SOCI 101 or consent of instructor is prerequisite to all 300- and 400-level 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.

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## **Sociology (SOCI) - Undergraduate**

### **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: FYEP190: Inquiry Seminar**

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 210: Gender and Society - A, SO**

An examination of gender as a social construction and a system of stratification. Focus is on the structural aspects of gender and upon the intersection of gender with other social categories, such as race, class, and sexuality.

### **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 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 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. Prerequisite: 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 378: Consumption**

An examination of the relationship between goods, individuals, and society. The course deconstructs the social bases of consumption to better understand the role consumption plays in shaping our identities and maintaining social distinctions. The course also addresses the relationship between consumption and social problems like consumer debt, inequality, and sustainability. Prerequisite: SOCI 101 or consent of instructor. (4)

## **SOCI 384: Criminal Justice**

An examination of the American Criminal Justice System. This course will address law enforcement, the court system and correctional system, along with attention to race, class, and gender inequalities. Prerequisite: SOCI 101 or consent of instructor. (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 410: Social Stratification A, SO**

An examination of the cultural and structural causes of social stratification and its consequence, social inequality. The course focuses on stratification and inequality on the basis of race, class, and gender, exploring what social forces shape individuals' differentiated access to society's valued resources. 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, one additional sociology course, and junior or senior standing; or consent of instructor. (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 494: 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. Prerequisites: SOCI 101 or WMGS 201 or consent of instructor. Recommended: junior or senior standing. (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. Prerequisite: 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

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253.535.7595	<a href="http://www.plu.edu/social-work/">www.plu.edu/social-work/</a>	<a href="mailto:socw@plu.edu">socw@plu.edu</a>
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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 cultural factors. To that end, the program stresses an understanding of social science theories and methods. The curriculum provides a foundation for understanding the interaction of individual, family, and community systems, as the basis for generalist practice. Students learn a multi-method approach to social work practice that enables them to address a wide range of individuals, families, groups, community and organizational 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 website.

## 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 Degree

### Major in Social Work

*52 semester hours, 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

Social Work majors are required to have the following prerequisites prior to entry to the program: ANTH 102 or 334, BIOL 111, PSYC 101.

## Minor

### Minor

*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, or STAT 233 (Sociology)
- 2 semester hours of SOCW 375

## Social Work (SOCW) - Undergraduate

### 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: FYEP190: Inquiry Seminar

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 329: Compassionate Practice: Spirituality and Contemplation in the Helping Professions**

An introduction to spirituality and contemplation designed for students who anticipate their career in the helping professions including, but not limited to, social work, psychology, nursing, sociology, and education. Students will have an opportunity to explore and develop their own spiritualities and also learn to incorporate spirituality and contemplation in their professional client assessment, and personal, professional development. (4)

## **SOCW 345: Gerontology**

Explore the reality of growing order in America and around the world. Learn about adult development, needs and services for older adults, and advocacy with them. Consider providers of services to elderly adults. Ponder how society cares for older people. Calculate the fate of Social Security as baby boomers age. Explore gerontology as a field of social work practice. Service Learning is a vital component. (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)

## **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

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<b>253.535.7699 (Economics, Psychology, and Sociology)</b>
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<b>253.535.7400 (Mathematics)</b>
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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:*

- CSCI 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 Department of Mathematics.)

## Statistics (STAT) - Undergraduate Courses

### STAT 145: Statistics for Biologists MR, NS

An introduction to statistics with a focus on topics and data relevant to biologists. Descriptive statistics and data representations, correlation and regression, experimental design, basic probability, binomial and normal distributions, confidence intervals, hypothesis testing, chi-squared test, ANOVA. Cross-listed with MATH 145. Prerequisite: MATH 140 or proficiency through MATH 140 as determined by the math placement exam. (4)

### 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 and Social Work 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 and social work 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 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

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253.535.7140	<a href="http://www.plu.edu/womens-studies/">www.plu.edu/womens-studies/</a>	<a href="mailto:wmgs@plu.edu">wmgs@plu.edu</a>
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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 multidisciplinary and interdisciplinary. Conferral of a baccalaureate degree with a major in women's and gender studies requires completion of a complementary major or minor from any department or program in the University.

PLU hosts a chapter of Iota Iota Iota (Triota) Women's and Gender Studies Honor Society. Eligible students meet the following criteria: (1) completion of at least 60 semester hours, (2) a minimum 3.5 cumulative GPA at the time of initiation, and (3) a demonstrated academic interest in Women's and Gender Studies, as evidenced by being a declared major or declared minor or having completed at least three courses that meet WMGS major and minor requirements (including courses offered by WMGS and courses offered by other programs that have been approved as WMGS electives).

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## Bachelor of Arts Degree

### Major in Women's and Gender Studies

*36 semester hours, including:*

- WMGS 201 (4 semester hours, offered every semester)
- WMGS 301: Feminist and Gender Theories (4 semester hours, offered every Fall Semester)
- WMGS 499: Women's and Gender Studies Senior Capstone (4 semester hours, offered every Spring Semester)
- 24 additional semester hours
  - must be selected from list of WMGS-approved courses (see list below);
  - must be selected from at least four disciplines,
  - must be selected from at least two different divisions or schools;
  - only one course may be at the 100-level; and
  - at least four of these courses must be at 300 or 400-level.
  - Courses that are not on the approved list, from any discipline, for which at least 60% of the assignments center on women, feminism, gender, and/or sexuality may also count for the WMGS major. This allows the integration of women's and gender studies perspectives into courses that are not explicitly or entirely structured around those perspectives. Students should consult the women's and gender studies chair about this option before the course begins (when possible) and provide syllabi and assignments to the Women's and Gender Studies Executive Committee for approval upon completion of the course.

### Minor

*20 semester hours, including:*

- WMGS 201 (4 semester hours, offered every semester)
- 16 additional semester hours
  - must be selected from WMGS courses or from list of WMGS-approved courses;
  - must be selected from at least two disciplines;
  - must be selected from at least two different divisions or schools;
  - only one course may be at the 100 level, and at least two courses must be at the 300- or 400-level.
  - WMGS 301: Feminist and Gender Theories strongly recommended
  - Courses that are not on the approved list, from any discipline, for which at least 60% of the assignments center on women, feminism, gender, and/or sexuality may also count for the WMGS minor. This allows the integration of Women's and Gender



Studies perspectives into courses that are not explicitly or entirely structured around those perspectives. Students should consult the WMGS chair about this option before the course begins (when possible) and provide syllabi and assignments to the WMGS Executive Committee for approval upon completion of the course.

## WMGS Approved Courses

### • Division of Humanities

- CLAS 341: Special Topics: Women and Gender in the Ancient World
- ENGL 213: Topics in Literature (Themes and Authors): Five Feminist Classics
- ENGL 213: Topics in Literature (Themes and Authors): Masculinity and Violence
- ENGL 217: Topics in Literature (Emphasis on Alternative Perspectives): Gay and Lesbian Literature
- ENGL 217: Topics in Literature (Emphasis on Alternative Perspectives): Poetry by Women
- ENGL 232: Women's Literature
- ENGL 251: Traditions in British Literature: Marriage Plots: Tying the Knot or not from Shakespeare to Austen
- ENGL 300: English Studies Seminar: Gendered Literacies
- ENGL 341: Feminist Approaches to Literature
- HISP 433: Special Topics: Female-Authored Memory and Fiction in the Southern Cone
- PHIL 220: Women and Philosophy
- PHIL 239: Philosophy of Love and Sex
- RELI 226: Christian Ethics: Gender, Ethics, and Christianity
- RELI 330: Old Testament Studies: Sex and the Bible
- RELI 351: Church History Studies: Religion and Gender in American History
- RELI 361: Church History Studies: Women Reformers
- RELI 364: Theological Studies: Women and Evil
- RELI 368: Feminist and Womanist Theologies
- RELI 390: Topics in Comparative Religions: Women in the Ancient World
- SCAN 321: Topics in Scandinavian Culture and Society: Gender and Equality in Scandinavia
- SCAN 363: Culture, Gender and the Wild

### • Division of Social Sciences

- ANTH 350: Women and Men in World Cultures
- ANTH 352: Anthropology and Age
- ANTH 387: Special Topics: Veils, Saris, and Sweatpants: Clothing and Culture
- HIST 359: History of Women in the U.S.
- POLS 287: Special Topics: Marriage Equality and the Supreme Court
- PSYC 370: Gender and Sexuality
- PSYC 375: Psychology of Women
- SOCI 394: Gender and Violence
- SOCI 440: Gender and Society

### • School of Arts and Communication

- ARTD 490: Gender and Art
- COMA 303: Gender and Communication

### • School of Education and Kinesiology

- KINS 315: Body Image

## Women's and Gender Studies (WMGS) - Undergraduate Courses

### WMGS 190: FYEP190: Inquiry Seminar

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 gender and sexuality. Themes include the social construction of gender, intersectionality, power and privilege, and feminist praxis. 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 301: Feminist and Gender Theories**

This course for majors and minors explores feminist and gender theories from global and diverse perspectives. Activities and assignments enable students to develop interdisciplinary research and practice within social justice frameworks. Prerequisites: WMGS 201, major/minor status, or permission of instructor. (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**

During their culminating seminar, Women's and Gender Studies majors will develop an academic project that applies feminist theories and methodologies to their experiences in a community-based practicum. Prerequisites: WMGS 301 and at least 16 hours of WMGS coursework. (4)

# Writing

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<b>253.535.8709</b>	<b><a href="http://www.plu.edu/writingcenter/">www.plu.edu/writingcenter/</a></b>	<b><a href="mailto:callista.brown@plu.edu">callista.brown@plu.edu</a></b>
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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.

## **Writing (WRIT) - Undergraduate Courses**

### **WRIT 101: FYEP 101:Writing Seminar - 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)

# Graduate Admission

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<b>253.535.7151 or 800.274.6758</b>	<b><a href="http://www.plu.edu/graduate/">www.plu.edu/graduate/</a></b>	<b><a href="mailto:gradadmission@plu.edu">gradadmission@plu.edu</a></b>
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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 provost of graduate studies and continuing education. The communication of the admission decision is made by the graduate admission office. 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 university at the start of the PLU graduate program. Applicants for the M.F.A. in creative writing may hold a bachelor's degree or equivalent qualifications. 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. Provisionally-admitted students must complete eight 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 website at [www.plu.edu/graduate/](http://www.plu.edu/graduate/).

# Application Requirements (Graduate)

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## Program Specific Application Requirements

The non-refundable application fee for all Graduate School programs is \$55.

- **Master of Business Administration** Standard Application
  - Online application
  - Application fee
  - Official transcripts from all colleges and universities attended
  - Two letters of recommendation
  - GRE or GMAT scores (*can be waived, contact program director*)
  - Résumé
  - Statement of professional goals and quantitative skills.

Fast Track Application (for current PLU students and Alumni who graduated within the last five years): Fast Track application and maintenance of Fast Track requirements as outlined by the School of Business, contact the program director.

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- **Master of Science in Accounting** Standard Application
  - Online application
  - Application fee
  - Official transcripts from all colleges and universities attended
  - Two letters of recommendation
  - GRE or GMAT scores (*can be waived, contact program director*)
  - Résumé
  - Statement of professional goals and quantitative skills

Fast Track Application (for current PLU students and Alumni who graduated within the last five years): Fast Track application and maintenance of Fast Track requirements as outlined by the School of Business, contact the program director.

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- **Master of Science in Finance** Standard Application
  - Online application
  - Application fee
  - Official transcripts from all colleges and universities attended
  - Two letters of recommendation
  - GRE or GMAT scores (*can be waived, contact program director*)
  - Résumé
  - Statement of professional goals and quantitative skills.

Fast Track Application (for current PLU students and Alumni who graduated within the last five years): Fast Track application and maintenance of Fast Track requirements as outlined by the School of Business, contact the program director.

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- **Master of Science in Marketing Research** Standard Application
  - Online application
  - Application fee
  - Official transcripts from all colleges and universities attended
  - Two letters of recommendation
  - GRE or GMAT scores (*can be waived, contact program director*)
  - Résumé
  - Statement of professional goals and quantitative skills

Fast Track Application (for current PLU students and Alumni who graduated within the last five years): Fast Track application and maintenance of Fast Track requirements as outlined by the School of Business, contact the program director.

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- **Master of Education Residency Certification and M.A.E. Alternative Routes**

- Online application
  - Application fee
  - Official transcripts from all colleges and universities attended
  - Two letters of recommendation, one of which speaks to the applicant's work with youth
  - Résumé
  - Application essay
  - Passing scores on the WEST-B or equivalent
  - Interview, if invited
- 

- **Administrator Certification only**

- Online application
  - Application fee
  - Official transcripts from all colleges and universities attended
  - Two letters of recommendation
  - Résumé
  - Application essay
  - Interview, if invited
- 

- **Master of Fine Arts - Low Residency Creative Writing**

- Online application
  - Application fee
  - Two letters of recommendation
  - Application statement
  - A creative portfolio and literary critique
  - **Note:** Official transcript(s) of the highest previous degree earned do not need to be sent with the application. Transcripts will be requested of a student upon notification of pending acceptance.
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- **Master of Arts in Marriage and Family Therapy**

- Online application
  - Application fee
  - Official transcripts from all colleges and universities attended
  - Two letters of recommendation
  - Résumé
  - Application essay
  - Interview, if invited
- 

- **Master of Science in Nursing and Doctor of Nursing Practice**

- Online application
- Application fee
- Official transcripts from all colleges and universities attended
- Two letters of recommendation
- Résumé
- Application essay
- GRE (*EL-M.S.N. applicants only, not required for D.N.P. or B.S.N.-M.S.N. applicants*)

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 coursework for one year after the semester for which they were admitted must reapply.

# Accepting the Offer of Admission (Graduate)

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All graduate and certificate students must do the following to officially accept the offer of admission.

## **Make the Advanced Tuition Payment**

A non-refundable \$300 advanced tuition payment is required for all graduate students. This payment is the student's acknowledgment of acceptance and is credited to the student's account to be applied toward tuition for the first term of enrollment.

## **Submit Required Acceptance Forms**

Submit online confirmation of acceptance of admission, which includes acknowledgment of all policies, advisements, and conditions of acceptance. Additional acceptance and acknowledgment forms may be required by individual programs.



# International Student Application Requirements and Admission (Graduate)

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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

If applicants wish to send official transcripts directly to PLU Graduate Admission, please do the following:

1. Mail official transcripts from each college or university attended by the applicant. Contact the graduate admission office for the specific requirements for each country.
2. If applicable, include certified English translations.
3. PLU reserves the right to request further evaluation by an outside credential evaluation agency, if necessary.

If applicants wish to submit their official transcripts through an Evaluation Agency (specifically, World Education Services [WES] or Foundation for International Services [FIS]), please do the following:

1. Go to either [www.wes.org/](http://www.wes.org/) or [www.fis-web.com](http://www.fis-web.com); and follow the instructions for requesting a credential evaluation.
2. Request the evaluation agency to send their transcript evaluation, copies of the official transcripts, and English translations (if applicable) directly to PLU Graduate Admission.

## 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 Accounting:** 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 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 Marketing Research:** 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.

#### • 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

- **Doctor in Nurse Practice:** 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 or minimum IELTS (academic version) band score of 6.5, with a minimum individual band scores of 8 speaking, 5.5 writing, 6.5 reading, and 6.5 listening. The proof of English proficiency requirement is waived for applicants who hold current unrestricted United States Registered Nurse licensure.
- **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 or minimum IELTS (academic version) band score of 6.5, with a minimum individual band scores of 8 speaking, 5.5 writing, 6.5 reading, and 6.5 listening. The proof of English proficiency 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 the student has been admitted and paid the non-refundable \$300.00 advanced tuition payment and has returned 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 are 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 proof of financial support. 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).

# Graduate and Post-Baccalaureate Policies and Programs

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Pacific Lutheran University offers graduate and post-baccalaureate certificate programs in advanced professional education within a context of the liberal arts tradition. Graduate degree programs in accounting, business, finance, marketing research, 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.) can be completed full- or part-time in as little as nine months. The M.B.A. is available to students from any academic background and includes a required 10-day faculty led international experience. Students may also choose to earn an emphasis with their degree in Technology and Innovation Management, Healthcare Management or Entrepreneurship and Closely-Held Business. The M.B.A. is accredited by AACSB International—The Association to Advance Collegiate Schools of Business.

The Master of Science in Accounting (M.S.A.) can be completed full- or part-time in as little as nine months. It offers concentrations in taxation and accounting analytics. The M.S.A. is accredited by AACSB International—The Association to Advance Collegiate Schools of Business. Note: *Note: The Master of Science in Accounting program will begin in Fall 2017. Application are currently being accepted.*

The Master of Science in Finance (M.S.F.) can be completed full- or part-time in as little as ten months. It has been designated as a C.F.A. University Recognized Program by the Society of Chartered Financial Analysts. The M.S.F. is accredited by AACSB International—The Association to Advance Collegiate Schools of Business.

The Master of Science in Marketing Research (M.S.M.R.) can be completed full- or part-time in as little as ten months. It has been developed to provide students with in-demand and relevant business skills in marketing research. The M.S.M.R. is accredited by AACSB International—The Association to Advance Collegiate Schools of Business.

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### • Creative Writing

The Master of Fine Arts (M.F.A.) is a 36-month low-residency program in the fields of poetry, fiction and creative nonfiction intended for those wishing to develop and pursue careers as writers. M.F.A. students are on campus for a ten-day residency each summer, and work from home with a faculty mentor for the rest of the academic year. As part of Pacific Lutheran University, the M.F.A. program is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

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### • Education

The Master of Arts in Education with Teacher Certification can be completed in 12 months. Students complete a year-long internship in a local school and take classes in the late afternoons and evenings and a few Saturdays. An Alternative Routes Teacher Certification program can be completed in nine to ten months. It is designed for non-certificated paras and teachers working in schools in subject areas with known shortages. Most classes are on Saturdays and online. A second year of coursework is required to earn a master's degree in education.

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### • Marriage and Family Therapy

The Master of Arts (M.A.) in Marriage and Family Therapy (MFT) is a 24- to 28-month program that trains students to practice therapy from a systemically oriented, contextually competent worldview. The MFT program trains students to address a wide range of clinical concerns impacting individuals, couples, and families. Classes in the first year are typically twice a week, 3:00 to 6:30 p.m., with increasing time commitments in the second year. The M.A. MFT program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy.

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## • Nursing

The Doctor of Nursing Practice (D.N.P.) is a 36-month program designed for nurses seeking a terminal degree at the highest level of nursing practice. The sequence of study recognizes the academic and professional success of the baccalaureate degree as the groundwork for graduate study. The Doctor of Nursing Practice degree prepares graduates in the advanced practice specialty area of Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner. PLU offers post-master's options for master's-prepared nurses who wish to complete the Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner specialty and for advanced practice nurses who wish to complete the D.N.P. The D.N.P. program has received initial approval by the Washington State Nursing Care Quality Assurance Commission and by the Commission on Collegiate Nursing Education (CCNE).

The Master of Science in Nursing (M.S.N.) offers multiple pathways to entry. The Entry Level Master of Science in Nursing is a 27-month program designed for those with a non-nursing bachelor's degree. Classes are typically full-time, during the 15-month pre-licensure portion, and Thursday evenings and all day Fridays during the 12-month post-licensure portion of the program. The R.N./B Master of Science in Nursing is a 12- to 15-month program designed for registered nurses (R.N.) who hold a non-nursing bachelor's degree. Classes are typically Thursday evenings, and all day Fridays. The Master of Science in Nursing Care and Outcomes Manager is a 12-month program for registered nurses (R.N.) holding a Bachelor of Science in Nursing (B.S.N.) who wish to further their education. Classes are typically Thursday evenings and all day Fridays. The M.S.N./M.B.A. is a 36-month dual-degree program for registered nurses (R.N.) holding a Bachelor of Science in Nursing (B.S.N.). Classes are typically weekday evenings and full day Fridays. The PLU M.S.N. program is accredited by the Commission of Collegiate Nursing Education (CCNE) and Washington State Nursing Care Quality Assurance Commission.

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## • Certificate Programs

- Certificate Programs Offered in Business
  - Certificate in Technology and Innovation Management
  - Certificate in Health Care Management
  - Certificate in Entrepreneurship and Closely-Held Enterprises
  - Certificate in Supply Chain Management
  - Post-Baccalaureate Certificate in Accounting
- Coursework Leading to Certification in Education
  - Post-Master's Certificate in Principal and Program Administration

# Policies and Standards (Graduate)

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## Classification of Students

Students may be granted regular or provisional admission to graduate programs, which may come with conditions. Some students may be granted admission with conditions. Students are also classified as full-time 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 eight 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 requirements 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 dean or his/her designee (e.g., program director).

## Enrollment Status

- **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 eight 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 dean or his/her designee (e.g., program director), and approved by the associate provost for graduate studies and continuing education after the student has been admitted to a degree program. No such credit can be counted that carries a grade lower than B-.
- **Conditional Status Removed:** Once all conditions of admission are met, the conditional status is removed.

## Advising

Upon admission each student will be assigned an advisor within the academic unit for which they have been admitted. Students are required 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.

## Hours Required for the Doctor of Nursing Degree

A minimum of 79 semester hours are required for the Family Nurse Practitioner concentration, and a minimum of 90 semester hours are required for the Psychiatric Mental Health Nurse Practitioner concentration. Post-master's students may apply previous graduate level nursing coursework toward the requirement, based on approval of the courses by the dean or his/her designee (e.g., program director).

Graduate work from another institution may be accepted for transfer upon petition by the student and approval by the dean or his/her designee (e.g., 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, a master's student must complete at least 24 semester hours of the degree program at Pacific Lutheran University.

Transfer of credit for the Doctor of Nursing Practice is determined by a gap analysis conducted by the dean or his/her designee (e.g., program director), with a minimum of 30 semester hours of the degree program completed at Pacific Lutheran University.

## **Residency Requirement**

All candidates for the master's degree must complete 24 semester hours of PLU courses. A Doctor of Nursing Practice student must complete at least 30 semester hours at Pacific Lutheran University.

## **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, and thesis, if applicable. The seven-year limit begins with beginning date of the first course applicable to the graduate degree.

All requirements for the Doctor of Nursing Practice degree must be completed within seven years from date of matriculation. Post-master's Doctor of Nursing Practice may transfer credit from another institution older than seven years upon the approval of the dean or his/her designee (e.g., program director).

A student who leaves the program and wants to apply for re-entry should contact their respective graduate program director for policy and procedure.

## **Courses Acceptable for Graduate Credit**

All 500- and 600- 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 and the School of Nursing do not accept continuing education coursework. All courses accepted for any master's degree are subject to the approval of the dean or his/her designee (e.g., program director) and the associate provost for graduate studies and continuing education.

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 provost for graduate studies and continuing education 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 dean or his/her designee (e.g., program director) 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 or Doctor of Nursing Practice degree is a grade point average of 3.00 in all graduate work. In addition, graduate-level credit will not be given for any class in which the grade earned is lower than a C (2.00). Some programs may require earned grades to be higher than a C (see individual program section or program handbook).

## Academic Probation and Dismissal

A student pursuing the master's degree or Doctor of Nursing Practice degree who fails to maintain a cumulative grade point average of 3.00 will be placed on academic probation. If in a subsequent term the student earns a cumulative grade point average of at least 3.00, academic probation status will be removed. 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 or Doctor of Nursing Practice degree with less than a 3.00 cumulative grade point average in all graduate-level work.

## Appeal Process

A student who wants to appeal probation or dismissal decisions should contact their respective graduate program director for policy and procedure.

## 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, staff, 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/](http://www.plu.edu/student-handbook/). Some graduate programs provide program-specific information and processes regarding academic integrity in their program handbooks. Students may be subject to dismissal from a graduate program for violating program-specific professional and academic standards.

## Class Attendance and Participation

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 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 Office of the Registrar in order to drop the student.

## Grading System

Students are graded according to the following designations:

Grade	Points Per Hour
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67

E	0.00
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In most programs, a C (2.00) or better is adequate to meet program requirements. Some programs require minimum grades to be higher than a C (2.00). See individual program sections of the catalog and program handbooks for this requirement. 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	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 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 Office of 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 dean or his/her designee (program director). 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 Office of 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 timely completion of the degree. See section on Medical Withdrawal Policy.

## No Grade (NG)

A temporary grade entered by the Office of the Registrar 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 deposit or statement of intent to register form
- Submit the required medical history form
- 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 aid if applicable, and online payment contracts) is provided by the Student Services Center. Students are 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](mailto: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 go online to [www.plu.edu/registrar/](http://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. To add/drop a course after classes have started in any other term, see dean or his/her designee (e.g., program director). 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 published deadline dates.

## 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 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.

## Withdrawals

### Official 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 of the specific term. Tuition is not refunded 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. In addition, there may be an impact on financial aid, if applicable.

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 <http://www.plu.edu/registrar/documents/>.

### Withdrawal from the University

- Term Withdrawal

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's Withdrawal" form in the Student Services Center. The student should also notify the graduate program advisor or administrator. 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.

o Future Term Withdrawal

Students are required to notify PLU and the dean or his/her designee (e.g., program director) 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. Students who do not follow the above policy for withdrawal may not re-enter the program without a petition approved by the program director and dean.

o 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 qualified health care professional 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 in any given term. If granted, the grade of WM will appear on the student's transcript. Qualified health care professional clearance is required prior to re-enrollment.

For more information contact Office of Student Life, 105 Hauge Administration Building, 253.535.7191 or [slif@plu.edu](mailto:slif@plu.edu).

## Thesis

Some programs require the completion of a thesis; others may allow a thesis option. Those students writing theses must submit their original theses for binding and microfilming by ProQuest of Ann Arbor, Michigan. In addition, a dissertation services publishing form and an abstract of 150 words or fewer must be submitted with the publishing fee, to the Office of the Provost and Associate Provost for Graduate Studies and Continuing Education, 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](#)).

## Graduation and Commencement

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:

<b>Degree Completion Term</b>	<b>Bachelor's and Master's Application Deadline</b>
December 2016	October 3, 2016
January 2017	December 1, 2016
May 2017	March 1, 2017
August 2017	June 1, 2017

*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 Associate Provost for Graduate Studies and Continuing Education. Graduation Application is done through the student's Banner Web account.

## Immunization Policy

All graduate students are required to submit a Health History and Consent 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 form. Students in compliance 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.

Some International students are required to have a tuberculosis skin test which is administered by Health Services after arrival at the University. Please refer to the following link for a list of exempt countries: [www.plu.edu/iss/life-at-plu/insurance-and-medical](http://www.plu.edu/iss/life-at-plu/insurance-and-medical). 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 and Doctor of Nursing Practice have 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 as required. Deadline: The last acceptable registration date in the semester in which the student expects to receive his or her degree.
- Apply for graduation. File the application for graduation through Banner Web. Students are responsible for ordering their own cap, gown, and hood.
- *Note: If a student fails to complete the necessary requirements for graduation, the application for graduation will not automatically be forwarded to the next graduation date. Rather, a student must reapply for the subsequent graduation date, submitting all fees.*
- Submit thesis in final form to Office of the Provost and Associate Provost for Graduate Studies and Continuing Education 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 <http://www.plu.edu/catalog/>.

# Degrees (Graduate)

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## **Master of Arts in Education (M.A.E.)**

- Principal or Program Administrator Certification Only: [www.plu.edu/education/programs/principal-certification-only/](http://www.plu.edu/education/programs/principal-certification-only/)
  - M.A.E. Certification (Elementary Education): [www.plu.edu/mae-teaching](http://www.plu.edu/mae-teaching)
  - M.A.E. Certification (Secondary Education): [www.plu.edu/mae-teaching](http://www.plu.edu/mae-teaching)
  - Add-On Endorsement: [www.plu.edu/education/programs/add-on-endorsement/](http://www.plu.edu/education/programs/add-on-endorsement/)
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## **Master of Arts (Marriage and Family Therapy) (M.A.)** - [www.plu.edu/mft/](http://www.plu.edu/mft/)

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## **Master of Business Administration (M.B.A.)** - [www.plu.edu/mba/](http://www.plu.edu/mba/)

## **Master of Science in Accounting (M.S.A.)** - [www.plu.edu/msa/](http://www.plu.edu/msa/)

## **Master of Science in Finance (M.S.F.)** - [www.plu.edu/msf/](http://www.plu.edu/msf/)

## **Master of Science in Marketing Research (M.S.M.R.)** - [www.plu.edu/msmr/](http://www.plu.edu/msmr/)

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## **Master of Fine Arts (Creative Writing) (M.F.A.)** - [www.plu.edu/mfa](http://www.plu.edu/mfa)

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## **Master of Science in Nursing (M.S.N.)** - [www.plu.edu/msn/](http://www.plu.edu/msn/)

- MSN Care and Outcomes Manager: [www.plu.edu/msn/programs-of-study/man/](http://www.plu.edu/msn/programs-of-study/man/)
- Entry-Level M.S.N.: [www.plu.edu/msn/programs-of-study/entry-level-msn/](http://www.plu.edu/msn/programs-of-study/entry-level-msn/)
- RN-B to M.S.N.: [www.plu.edu/msn/programs-of-study/rnb-to-msn/](http://www.plu.edu/msn/programs-of-study/rnb-to-msn/)
- Dual Degree Program (M.B.A./M.S.N.): [www.plu.edu/msn/msn-mba-dual-degree/](http://www.plu.edu/msn/msn-mba-dual-degree/)

## **Doctor of Nursing Practice (D.N.P.)** - [www.plu.edu/dnp/](http://www.plu.edu/dnp/)

- B.S.N. to D.N.P.: [www.plu.edu/dnp/programs-of-study/bsn-dnp/](http://www.plu.edu/dnp/programs-of-study/bsn-dnp/)
- Post-Master's to D.N.P.: [www.plu.edu/dnp/programs-of-study/msn-arnp-prepared-dnp/](http://www.plu.edu/dnp/programs-of-study/msn-arnp-prepared-dnp/)

# Master of Arts in Education (M.A.E.)

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253.535.7272	<a href="http://www.plu.edu/education/">www.plu.edu/education/</a>	<a href="mailto:educ@plu.edu">educ@plu.edu</a>
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The School of Education and Kinesiology offers six programs leading to a graduate degree in education within the Department of Education. 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.)

*19-42 semester hours depending on program*

### **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 currently is on hiatus and not accepting applications. Normally, it 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 36 program semester hours in order to become certified. After completing certification, candidates have three additional years to complete the remaining 17 program semester hours to obtain the M.A.E.

All teacher candidates must pass the WEST-B, WEST-E, and Teacher Performance Assessment (edTPA) 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. Passing scores on the WEST-B or SAT/ACT equivalent and WEST-E are required as well. Candidates not meeting these requirements may be granted conditional admission on a case-by-case basis. Candidates must also have background coursework corresponding with the subject they want to teach. Please consult the assistant director of admission and advising for more information on endorsements.

### **Admission Procedures**

Please visit: [www.plu.edu/admission-graduate/](http://www.plu.edu/admission-graduate/)

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## 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 I**
  - EDUC 510: Teaching Reading and Language Arts (3)
  - EDUC 520: Issues of Child Abuse and Neglect (1)
  - EDUC 544: Sociocultural Foundations of Education (2)
  - EPSY 566: Advanced Cognition, Development, and Learning (2)
  - SPED 583: Current Issues in Exceptionality (2)
  - SPED 577: The Inclusive Classroom (2)
- **Fall Semester**
  - 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 Semester**
  - EDUC 563B: Integrating Seminar: Internship (2)
  - EDUC 568: Internship in Teaching (6)
- **Summer II**
  - EDUC 590: Culminating Seminar (4)
  - Thesis Option: EDUC 599: Thesis (4)

#### Secondary Program

*36 or 40 semester hours (with thesis option)*

- **Summer I**
  - 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)
  - SPED 583: Current Issues in Exceptionality (2)
- **Fall Semester**
  - 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 Semester**
  - EDUC 563B: Integrating Seminar: Internship (2)
  - EDUC 568: Internship in Teaching (6)
- **Summer II**
  - EDUC 590: Culminating Seminar (4)
  - Optional Thesis: EDUC 599: Thesis (4)

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## Two-Year Program: M.A.E. Certification

**Program is currently on hiatus - not accepting applications at this time**

### Elementary Program

*38 or 42 semester hours (with thesis option)*

- **First Year: Summer I**
  - EDUC 544: Sociocultural Foundations of Education (2)
  - SPED 577: The Inclusive Classroom (2)
- **First Year: Fall Semester I**
  - EDUC 562: Schools and Society (2)
  - EDUC 563A: Application of Technology Tools for Teachers (2)
- **First Year: Spring Semester I**
  - EDUC 528: Reading and Writing Across the Elementary Curriculum (2)
  - SPED 583: Current Issues in Exceptionality (2)
- **Second Year: Summer II**
  - 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)
- **Second Year: Fall Semester II**
  - 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)
- **Second Year: J-Term II**
  - EDUC 564: The Arts, Mind, and Body (2)
- **Second Year: Spring Semester II**
  - EDUC 563B: Integrating Seminar: Internship (2)
  - EDUC 568: Internship in Teaching (6)
- **Second Year: Summer III**
  - EDUC 590: Culminating Seminar (4)
  - Optional Thesis: EDUC 599: Thesis (4)

### Secondary Program

*36 or 40 semester hours (with thesis option)*

**Program is currently on hiatus - not accepting applications at this time**

- **First Year: Summer I**
  - EDUC 544: Sociocultural Foundations of Education (2)
  - EDUC 566: Critical Issues in Secondary Teaching (2)
- **First Year: Fall Semester I**
  - EDUC 562: Schools and Society (2)
  - EDUC 563A: Application of Technology Tools for Teachers (2)
- **First Year: Spring Semester I**
  - EDUC 529: Reading and Writing Across the Secondary Curriculum (2)
  - SPED 583: Current Issues in Exceptionality (2)
- **Second Year: Summer II**
  - 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)
- **Second Year: Fall Semester II**
  - EDUC 561: Instructional Methodology for Secondary Teachers (4)

- **Second Year: J-Term II**
    - SPED 577: The Inclusive Classroom (2)
  - **Second Year: Spring Semester II**
    - EDUC 563B: Integrating Seminar; Internship (2)
    - EDUC 568: Internship in Teaching (6)
  - **Second Year: Summer III**
    - EDUC 590: Culminating Seminar (4)
    - Optional Thesis: EDUC 599: Thesis (4)
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## M.A.E. Alternative Routes to Certification (ARC)

*19 semester hours* 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 M.A.E.-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 and a cooperating teacher. Please note: a mentor and cooperative teacher may be the same person.

The certification portion of the M.A.E.-ARC program is a 19-semester hour program 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 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 one 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 (edTPA), a state-mandated assessment. When the candidate has successfully completed the edTPA 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 M.A.E. 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)
  - SPED 583: Current Issues in Exceptionality (2)
- **Fall Semester**
  - EDUC 561: Instructional Methodology for Secondary Teachers (4)
  - EDUC 563B: Integrating Seminar: Internship (2)
- **Spring Semester**
  - EDUC 568: Internship in Teaching (6)

**Candidates have the option to complete the following 17 semester hours 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)
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## 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.

### **Admission/Application**

Please visit: [www.plu.edu/mae-teaching/](http://www.plu.edu/mae-teaching/)

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### **Elementary Program***37 or 41 semester hours (with thesis option)*

#### **• Summer I**

- 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)
- SPED 583: Current Issues in Exceptionality (2)
- SPED 577: The Inclusive Classroom (2)

#### **• Fall Semester**

- 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 Semester**

- EDUC 560: Practicum (2)
- EDUC 563B: Integrating Seminar: Internship (2)
- EDUC 585: Comparative Education (3)

#### **• Summer II**

- EDUC 590: Culminating Seminar (4)
- Thesis Option: EDUC 599: Thesis (4)

### **Secondary Program**

*35 or 39 semester hours (with thesis option)*

#### **• Summer I**

- 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)
  - SPED 583: Current Issues in Exceptionality (2)
  - EPSY 566: Advanced Cognition, Development, and Learning (2)
  - **Fall Semester**
    - 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 Semester**
    - EDUC 560: Practicum (2)
    - EDUC 563B: Integrating Seminar: Internship (2)
    - EDUC 585: Comparative Education (3)
  - **Summer II**
    - EDUC 590: Culminating Seminar (4)
    - Thesis Option: EDUC 599: Thesis (4)
- 

## **M.A.E. Instructional Leadership Program**

*32 semester hours (for the preparation of teacher leaders)*

Practicing educators interested in this program should contact the Department of Education 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 stakeholders.

### **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/programs/mae-instructional-leadership/](http://www.plu.edu/education/programs/mae-instructional-leadership/)

### **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)
- EPSY 541B: Assessing Student and Staff Instructional Needs (1)
- EPSY 542: Group Dynamics and Instructional Leadership (2)
- SPED 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-semester hour degree. Candidates must submit a portfolio for juried review. Guidelines for portfolio submission are available online and in the Department of Education.

## M.A.E. 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/programs/mae-principal-program/](http://www.plu.edu/education/programs/mae-principal-program/)

**For Certification Only Program**, please visit: [www.plu.edu/education/programs/principal-certification-only/](http://www.plu.edu/education/programs/principal-certification-only/)

### 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)
- SPED 583: Current Issues in Exceptionality (2)

### Principal or Program Administrator Certification Only Curriculum

*16 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)

Candidates in the Certificate Only program may have equivalencies from their master's program for the courses listed below (16

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)
  - SPED 583: Current Issues in Exceptionality (2)
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## **Master of Arts in Education (EDUC) - Graduate 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**

M.A.E. 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 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 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 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 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 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. (6)

## **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 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 Kinesiology 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. Prerequisite: 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 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)

## **Master of Arts in Education (EPSY) - Graduate 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 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 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)

## **Master of Arts in Education (SPED) - Graduate 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 577: The Inclusive Classroom**

Introduction to the principles and practices of inclusive education. (2)

### **SPED 583: Current Issues in Exceptionality**

The characteristics of exceptional students and current issues involving the educator's role in dealing with their special needs. (2)

### **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)

# Master of Arts - Marriage and Family Therapy (M.A.)

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253.535.7659	<a href="http://www.plu.edu/mft/">www.plu.edu/mft/</a>	<a href="mailto:mfth@plu.edu">mfth@plu.edu</a>
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## 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 MFT 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 MFT, provide a current résumé, 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 MFT 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.

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## 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: Systemic and Mental Health Assessment, Diagnosis, and Treatment (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: Graduate Research Project (4)
- 

## **Master of Arts in Marriage and Family Therapy (MFTH) - Graduate Courses**

### **MFTH 500: Human Development**

This course provides an overview of the various theories of human development during childhood, adolescence, and adulthood, and helps students assess the influence of their intersecting identities on their own development. In particular, students will study how a particular life event (e.g., death), a particular historical context (e.g., 9/11 or Katrina), or a specific social identity (e.g., gender, sexual orientation) may influence development. Students will also learn about the ways therapists work with clients across the developmental spectrum. (4)

### **MFTH 503: Systems Approach to Marriage and Family Therapy**

This course is an introduction to the field of marriage and family therapy and will also help students gain an understanding of traditional and contextually informed cybernetics and general systems theory. In addition, the course considers postmodern ideas, the feminist critique of systems theory, and common factors versus evidenced based approaches. Students will learn to apply a systemic lens personally and professionally. Strategies for systemically conceptualizing therapy will be taught. (4)

### **MFTH 504: Family Development**

This course studies family interaction from a systemic, contextually developmental viewpoint. Contemporary developmental theory recognizes that families' social contexts determine how family relationships are affected and how they develop through time. The course also explores stages of family development, integrating these ideas into the overarching principles of systems theory, including a non-normative stance. Students will participate in an "immersion" project to help in the development of a contextual understanding of families. (4)

### **MFTH 505: Research Methods in Marriage and Family Therapy**

This course focuses on helping students understand research methodologies related to assessment, quantitative research, and qualitative research. Contextual considerations are used to assess the strengths and limitations of these different methodologies. This course emphasizes understanding and evaluating existent research. (3)

### **MFTH 507: Comparative Marriage and Family Therapy**

This course is an intensive comparative study of the major theories within the field of marriage and family therapy that have been developed based on the systemic paradigm. By the end of the course students have an up-to-date view of the many therapy models used by marriage and family therapists. Prerequisite: MFTH 503. (4)

### **MFTH 510: Human Sexuality, Sex Therapy, and Couples Therapy**

This course will explore a sex positive approach to sex therapy, minimizing the negative messages around various forms of sexual expression. Basic principles and strategies of treatment for common sexual dysfunctions will be considered. The nature of sexual health, a brief review of the anatomy and physiology of the sexual response cycle and the biological and psychological determinants of sexual functioning will be considered. Students will learn to conduct a sexual history, considering the impact of larger contextual issues. Models of couples therapy will also be taught with attention to addressing sexual issues as another

form of couple process. (4)

## **MFTH 511: Systemic and Mental Health Assessment, Diagnosis, and Treatment**

This course is designed to provide both a traditional and relational (systemic) understanding of the major behavior health disorders described in the DSM-5, including information on epidemiology, etiology, treatment models, and techniques for these disorders. Students will gain an understanding of the process of traditional assessment using the DSM-5, as well as other forms of assessment and diagnosis of behavioral health disorders. Attention will be given to contextual considerations as it relates to assessment and diagnosis. (4)

## **MFTH 512: Professional Studies in Marriage and Family Therapy**

This course teaches AAMFT professional ethics and Washington State laws which affect the clinical practice of marriage and family therapists. Topics will include family law, legal responsibilities, rules of confidentiality, licensure and certification, contributing to the professional community, crisis intervention, and the intersection of marriage and family therapists and the larger mental health community. Students will consider the impact of their personal values on ethical decision-making. (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 598: Non-thesis Research Project**

Students will work independently with faculty to develop, design, and complete (including a publishable research paper) a research project targeted for journal publication. (4).

# Master of Business Administration (M.B.A.)

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253.535.7252	<a href="http://www.plu.edu/mba/">www.plu.edu/mba/</a>	<a href="mailto:plumba@plu.edu">plumba@plu.edu</a>
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## 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 253.535.7252.

## Fast Track Admission

Fast Track applications are for PLU students or recent graduates, from any major, wishing to attend the School of Business graduate school. Students may apply at any time during their PLU experience. Candidates, who meet the Fast Track criteria, remain admitted to a master's program at PLU provided that they complete their PLU degree with at least minimum qualifications. Please contact the appropriate graduate program director for details.

To apply submit the following:

- The PLU graduate application is available online at [www.plu.edu/mba/](http://www.plu.edu/mba/).
- A current résumé detailing work experience and community service
- All official transcripts from higher education institutions
- International transcripts should be translated into English, In some cases, a professional transcript evaluation may be required.
- A 300-word Statement of Professional Goals
- Official Graduate Management Assessment Test (GMAT) or Graduate Record Exam (GRE) (GMAT/GRE waiver may be available. Contact the program director.
- Two letters of recommendation
- \$55 Application Fee

International applicants must also submit:

- TOEFL or IELTS score report (determination of English proficiency is at the sole discretion of PLU)
- 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 multiple 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.

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## 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 appear to the dean to repeat a course a second time.

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## Master of Business Administration Degree (M.B.A.)

## Business Administration Program

36 semester hours

### **M.B.A. with Emphasis - 44 semester hours**

Students are not required to have an area of emphasis

◦ **M.B.A.**

36 semester hours

- BMBA 509: Global Business Perspectives (4)
  - BMBA 510: Legal, Ethical and Social Responsibilities of Business (4)
  - BMBA 511: Accounting for Decision Making (4)
  - BMBA 513: Marketing Management (4)
  - BMBA 515: Organizations, Leadership and Change Management (4)
  - BMBA 517: Understanding & Managing Financial Resources (4)
  - BMBA 521: Supply Chain and Information Management (4)
  - BMBA 522: Quantitative and Managerial Decision Analysis (4)
  - BMBA 523: Business Strategy and Innovation Management (4)
- 

## M.B.A. Emphasis Areas

◦ **Health Care Management Emphasis**

8 semester hours

- BMBA 560: Managing Health Care Enterprises (4)
  - **And 4 semester hours from the following:**
    - BMBA 549: Strategic Management of Human Capital (4)
    - BMBA 577: Project Management (4)
    - Approved BMBA 587/588/589: Special Topics (1 to 4)
    - BMBA 596: Internship (1 to 4)
- 

◦ **Entrepreneurship and Closely-Held Enterprises Emphasis**

8 semester hours

- BMBA 550: Leading Family and Closely-Held Enterprises (4)
- **And 4 semester hours from the following:**
  - BMBA 549: Strategic Management of Human Capital (4)
  - BMBA 558: New Venture Management (4)
  - BMBA 577: Project Management (4)
  - Approved BMBA 587/588/589: Special Topics (1 to 4)
  - BMBA 595: Internship (1 to 4)

◦ **Technology and Innovation Management Emphasis (TIM)**

8 semester hours

- BMBA 570: Management and Marketing of Technology (4)
  - **And 4 semester hours from the following:**
    - BMBA 577: Project Management (4)
    - Approved BMBA 587/588/589: Special Topics (1 to 4)
    - BMBA 595: Internship (1 to 4)
- 

◦ **Supply Chain Management Emphasis**

8 semester hours

- BMBA 561: Advanced Supply Chain Management (4)
  - **And 4 semester hours from the following:**
    - BMBA 577: Project Management (4)
    - Approved BMBA 587/588/589 Special Topics (1 to 4)
    - BMBA 595: Internship (1 to 4)
- 

## **Certificate in Technology and Innovation Management (TIM)**

*8 semester hours*

Individuals holding a bachelor's degree in a business or technology related field from an accredited institution may pursue a Certificate in Technology and Innovation Management (TIM). Holders of bachelor's degrees in other fields with relevant industry experience are also considered.

- BMBA 570: Management and Marketing of Technology (4)
  - BMBA 577: Project Management (4)
  - Approved BMBA 587/588/589: Special Topics (1 to 4)
- 

## **Certificate in Health Care Management**

*8 semester hours*

Individuals holding a bachelor's degree in a business or healthcare related field from an accredited institution may pursue a Certificate in Health Care Management. Holders of bachelor's degrees in other fields with relevant industry experience are also considered.

- BMBA 560: Managing Health Care Enterprises (4)
  - And 4 semester hours from the following:
    - BMBA 549: Strategic Management of Human Capital (4)
    - BMBA 562: Health Care Regulation, Law & Ethics (4)
    - BMBA 577: Project Management (4)
    - Approved BMBA 587/588/589: Special Topics (1 to 4)
- 

## **Certificate in Entrepreneurship and Closely-Held Enterprises**

*8 semester hours*

Individuals holding a bachelor's degree in a business or related field from an accredited institution may pursue a Certificate in Entrepreneurship and Closely-Held Enterprises. Holders of bachelor's degrees in other fields with relevant industry experience are also considered.

- BMBA 550: Leading Family and Closely-Held Enterprises (4)
  - And 4 semester hours from the following:
    - BMBA 549: Strategic Management of Human Capital (4)
    - BMBA 558: New Venture Management (4)
    - BMBA 577: Project Management (4)
    - Approved BMBA 587/588/589: Special Topics (1 to 4)
-



## Certificate in Supply Chain Management

8 semester hours

Individuals holding a bachelor's degree in a business or related field from an accredited institution may pursue a Certificate in Supply Chain Management. Holders of bachelor's degrees in other fields with relevant industry experience are also considered.

- BMBA 561: Advanced Supply Chain Management (4)
  - And 4 semester hours from the following:
    - BMBA 577: Project Management (4)
    - Approved BMBA 587/588/589: Special Topics (1 to 4)
- 

## Master of Business Administration (M.B.A.) - Graduate Courses

### BMBA 509: Global Business Perspectives

Evaluate cultural, economic, political and environmental contexts for global business. Develop value-adding strategies, organizational capabilities and personal competencies for business success across borders and cultures. On-campus course with embedded international experience. (4)

### BMBA 510: Legal, Ethical and Social Responsibilities of Business

A survey of legal topics essential to effective managerial decision making. Explore the legal, ethical, and social implications of legal strategies and practices. This course also examines the sources and development of conflict and develops negotiation as a tool for managing conflict situations. (4)

### BMBA 511: Accounting for Decision Making

An examination of financial and managerial accounting topics, including financial reporting, budgeting, and cost behavior. The focus is on using accounting to support business decision making. (4)

### BMBA 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 nonprofit organizations. (4)

### BMBA 515: Organizations, Leadership, and Change Management

The leader's role in creating organizational designs, processes and cultures. Leader competencies and practices for developing and managing people to meet performance requirements and organization cultural fit, and analyzing needs for organizational change. (4)

### BMBA 517: Understanding and Managing Financial Resources

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. (4)

### BMBA 521: Supply Chain and Information Management

Develops a managerial perspective on the role of manufacturing and service operations within the enterprise and in supply chains. Examine the strategic role of information technology and systems in enabling decision making for global competitive advantage. (4)

## **BMBA 522: Quantitative and Managerial Decision Analysis**

Provide an intensive introduction to quantitative methods for business applications. Examination of the context within which individual firm decisions must be made. Demand, cost, pricing decisions, and the economic and regulatory environment of the firm are emphasized. (4)

## **BMBA 523: Business Strategy and Innovation Management**

Apply a multidisciplinary approach to explore execution of business- and corporate-level strategies, such as differentiation, cost-leadership, diversification, alliances, and M&As, and managing innovation to generate sustainable competitive advantage in a global context. (4)

## **BMBA 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: BMBA 515. (4)

## **BMBA 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. Prerequisite: BMBA 515. (4)

## **BMBA 558: New Venture Management**

Examines the entrepreneurial skills and conditions needed for effective business start-ups whether independent or within larger organizations. Prerequisite: BMBA 515. (4)

## **BMBA 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: BMBA 515. (4)

## **BMBA 561: Advanced Supply Chain Management**

This course presents a range of advanced topics in integrated operations and supply chain management. Topics include strategic sourcing and procurement strategies, demand-driven performance, mitigation of supply chain risk, management of third party logistics, and management of supply chain security and risk. Critical to understanding supply chain operations is a review of conventional operations practices and the challenges of flow vs unit costs and the specific challenges of complex supply chains and complex technical systems. Prerequisite: BMBA 521. (4)

## **BMBA 570: Management and Marketing of Technology**

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: BMBA 521. (4)

## **BMBA 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. May not be counted toward more than one concentration or certificate. Prerequisite: BMBA 515. (4)

## **BMBA 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)

## **BMBA 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)

## **BMBA 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)

## **BMBA 591: Independent Study**

Individualized reading and studies. Minimum supervision after initial planning of student's work. Rarely granted and requires prior approval of M.B.A. director and consent of instructor. (1 to 4)

## **BMBA 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)

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## **Master of Business Administration (M.B.A.) - Economics - Graduate Courses**

### **ECON 500: Applied Statistical Analysis**

An intensive introduction to statistical methods. Emphasis on the application of inferential statistics to concrete situations. (3)

### **ECON 520: Economic Policy Analysis**

An intensive introduction to the concepts of macroeconomics and microeconomics with an emphasis on policy formation within a global framework. (3)

# Master of Science in Accounting (M.S.A.)

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253.535.7224	<a href="http://www.plu.edu/msa/">www.plu.edu/msa/</a>	<a href="mailto:msa@plu.edu">msa@plu.edu</a>
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## Master of Science in Accounting (M.S.A.)

*Note: The Master of Science in Accounting program will begin in Fall 2017. Application are currently being accepted.*

### Admission

The PLU M.S.A. program is competitive. Selection is based on several criteria including quantitative ability 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.S.A. program, contact the M.S.A. director at 253.535.7224.

### Fast Track Admission

Fast Track applications are for PLU students or recent graduates from any major wishing to attend the School of Business graduate school. Students may apply at any time during their PLU experience. Candidates who meet the Fast Track criteria remain admitted to a master's program at PLU provided that they complete their PLU degree with at least minimum qualifications. Please contact the appropriate graduate program director for details.

To apply submit the following:

- The PLU graduate application is available online at [www.plu.edu/msa/](http://www.plu.edu/msa/)
- A current résumé detailing work experience and community service
- All official transcripts from higher education institutions
- International transcripts should be translated into English, In some cases, a professional transcript evaluation may be required.
- A 300-word Statement of Professional Goals
- Official Graduate Management Assessment Test (GMAT) or Graduate Record Exam (GRE) (GMAT/GRE waiver may be available. Contact the program director.)
- Two letters of recommendation
- \$55 Application Fee

International applicants must also submit:

- TOEFL or IELTS score report (determination of English proficiency is at the sole discretion of PLU)
- I-20 Evaluation Documents
- Declaration of Finances

An interview with the M.S.A. Graduate Admission Committee may be requested. Applicants are evaluated individually, based on multiple 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.

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## Master of Science in Accounting

*32-36 semester hours*

### Prerequisites

College-level Financial Accounting  
College-level Managerial Accounting

### Required Accounting Foundation Courses

*16 semester hours*

*Waived for PLU Accounting Concentration BBA or students having completed these courses as undergraduate students.*

- BMSA 520: Auditing and Accounting Information Systems (4)  
(Waived if AIS and Auditing taken as undergraduate)
- BMSA 521: Intermediate Accounting (4)  
(Waived if both Intermediate 1 and 2 taken as undergraduate)
- BMSA 523: Cost Accounting (4)  
(Waived if both Cost Accounting taken as undergraduate)
- BMSA 527: Tax Accounting (4)  
(Waived if Tax taken as undergraduate)

### **Core Required Courses**

12 semester hours

- BMSA 502: Forensics Accounting/Fraud Examination (4)
  - BMSA 512: Financial Accounting: Reporting and Analysis I (4)
  - BMSA 599: Capstone Project in Accounting (4)
- 

## **Concentrations**

8 semester hours

Students with M.S.A. credits waived by undergraduate coursework are required to complete courses to achieve a minimum of 32 semester hours, which may include both concentrations.

### **Taxation**

- BMSA 503: Corporate Taxation (4)
- BMSA 505: Taxation of Pass-through Entities (4)

### **Accounting Analytics**

- BMSA 504: Research Methods in Accounting (4)
- BMSA 526: Big Data and Digital Analytics in Accounting (4)

### **Elective Courses**

Students with M.S.A. semester hours waived by undergraduate coursework are required to complete a minimum of 32 semester hours, which may include elective courses.

- BMBA 517: Understanding & Managing Financial Resources (4) (M.B.A. course)
  - BMSF 518: Financial Accounting: Reporting & Analysis II (4) (M.S.F. course)
  - BMSF 530: Financial Markets, Institutions, Intermediaries (4) (M.S.F. course)
  - BMSA 587/588/589: Special Topics in Accounting (4)
  - BMSA 591: Independent Study (4)
  - BMSA 595: Internship (4)
- 

## **Master of Science in Accounting (M.S.A.) - Graduate Courses**

### **BMSA 502: Forensics Accounting/Fraud Examination**

Fundamentals of fraud examination including nature and types of fraud. This course examines forensic accounting, financial forensics, and the prevention, detection, and deterrence of fraud in organizations. (4)

### **BMSA 503: Corporate Taxation**

Study of concepts and principles of federal income taxation of corporations and their shareholders, including entity formation, treatment of distributions, and dissolution. (4)

### **BMSA 504: Research Methods in Accounting**

Study of accounting literature and use of appropriate statistics to analyze the data using SPSS or other software. (4)

### **BMSA 505: Taxation of Pass-through Entities**

Analyzes the unique factors involved in taxation of pass-through entities (partnerships, S corporations, estates and trusts), including entity formation, treatment of distributions, withdrawals, and dissolution. (4)

### **BMSA 520: Auditing and Accounting Information Systems**

Study of the flow of accounting information through an enterprise, systems documentation, internal controls, and database applications in accounting. Comprehensive study of auditing concepts and procedures. (4)

### **BMSA 521: Intermediate Accounting**

Concentrated study of the conceptual framework of accounting, valuation theories, asset and income measurement, and financial statement disclosures in the U.S. and abroad. 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. (4)

### **BMSA 523: Cost Accounting**

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. (4)

### **BMSA 526: Big Data and Digital Analytics in Accounting**

This course provides a broad overview of analytic strategies for (structured and unstructured) data. Topics covered include web analytics, big data and key performance indicators, and testing and experimentation. (4)

### **BMSA 527: Tax Accounting**

Introduction to a broad range of tax concepts and types of taxpayers. Emphasis on the role of taxation in the decision - making process. Coverage focuses primarily on principles in individual income taxation, such as gross income, deductions, credits, and property transactions. Includes survey coverage of business entities, employment taxes, wealth transfer taxes, and taxation of fringe benefits. (4)

### **BMSA 587: Special Topics in Accounting**

To provide graduate accounting students with new, one-time and developing courses not yet available in the regular 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)

### **BMSA 588: Special Topics in Accounting**

To provide graduate accounting students with new, one-time and developing courses not yet available in the regular 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)

## **BMSA 589: Special Topics in Accounting**

To provide graduate accounting students with new, one-time and developing courses not yet available in the regular 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)

## **BMSA 591: Independent Study**

Individualized reading and studies. Minimum supervision after initial planning of student's work. Rarely granted and requires prior approval of M.S.A. director and consent of instructor. (1 to 4)

## **BMSA 595: Internship**

Application of accounting 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)

## **BMSA 599: Capstone Project in Accounting**

This course will provide students an opportunity to exhibit the skills acquired during the program in the form of a project and/or research paper. The students will be required to find answers to a problem, and/or integrate and apply skills and techniques acquired from previous courses. The topic and project will be in the concentration field of accounting and under the supervision of a faculty member. (4)

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# Master of Science in Finance (M.S.F.)

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253.535.7224	<a href="http://www.plu.edu/msf/">www.plu.edu/msf/</a>	<a href="mailto:msf@plu.edu">msf@plu.edu</a>
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## Admission

The PLU M.S.F. program is competitive. Selection is based on several criteria including quantitative ability and potential contribution to the classroom experience. The Graduate Admissions Committee bases decisions on a holistic assessment of the individual merits of each applicant. For questions regarding admission to the M.S.F. program, contact the M.S.F. director at 253.535.7224.

## Fast Track Admission

Fast Track applications are for PLU students or recent graduates from any major wishing to attend the School of Business graduate school. Students may apply at any time during their PLU experience. Candidates, who meet the Fast Track criteria remain admitted to a master's program at PLU provided that they complete their PLU degree with at least minimum qualifications. Please contact the appropriate graduate program director for details.

To apply submit the following:

- The PLU graduate application is available online at [www.plu.edu/msf/](http://www.plu.edu/msf/).
- A current resume detailing work experience and community service
- All official transcripts from higher education institutions
- International transcripts should be translated into English. In some cases, a professional transcript evaluation may be required.
- A Statement of Professional Goals, Ethics, and Quantitative Skills
- Official Graduate Management Assessment Test (GMAT) or Graduate Record Exam (GRE)
- Two letters of recommendation
- \$55 Application Fee

## International Students must also submit:

- TOEFL or IELTS score report (determination of English proficiency is at the sole discretion of PLU)
- I-20 Evaluation Documents
- Declaration of Finances

An interview with the M.S.F. Graduate Admission Committee may be requested.

Applicants are evaluated individually, based on multiple 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.

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## Master of Science in Finance

### **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 project.

- 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 4 semester hours

*Classes will be scheduled concurrently and run the month of June.*

- 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 two-hour capstone or they may complete a four-hour capstone.

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## Master of Science in Finance (M.S.F.) - Graduate 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 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 591: Independent Study**

Individualized reading and studies. Minimum supervision after initial planning of student's work. Rarely granted and requires approval of M.S.F. director and consent of instructor. (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)

## **ECON 503: Economics for Finance**

Macro and micro-economics including market forces of supply and demand, the goal of the firm, national income and accounts, business cycles, the monetary system, inflation, international trade and capital flows, currency exchange rates, monetary and fiscal policy, economic growth, effects of government regulation, and the impact of economic factors on investment markets. (4)

## **ECON 516: International Economics**

Regional and international specialization, comparative costs, international payments and exchange rates; national policies that promote or restrict trade. (4)

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## **Master of Science in Finance (M.S.F.) - Economics (ECON) - Graduate Courses**

### **ECON 503: Economics for Finance**

Macro and micro-economics including market forces of supply and demand, the goal of the firm, national income and accounts, business cycles, the monetary system, inflation, international trade and capital flows, currency exchange rates, monetary and fiscal policy, economic growth, effects of government regulation, and the impact of economic factors on investment markets. (4)

### **ECON 516: International Economics**

Regional and international specialization, comparative costs, international payments and exchange rates; national policies that promote or restrict trade. (4)

# Master of Science in Marketing Research (M.S.M.R.)

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253.535.7445	<a href="http://www.plu.edu/msmr/">www.plu.edu/msmr/</a>	<a href="mailto:msmr@plu.edu">msmr@plu.edu</a>
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## Admission

The PLU M.S.M.R. program is competitive. Admission decisions are based on a holistic assessment of the individual merits of each applicant including quantitative ability, potential contribution to the classroom experience and qualities of good character. For questions regarding admission to the M.S.M.R. program, contact the M.S.M.R. director at 253.535.7445.

To apply submit the following:

- The PLU graduate application is available online at [www.plu.edu/msmr/](http://www.plu.edu/msmr/)
- A current résumé detailing work experience and community service
- All official transcripts from higher education institutions
- International transcripts should be translated into English. In some cases, a professional transcript evaluation may be required.
- Statement of Professional Goals, including explanation of quantitative skills
- Official Graduate Management Assessment Test (GMAT) or Graduate Record Exam (GRE)  
(Note: GMAT/GRE waiver may be available, contact the program director)
- Two letters of recommendation
- \$55 Application Fee

International applications must also submit:

- TOEFL or IELTS score report (determination of English proficiency is at the sole discretion of PLU)
- I-20 Evaluation Documents
- Declaration of Finances

An interview with the M.S.M.R. Graduate Admission Committee may be requested.

## Fast Track Admission

Fast Track applications are for PLU students or recent graduates, from any major, wishing to attend the School of Business graduate school. Students may apply at any time during their PLU experience. Candidates, who meet the Fast Track criteria, remain admitted to a master's program at PLU provided that they complete their PLU degree with at least minimum qualifications. Please contact the appropriate graduate program director for details.

Applications are evaluated individually, based on multiple 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.

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## Master of Science in Marketing Research (M.S.M.R.)

*38 semester hours*

- **Fall Semester**  
*16 semester hours*
  - BMMR 502: Marketing Strategy (4)
  - BMMR 504: Quantitative Marketing Research (4)
  - BMMR 506: Sampling and Experimental Design (4)
  - BMMR 508: Qualitative Marketing Research (4)
- **January Term**  
*2 semester hours*
  - BMMR 598: Graduate Research Project in Marketing (2)

◦ **Spring Semester**

*16 semester hours*

- BMMR 524: Advanced Research Methods (4)
- BMMR 526: Big Data and Digital Analytics (4)
- BMMR 528: Consumer Behavior and Customer Relationship Management (CRM) (4)
- BMMR 530: Data Mining (4)

◦ **Summer Term**

*4 semester hours*

- BMMR 599: Graduate Research Project in Marketing II (4)
- 

## **Master of Science in Marketing Research (M.S.M.R.) - Graduate Courses**

### **BMMR 502: Marketing Strategy**

This course will provide frameworks and tools to solve strategic-level marketing problems. Emphasis will be on the information needs of senior marketing executives and how marketing research informs marketing decisions. May include a service learning component. (4)

### **BMMR 504: Quantitative Marketing Research**

Methods and techniques of quantitative marketing research. Emphasis on research design, data collection, basic data analysis including chi-square, correlation, ANOVA and regression as well as interpretation and presentation of results. Students will work in groups to provide a custom research project for a business or non-profit client. (4)

### **BMMR 506: Sampling and Experimental Design**

Identification of issues associated with sampling. Will study the various approaches to sampling and experimental design and the application to real world problems. (4)

### **BMMR 508: Qualitative Marketing Research**

Methods and techniques of qualitative marketing research. Will examine focus groups, depth interviews, projective techniques, ethnography and other qualitative techniques. (4)

### **BMMR 524: Advanced Research Methods**

Emphasis on data analysis and interpretation using multivariate techniques including principal component and factor analysis, logistical regression, discriminant analysis, cluster analysis, perceptual mapping, structural equation modeling and other techniques. Prerequisites: BMMR 502, 504, 506. (4)

### **BMMR 526: Big Data and Digital Analytics**

This course provides a broad overview of analytic strategies for (structured and unstructured) data collected in interactive channels (online, mobile, social, etc). Topics covered include web analytics, big data, and key performance indicators, how to analyze the effectiveness of social media, and how to optimize the digital experience by incorporating testing and experimentation. Prerequisites: BMMR 502. (4)

### **BMMR 528: Consumer Behavior and Customer Relationship Management (CRM)**

This course provides an overview of theories on consumer behavior as well as concepts and applications of CRM. The focus is on analytical techniques for use with an organization's customer database and on how to enhance the company's relationship with customers. The course includes detailed discussions of the ethical use of customers' information as well as consumers' privacy concerns. Prerequisites: BMMR 502. (4)

## **BMMR 530: Data Mining**

This course will examine both descriptive and predictive techniques in data mining. The core topics to be covered in this course include classification, clustering, association analysis, and forecasting with an emphasis on the use of software tools for making evidenced-based decisions. Legal and ethical restrictions on use of customer information will be discussed. Prerequisites: BMMR 502. (4)

## **BMMR 587: Special Topics in Marketing Research**

To provide graduate students with new and developing courses not yet available in the regular 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)

## **BMMR 588: Special Topics in Marketing Research**

To provide graduate students with new and developing courses not yet available in the regular 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)

## **BMMR 589: Special Topics in Marketing Research**

To provide graduate students with new and developing courses not yet available in the regular 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)

## **BMMR 598: Graduate Research Project in Marketing I**

Students will work independently with faculty to develop a research proposal and survey design for original research which may be targeted for journal publication. At the end of the term the student will be prepared to begin collecting data for next phase of this project. Prerequisites: BMMR 502, 504, 506, 508. (2)

## **BMMR 599: Graduate Research Project in Marketing II**

Students will work independently with faculty to complete the marketing research project and write a publishable research article with intent to submit to a targeted journal. Prerequisites: BMMR 524, 526, 528, 530, 598. (4)

# Master of Fine Arts - Creative Writing (M.F.A.)

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253.535.7221	<a href="http://www.plu.edu/mfa/">www.plu.edu/mfa/</a>	<a href="mailto:mfa@plu.edu">mfa@plu.edu</a>
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## 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.

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## Master of Fine Arts in Creative Writing (M.F.A.) - English (ENGL) - Graduate 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)

## **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 or 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 (M.S.N.)

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253.535.7672	<a href="http://www.plu.edu/msn/">www.plu.edu/msn/</a>	<a href="mailto:nurs@plu.edu">nurs@plu.edu</a>
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The School of Nursing offers three program options leading to the Master of Science in Nursing degree, each differing in the degree requirements for entry:

- Traditional Master of Science in Nursing (M.S.N.) program is designed for prepared registered nurses with a Bachelor of Science in Nursing (B.S.N.)
- The RN-B to M.S.N. program is designed for registered nurses with a baccalaureate degree in a non-nursing field.
- The Entry-Level Master of Science in Nursing program is a 27-month accelerated program designed for students with a prior non-nursing baccalaureate degree to earn RN licensure and achieve the advanced generalist M.S.N. degree.

## 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) ([www.aacn.nche.edu/ccne-accreditation](http://www.aacn.nche.edu/ccne-accreditation)).

The Care and Outcomes Manager (COM) curriculum meets the eligibility requirements for Clinical Nurse Leader Certification.

## M.S.N. Application Priority Deadlines

M.S.N. candidates may apply for admission at any time during the year; however, application by the indicated program-specific priority deadline will enhance applicants' potential for admission and for arranging financial assistance.

- **B.S.N. to M.S.N.:** November 15/Rolling admissions for the following Summer (June). March 1/Rolling admissions for the following Fall Semester.
- **RN-B to M.S.N.:** November 15/Rolling admissions for the following Summer (June).
- **Entry-Level M.S.N.:** December 1 is a priority deadline for admissions for the following Summer (early June). No applications are accepted after January 15.

## Admission Criteria

The following are the minimum criteria for consideration of admission to the Master of Science in Nursing program. Admission to the School of Nursing program is competitive; meeting minimum criteria does not guarantee admission:

- Completion of a baccalaureate degree from a regionally-accredited college or university.
- B.S.N. to M.S.N. applicants only: Hold a baccalaureate degree in nursing from a nationally accredited school of nursing.
- B.S.N. to M.S.N. and RN-B applicants only: Hold an active, unencumbered Washington State RN license.
- A minimum cumulative GPA of 3.00 (B) on a 4.00 scale for all college work.
- Minimum grade of 3.00 (B) on a 4.00 scale in each prerequisite course.
- Submission of PLU Graduate Application forms and \$55 non-refundable fee.
- Submission of School of Nursing Addendum packet, which includes:
  - Questions Relative to Licensure;
  - Policy/Procedures for students who have attended another school of nursing; and
  - Policy/Procedures Regarding English Proficiency; and
  - Essential Qualifications of Nurses preparing for Professional Practice.
- Official transcripts from each college and university attended;
- Official Graduate Record Exam (GRE) results from within five years.
  - Required for Entry-Level M.S.N. applicants only
    - Waived for previous graduate degree from an accredited U.S. school.
- Professional résumé.
- Statement of professional goals.
- Two letters of recommendation.
- Civil, administrative and criminal history clearance in all states as well as any other applicable territory or country.
- Fluency in speaking, reading, writing and comprehending graduate-level English (see policy and procedures in the Graduate Application Addendum).
- Any Entry-Level M.S.N. applicant who has previously attended any school or college of nursing must submit a letter of good standing.
- Any B.S.N.- M.S.N. applicant who have previously attended any graduate nursing program must submit a letter of good standing.

## Program Prerequisites

All prerequisite courses must be completed at an accredited college or university with a minimum grade of 3.00 (B) or higher on a 4.00 scale before beginning the nursing program. Prerequisites vary for the M.S.N. program options; see individual program descriptions for a detailed list of prerequisite course requirements.

## Advance Deposit

There are limitations on the numbers of students accepted into the M.S.N. programs and concentrations each year. Applicants accepted into the program are required to make a non-refundable \$300 advance tuition payment to confirm their acceptance of an offer of admission within three weeks of their acceptance date.

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## Program Requirements

*All admitted nursing students must provide valid documentation of the following by designated dates and before enrollment in any practicum/clinical course:*

- Immunization and health status;
- CPR certification;
- Comprehensive personal health insurance; and
- Civil, administrative, and criminal history clearance in all states, as well as any other applicable territory or country.

In addition to these requirements, all B.S.N. to M.S.N. and RN-B to M.S.N. students in M.S.N. concentration coursework must also provide documentation of:

- Unrestricted licensure as a registered nurse in the State of Washington.

## Drug Testing Policy

All nursing students will be required to submit to a drug, marijuana, and alcohol screening at least once yearly as part of their continuing School of Nursing health requirements. Students may be required to submit to additional drug screenings as required by the clinical agencies and School of Nursing. The screenings may be scheduled or they may occur at random and unannounced. Students will be expected to adhere to any deadline set by the agencies and/or the School of Nursing.

## Advising

The advising, admission, and student support coordinator for the School of Nursing typically completes initial advising and program planning with applicants and admitted students. M.S.N. applicants are strongly encouraged to seek advising prior to applying to the program. Upon matriculation, all students are assigned a graduate faculty advisor.

## Non-Matriculated Students

B.S.N.-prepared registered nurses may, with permission of the dean of the School of Nursing, enroll in up to nine semester hours of M.S.N. courses on a non-matriculated basis with School of Nursing approval. Non-matriculated students are by definition non-degree seeking individuals. For more information on non-matriculated status, see the [Graduate School policies](#).

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## M.S.N. Program for B.S.N. Prepared Registered Students

The traditional Master of Science in Nursing program is designed for Bachelor of Science in Nursing (B.S.N.) prepared registered nurses. The sequence of study recognizes the academic and professional success of the nursing graduate as groundwork for graduate study. A limited number of candidates is admitted each year and admission is competitive.

The Master of Science (M.S.N.) degree prepares professional nurses for roles such as advanced generalist and Clinical Nurse Leader. The program also prepares the graduate for doctoral studies. The M.S.N. curriculum is evidence-based and practice-oriented, and consists of a common core (theory, advanced practice roles, evaluation and outcomes research, leadership and

management, and advanced health promotion), specialty didactic and clinical/practicum experiences, and a capstone course (Scholarly Inquiry or Thesis). Each M.S.N. student completes coursework leading to the Care and Outcomes Manager concentration. The latter may be further differentiated through eligibility for Clinical Nurse Leader certification.

M.S.N. core and concentration requirements may be completed in five full-time semesters over 15 months. Part-time study is an option for students in the B.S.N. to M.S.N. track. Graduate-level nursing classes are structured to accommodate part-time employment in nursing.

The M.S.N. Care and Outcomes Manager (COM) program is designed to equip nurses with the knowledge and skills to lead change, promote health and elevate care in various roles and settings. The curriculum prepares the M.S.N. COM graduate to provide flexible leadership and critical action within complex, changing systems, including health, educational, and organizational systems. The core M.S.N. curriculum prepares an advanced generalist, who has the knowledge and skills required for all masters-prepared nurses as determined by the AACN Essentials of Master's Education in Nursing (2011).

In the CNL focus students meet the competencies for the Clinical Nurse Leader role during the 400 hours of clinical practica and complete a 300 hour immersion in the CNL role.

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## 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**

*19 semester hours*

- NURS 523: Role of the Advanced 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)
- NURS 580: Advanced Pathophysiology (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, as outlined below for the COM and FNP*

▪ **Care and Outcomes Manager (COM) 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)

### **M.S.N. Care and Outcomes Manager Sample Curriculum**

**15 months**

**33 semester hours (minimum)**

◦ **First Year: Summer Session**

- NURS 580: Advanced Pathophysiology (3)

◦ **First Year: Fall Semester**

- NURS 523: Roles of the Advanced Nurse (3)
- NURS 525: Theoretical Foundations (3)
- NURS 526: Leadership and Management (3)

- **First Year: January Term**
    - NURS 524: Advanced Health Promotion (2)
    - NURS 540: Illness and Disease Management (2)
  - **First Year: Spring Semester**
    - NURS 527: Evaluation and Outcomes Research (3)
    - NURS 530: Resource Management (3)
    - NURS 531: Care and Outcomes Manager Practicum I (3)
  - **Second Year: Summer Session**
    - NURS 532: Care and Outcomes Manager Practicum II (6)
    - NURS 596: Scholarly Inquiry (2)
- 

## **RN-B TO M.S.N. Program for Registered Nurses with a Non-Nursing Bachelor's Degree**

**This program is currently on hiatus.**

The RN-B to M.S.N. Program is designed to allow registered nurses with a previous non-nursing bachelor's or higher degree to earn the M.S.N. degree in the Care and Outcomes Manager, Advanced Generalist area of focus; this program does not confer the B.S.N. degree. The sequence of study recognizes the academic success of the non-nursing graduate and RN licensure as groundwork for graduate study. The program is academically intensive to assure the student of adequate development as a master's prepared advanced generalist by the completion of the RN-B to M.S.N. program, but is structured to maximize the participant's ability to sustain employment. A limited number of candidates is admitted each year and admission is competitive.

All students are admitted to the RN-B to M.S.N. program in the Advanced Generalist focus, which is part of the Care and Outcomes Manager (COM) Concentration. Enrolled RN-B to M.S.N. students who demonstrate a strong potential for success in a specialty may, when space allows, apply to be considered for selection into clinical specializations, such as COM-Clinical Nurse Educator focus, etc. RN-B to M.S.N. students must apply and be selected for a change of COM focus area or concentration at the completion of the first semester of M.S.N. core coursework. Students who do not apply or are not selected for participation in an alternative COM focus area remain in the COM-Advanced Generalist M.S.N. program. Admission to the RN-B to M.S.N. program does not guarantee progression into any other COM focus area or specializations (CNL, Educator, etc.); admission to specialties is highly selective and space is not guaranteed or reserved for RN-B to M.S.N. students. Students admitted to a specialty will incur additional time and expense, and depending on the specialty, are advised that intensive practica may impact their ability to work outside the program.

RN-B to M.S.N. students follow the traditional M.S.N. Advanced Generalist curriculum (see above), with the additional requirement of NURS 430: Situations with Communities (5 semester hours). NURS 430 is offered Spring and Fall Semesters at PLU. Enrollment in NURS 430 at PLU requires approval; space is limited). Nursing courses taken off-campus toward fulfillment of this requirement must be approved for equivalency by the dean of the School of Nursing prior to admission to the program.

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## **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: Nursing Situations with Communities (5)
- **Year One: Summer** (COM-Advanced Generalist)
  - NURS 580: Advanced Pathophysiology (3)
- **Year One: Fall Semester** (M.S.N. Core)
  - NURS 523: Roles of the Advanced Nurse (3)

- NURS 525: Theoretical Foundations (3)
  - NURS 526: Leadership and Management (3)
  - **Year One: January Term** (M.S.N. Core)
    - NURS 524: Advanced Health Promotion (2)
    - NURS 540: Illness and Disease Management (2)
  - **Year One: Spring Semester** (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 Session** (COM-Advanced Generalist)
    - NURS 532: Care and Outcomes Manager Practicum II (6)
    - NURS 596: Scholarly Inquiry (2)
- 

## Entry-Level Master of Science in Nursing Program

### Care and Outcomes Manager Concentration, Advanced Generalist Focus

The Entry-Level M.S.N. is a cohort program designed to prepare candidates with a previous bachelor's or higher degree to gain RN licensure and the M.S.N. degree. The sequence of study recognizes the academic success of the non-nursing graduate by providing a focused immersion into nursing followed by graduate study. Students do not receive a B.S.N. degree, but following successful completion of the first 15-months of study, they are eligible to sit for the NCLEX-RN for registered nurse licensure and to continue in the M.S.N. program in the Care and Outcomes Manager (COM) concentration, Advanced Generalist focus. A limited cohort is admitted each year and admission is competitive.

The Entry-Level M.S.N. program is clinically and academically intensive to assure the student of adequate exposure to the RN role and responsibilities, as well as to develop the student as master's-prepared Advanced Generalist by the completion of the Entry-Level M.S.N. program.

Entry-Level M.S.N. students must maintain full-time status throughout their entire program of study. Prior to entering graduate-level studies, Entry-Level M.S.N. students participate in a 15-month intensive program at the undergraduate level leading to RN eligibility. During the pre-licensure program component, outside employment is not recommended because it may significantly impair student performance. After obtaining RN licensure midway through the program, the students are encouraged and expected to work part-time as nurses while enrolled full-time in graduate-level courses. Students are expected to complete the entire 27-month program with their cohort.

**Please note:** Students withdrawing from the Entry-Level M.S.N. program after RN licensure, but before completing the graduate degree, will not have an academic nursing degree from PLU, and will not be able to sustain/obtain licensure in the State of Washington and/or other states.

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## Entry-Level M.S.N. Pre-Licensure and Advanced Generalist Focus Curriculum

*55 semester hours (pre-licensure)*

*30 semester hours (post-licensure, at minimum)*

### Prerequisite Courses

- Introductory Statistics (including inferential and descriptive) (4)
- Human Anatomy and Physiology I (with lab) (5)
- Human Anatomy and Physiology II (with lab) (5)
- Introductory Microbiology (with lab) (4)
- Lifespan Developmental Psychology (4)
- **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: Nursing Situations w/ Individuals: Adult Health I (4)
- NURS 350: Nursing Situations w/ Individuals: Mental Health (4)
- **Year One: January** (Pre-Licensure)
  - NURS 380: Nursing Situations with Families: Childrearing (Peds) (4)
- **Year One: Spring** (Pre-Licensure)
  - NURS 370: Nursing Situations w/ Families: Childbearing (OB) (4)
  - NURS 430: Nursing Situations with Communities (5)
  - NURS 440: Nursing 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.

- **Year Two: Fall** (Licensure Pending, M.S.N. Core)
  - NURS 523: Roles of the Advanced 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)
  - NURS 527: Evaluation and Outcomes Research (3)
  - NURS 530: Resource Management (3)
  - 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)

## Master of Science in Nursing (M.S.N.) - Graduate Courses

### NURS 220: Nursing Competencies I

Focuses on the core knowledge and competencies of therapeutic communication, and technical skills associated with health management. Includes a clinical practicum 50 hours. Prerequisites: BIOL 205, 206; CHEM 105, PSYC 101. Prerequisite or corequisites: BIOL 201, PSYC 320. (4) (2 credits didactic, 1 credit lab, 1 credit clinical)

### 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) (4 credits didactic)

### 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) (3 credits didactic, 1 credit lab)

### 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) (1 credit didactic, 1 credit lab)

### **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) (4 credits didactic)

### **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. Includes a clinical practicum of 84 hours. Prerequisites: prior or concurrent enrollment in NURS 320 and 330, achievement of Junior I status. (4) (2 credits didactic, 2 credits clinical)

### **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. Includes a clinical practicum of 84 hours. Prerequisites: prior or concurrent enrollment in NURS 330, achievement of Junior I status. (4) (2 credits didactic, 2 credits clinical)

### **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. Includes a clinical practicum of 84 hours. Prerequisites: NURS 320, 330, 340, 350, achievement of Junior II status. (4) (2 credits didactic, 2 credits clinical)

### **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. Includes a clinical of 84 hours. Prerequisites: prior or concurrent enrollment in NURS 420, achievement of Senior I status. (5) (3 credits didactic, 2 credits clinical)

### **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. Includes a clinical practicum of 84 hours. Prerequisites: NURS 360, 370, and 380, achievement of Senior I status. (4) (2 credits didactic, 2 credits clinical)

### **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) (1 credit seminar)

### **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) (1 credit didactic, 1 credit seminar)

### **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. Includes a clinical practicum 252 hours. Prerequisites: NURS 420, 430, 440, 441, prior or concurrent enrollment in NURS 460 and 480, and achievement of Senior II status. (6) (1 credit didactic, 5 credits clinical)

## **NURS 523: Roles of the Advanced Nurse**

Facilitates the development and transition into the advanced nursing roles through analysis of ethical, professional, social and practice perspectives. (3) (3 credits didactic)

## **NURS 524: Advanced Health Promotion**

Identification of health risks and protective strategies for diverse populations. (2) (2 credits didactic)

## **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) (3 credits didactic)

## **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) (3 credits didactic)

## **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) (3 credits didactic)

## **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) (3 credits didactic)

## **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. Includes clinical practicum of 120 hours. Prerequisite: NURS 523. (3) (1 credit didactic, 2 credits clinical)

## **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. Includes clinical of 240 hours. Prerequisite: NURS 531 (or as a corequisite). (6) (2 credits didactic, 4 credits clinical)

## **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. Prerequisite: NURS 531. Prerequisite or corequisite: NURS 530. (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. Includes clinical practicum of 30 hours. (2) (1.5 credits didactic, 0.5 credits clinical)



## **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) (3 credits didactic)

## **NURS 582: Advanced Health Assessment**

Development and performance of the skills needed for advanced health assessment of individuals, families, or communities throughout the lifespan. Includes clinical practicum of 30 hours. Prerequisite: basic health assessment skills. (3) (2.5 credits didactic, 0.5 credits clinical)

## **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. Includes clinical practicum of 60-480 hours. 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) (2 credits didactic)

## **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) (1 to 4 credits didactic)

# Doctor in Nursing Practice (D.N.P.)

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253.535.7672	<a href="http://www.plu.edu/msn/">www.plu.edu/msn/</a>	<a href="mailto:nurs@plu.edu">nurs@plu.edu</a>
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The School of Nursing offers the Doctor of Nursing Practice with a Family Nurse Practitioner or Psychiatric Mental Health Practitioner specialty.

## 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 D.N.P. program has received initial approval by the Washington State Nursing Care Quality Assurance Commission. The Family Nurse Practitioner (FNP) curriculum meets requirements for national certification as a Family Nurse Practitioner. The Psychiatric Mental Health Nurse Practitioner curriculum meets eligibility requirements for national certification as a Psychiatric Mental Health Nurse Practitioner.

## D.N.P. Application Priority Deadlines

D.N.P. candidates may apply for admission at any time during the year. However, application by the priority deadline will enhance the applicant's potential for admission and for arranging financial assistance.

- B.S.N. to D.N.P.: November 15/Rolling admissions for the following Summer (June)
- Post-master's to D.N.P.: February 15/Rolling admissions for the following Summer (June)
- Post-master's to D.N.P.: March 1/Rolling admission for the following Fall (September)
- Post-master's to D.N.P.: December 1/Rolling admissions for the following J-term or Spring

## Admission Criteria

- B.S.N. to D.N.P.: Hold a baccalaureate degree in nursing from a nationally accredited school of nursing.
- M.S.N. to D.N.P. post-master's: Completion of a master's degree in nursing from a nationally-accredited school of nursing.
- A minimum cumulative GPA of 3.00 (B) on a 4.00 scale for all college work.
- Submission of PLU Graduate Application forms and \$55 non-refundable fee.
- Official transcripts from each college and university attended.
- Professional résumé.
- Statement of professional goals.
- Two letters of recommendation.
- Submission of School of Nursing Addenda packet, which includes:
  - Questions Relative to Licensure;
  - Policy/Procedures for students who are transferring from another School of Nursing graduate program;
  - Policy/Procedures Regarding English Proficiency; and
  - Physical/Psychological Expectations of Nurses preparing for Professional Practice.
- Civil, administrative and criminal history clearance in all states as well as any other applicable territory or country.
- Fluency in speaking, reading, writing and comprehending graduate-level English (see policy and procedures in the Graduate Application Addendum).
- Direct care RN experience preferred, but not required.

## Advance Deposit

There are limitations on the number of students accepted into the D.N.P. program each year. Applicants accepted into the program are required to make a non-refundable \$300 advance tuition payment to confirm their acceptance of an offer of admission within three weeks of their acceptance date.

## Program Requirements

*All admitted D.N.P. students must provide valid documentation of the following by designated dates and before enrollment in any practicum/clinical course:*

- Unrestricted licensure as a registered nurse in the State of Washington
- Immunization and health status;
- CPR certification;
- Comprehensive personal health insurance; and

- Civil, administrative, and criminal history clearance in all states, as well as any other applicable territory or country.

## Drug Testing Policy

All nursing students will be required to submit to a drug, marijuana and alcohol screening at least once yearly as part of their continuing School of Nursing health requirements. Students may be required to submit to additional drug screenings as required by the clinical agencies and School of Nursing. The screenings may be scheduled or they may occur at random and unannounced. Students will be expected to adhere to any deadline set by the agencies and/or the School of Nursing.

## Advising

The associate dean for graduate nursing programs for the School of Nursing typically completes initial advising and program planning with applicants and admitted students. Post-master's students will meet with the Associate Dean for Graduate Nursing Programs to conduct a Gap Analysis of previous master's coursework and develop a plan of study to meet the D.N.P. degree requirements. D.N.P. applicants are strongly encouraged to attend one of the regularly scheduled information sessions and review the website. Upon matriculation, all students are assigned a graduate faculty advisor.

## Non-Matriculated Students

B.S.N. or M.S.N.-prepared registered nurses may, with permission of the Associate Dean for Graduate Nursing Programs, enroll in up to nine semester hours of D.N.P. courses on a non-matriculated basis with School of Nursing approval. Non-matriculated students are, by definition, non-degree seeking individuals, and there is no guarantee that non-matriculated students will eventually be admitted. Non-matriculated students must formally apply to, and be accepted to, the D.N.P. program if they want to seek a D.N.P. degree. For more information on non-matriculated status, see the [Graduate School policies](#).

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## D.N.P. Program for B.S.N. (Prepared Registered Nurses)

### D.N.P. Program for B.S.N. (Prepared Registered Nurses)

The Doctor of Nursing Practice program is designed for nurses seeking a terminal degree at the highest level of nursing practice. The sequence of study recognizes the academic and professional success of the baccalaureate degree as the groundwork for graduate study. A limited number of candidates are admitted each year and admission is competitive.

The PLU Doctor of Nursing Practice degree prepares graduates in the advanced practice specialty area of Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner. Graduates are able to develop and evaluate quality within a health system, collaborate with inter-professional teams to improve health outcomes, and be leaders in the nursing profession. The D.N.P. curriculum consists of the M.S.N. core coursework (theory, advanced practice roles, evaluation and outcomes research, leadership and management, and advanced health promotion), D.N.P. core coursework (information systems and patient care technology, epidemiology, analytical methods, translating research into practice, and health policy), a D.N.P. Scholarly Project and the specialty track coursework for either the Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner specialty.

- The Family Nurse Practitioner specialty core coursework focuses on client-centered clinical practice, and prepares nurses to respond to the needs of today's and tomorrow's health care consumers, to manage direct care based on advanced assessment and diagnostic reasoning, to incorporate health promotion and disease prevention interventions into health care delivery, and to recognize their potential for professional growth, responsibility, and autonomy. Successful completion of the D.N.P. Family Nurse Practitioner program qualifies students to sit for national certification examinations for Family Nurse Practitioner, making them eligible under Washington State law for Advanced Registered Nurse Practitioner (ARNP) licensure.
  - The Psychiatric Mental Health Nurse Practitioner specialty coursework prepares nurses to provide comprehensive mental health, psychiatric and addictions care at the advanced practice level in hospitals, outpatient, and community settings. Scope of practice includes advanced practice psychiatric-mental health nursing assessment, psychopharmacology, group, individual and family therapy and advanced nursing interventions across the lifespan. Successful completion of the D.N.P. Psychiatric Mental Health Nurse Practitioner track qualifies students to sit for national certification examinations for Psychiatric Mental Health Nurse Practitioner, making them eligible under Washington State law for Advanced Registered Nurse Practitioner (ARNP) licensure.
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## Doctor of Nursing Practice Degree Requirements

**Prerequisite Course:** Introductory Statistics (including inferential and descriptive) with a minimum grade of 3.0 (B).

◦ **M.S.N. Courses**

- NURS 523: Roles of the Advanced 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 530: Resource Management (3)
- NURS 531: Care & Outcomes Manager Practicum I (3)
- NURS 540: Illness and Disease Management (2)

◦ **Family Nurse Practitioner Core Courses**

The F.N.P. core courses may have required clinical hours and must be taken in a prescribed sequence.

- NURS 580: Advanced Pathophysiology (3)
- NURS 582: Advanced Health Assessment (3)
- NURS 583: Clinical Pharmacotherapeutics (3)
- NURS 584: Family Nurse Practitioner I (5)
- NURS 585: Family Nurse Practitioner II (5)
- NURS 561: Management of Mental Health Conditions in Primary Care (2)
- NURS 562: Primary Care Management of Women and Children (4)
- NURS 594: Family Nurse Practitioner Clinical Capstone (3)

◦ **Psychiatric Mental Health Nurse Practitioner Core Courses**

The P.M.H.N.P. core courses may have required clinical hours and must be taken in a prescribed sequence.

- NURS 580: Advanced Pathophysiology (3)
- NURS 582: Advanced Health Assessment (3)
- NURS 583: Clinical Pharmacotherapeutics (3)
- NURS 651: Psychopharmacology Across the Lifespan (3)
- NURS 652: Management of Substance-related and Addictive Disorders (2)
- NURS 653: PMHNP I: Psychopathology, Assessment, Diagnosis and Management Across the Lifespan (7)
- NURS 654: PMHNP II: Psychopathology, Assessment, Diagnosis and Management Across the Lifespan (6)
- NURS 655: PMHNP III: Psychotherapies Across the Lifespan (4)
- NURS 656: PMHNP IV: Psychotherapies Across the Lifespan (4)
- NURS 657: PMHNP Capstone (4)

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◦ **Doctor of Nursing Practice Core Courses**

- NURS 623: Information Systems and Patient Care Technology (3)
- NURS 625: Applied Epidemiology and Biostatistics for Nursing Practice (3)
- NURS 630: Analytical Methods for Evidence-Based Practice (3)
- NURS 631: Translating Research: Improving Practice and Outcomes (3)
- NURS 627: Policy and Politics: Implications for Health Care (3)
- NURS 695: Transition to D.N.P. Practice (1)

◦ **Doctor of Nursing Practice Scholarly Project Courses**

The D.N.P. Scholarly Project courses must be taken in the prescribed sequence.

- NURS 681: D.N.P. Scholarly Proposal Seminar: Planning (2)
- NURS 682: D.N.P. Scholarly Project: Implementation I (3)
- NURS 683: D.N.P. Scholarly Project: Implementation II (2)
- NURS 684: D.N.P. Scholarly Project: Evaluation and Dissemination (4)
- NURS 699: D.N.P. Scholarly Project: Capstone (2)

## **Post-Master's Doctor of Nursing Practice Degree for Advanced Practice Nurses**

The post-master's D.N.P. degree builds on the master's degree in advanced practice nursing (Nurse Practitioner, Certified Nurse Midwife, Clinical Nurse Specialist, Certified Registered Nurse Anesthetist). Students complete the D.N.P. Core and D.N.P.

Scholarly Project coursework. A Gap Analysis is conducted to determine what previous coursework meets the D.N.P. competencies and which additional courses will be required for the PLU D.N.P. degree.

## **Post-Master's Doctor of Nursing Practice Degree for Those Seeking a Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner Specialty**

The post-master's D.N.P. for master's-prepared nurses who wish to complete the Family Nurse Practitioner (FNP) or Psychiatric Mental Health Nurse Practitioner (PMHNP) specialty builds on master's level coursework, with the student completing the FNP or PMHNP specialty core, the D.N.P. Core and the D.N.P. Scholarly Project coursework at PLU. A Gap Analysis is conducted to determine what previous coursework meets the D.N.P. competencies and which additional courses will be required for the PLU D.N.P. degree.

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### **D.N.P. Family Nurse Practitioner Sample Curriculum**

36 months

79 semester hours

- **First Year: Summer**
  - NURS 623: Information Systems and Patient Care Technology (3)
  - NURS 625: Applied Epidemiology and Biostatistics for Nursing Practice (3)
- **First Year: Fall**
  - NURS 523: Roles of the Advanced Nurse (3)
  - NURS 525: Theoretical Foundations (3)
  - NURS 526: Nursing Leadership and Management (3)
- **First Year: J-term**
  - NURS 524: Advanced Health Promotion (2)
  - NURS 540: Illness/Disease Management (2)
- **First Year: Spring**
  - NURS 527: Evaluation and Outcomes Research (3)
  - NURS 531: Care & Outcomes Manager Practicum I (3)
  - NURS 630: Analytical Methods for Evidence Based Practice (3)
- **Second Year: Summer**
  - NURS 580: Advanced Pathophysiology (3)
  - NURS 582: Advanced Health Assessment (3)
  - NURS 583: Clinical Pharmacotherapeutics (3)
- **Second Year: Fall**
  - NURS 561: Management of Mental Health Conditions in Primary Care (2)
  - NURS 584: Family Nurse Practitioner I (5)
- **Second Year: J-term**
  - Optional International/Global Elective
- **Second Year: Spring**
  - NURS 530: Resource Management (3)
  - NURS 585: Family Nurse Practitioner II (5)
  - NURS 631: Translating Research: Improving Practice and Outcomes (3)
- **Third Year: Summer**
  - NURS 562: Primary Care Management of Women and Children (4)
  - NURS 681: D.N.P. Scholarly Proposal Seminar: Planning (2)
- **Third Year: Fall**
  - NURS 594: Family Nurse Practitioner Clinical Capstone (3)
  - NURS 627: Policy and Politics: Implications for Health Care (3)
  - NURS 682: D.N.P. Scholarly Project: Implementation I (3)
- **Third Year: J-term**
  - NURS 683: D.N.P. Scholarly Project: Implementation II (2)
- **Third Year: Spring**
  - NURS 684: D.N.P. Scholarly Project: Evaluation and Dissemination (4)

- NURS 695: Transition to D.N.P. Practice (1)
  - NURS 699: D.N.P. Scholarly Project: Capstone (2)
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## **D.N.P. Family Nurse Practitioner Sample Curriculum (Part-Time Option)**

48 months

79 semester hours

- **First Year: Summer**
    - NURS 623: Information Systems and Patient Care Technology (3)
    - NURS 625: Applied Epidemiology and Biostatistics for Nursing Practice (3)
  - **First Year: Fall**
    - NURS 523: Roles of the Advanced Nurse (3)
    - NURS 525: Theoretical Foundations (3)
  - **First Year: J-term**
    - NURS 524: Advanced Health Promotion (2)
    - NURS 540: Illness/Disease Management (2)
  - **First Year: Spring**
    - NURS 527: Evaluation and Outcomes Research (3)
    - NURS 531: Care & Outcomes Manager Practicum I (3)
  - **Second Year: Summer**
    - NURS 580: Advanced Pathophysiology (3)
  - **Second Year: Fall**
    - NURS 526: Nursing Leadership and Management (3)
    - NURS 627: Policy and Politics: Implications for Health Care (3)
  - **Second Year: Spring**
    - NURS 530: Resource Management (3)
    - NURS 630: Analytical Methods for Evidence-Based Practice (3)
  - **Third Year: Summer**
    - NURS 582: Advanced Health Assessment (3)
    - NURS 583: Clinical Pharmacotherapeutics (3)
  - **Third Year: Fall**
    - NURS 561: Management of Mental Health Conditions in Primary Care (2)
    - NURS 584: Family Nurse Practitioner I (5)
  - **Third Year: J-term**
    - Optional International/Global Elective
  - **Third Year: Spring**
    - NURS 585: Family Nurse Practitioner II (5)
    - NURS 631: Translating Research: Improving Practice and Outcomes (3)
  - **Fourth Year: Summer**
    - NURS 562: Primary Care Management of Women and Children (4)
    - NURS 681: D.N.P. Scholarly Proposal Seminar: Planning (2)
  - **Fourth Year: Fall**
    - NURS 594: Family Nurse Practitioner Clinical Capstone (3)
    - NURS 682: D.N.P. Scholarly Project: Implementation I (3)
  - **Fourth Year: J-term**
    - NURS 683: D.N.P. Scholarly Project: Implementation II (2)
  - **Fourth Year: Spring**
    - NURS 684: D.N.P. Scholarly Project: Evaluation and Dissemination (4)
    - NURS 695: Transition to D.N.P. Practice (1)
    - NURS 699: D.N.P. Scholarly Project: Capstone (2)
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## D.N.P. Post-Master's Sample Curriculum - Students Who Are Already Advanced Practice Nurses

24 months, part-time  
30 semester hours (minimum\*)

\*A Gap Analysis will be conducted to determine what additional coursework the student will need to meet the AACN D.N.P. Essentials competencies.

- **First Year: Summer**
    - NURS 623: Information Systems and Patient Care Technology (3)
    - NURS 625: Applied Epidemiology and Biostatistics for Nursing Practice (3)
  - **First Year: Fall**
    - NURS 627: Policy and Politics: Implications for Health Care (3)
  - **First Year: J-Term**
    - Optional International/Global Elective
  - **First Year: Spring**
    - NURS 630: Analytical Methods for Evidence-Based Practice (3)
    - NURS 631: Translating Research: Improving Practice and Outcomes (3)
  - **Second Year: Summer**
    - NURS 681: D.N.P. Scholarly Proposal Seminar: Planning (2)
  - **Second Year: Fall**
    - NURS 682: D.N.P. Scholarly Project: Implementation I (3)
  - **Second Year: J-Term**
    - NURS 683: D.N.P. Scholarly Project: Implementation II (2)
  - **Second Year: Spring**
    - NURS 684: D.N.P. Scholarly Project: Evaluation and Dissemination (4)
    - NURS 695: Transition to D.N.P. Practice (1)
    - NURS 699: D.N.P. Scholarly Project: Capstone (2)
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## D.N.P. Post-Master's Family Nurse Practitioner Sample Curriculum

24 months  
56 semester hours (minimum\*)

\*A Gap Analysis will be conducted to determine what additional coursework the student will need to meet the AACN D.N.P. Essentials competencies.

- **First Year: Summer**
  - NURS 582: Advanced Health Assessment (3)
  - NURS 583: Clinical Pharmacotherapeutics (3)
  - NURS 625: Applied Epidemiology and Biostatistics for Nursing Practice (3)
- **First Year: Fall**
  - NURS 561: Management of Mental Health Conditions in Primary Care (2)
  - NURS 584: Family Nurse Practitioner I (5)
  - NURS 627: Policy and Politics: Implications for Health Care (3)
- **First Year: J-Term**
  - Optional International/Global Elective
- **First Year: Spring**
  - NURS 585: Family Nurse Practitioner II (5)
  - NURS 630: Analytical Methods for Evidence-Based Practice (3)
  - NURS 631: Translating Research: Improving Practice and Outcomes (3)
- **Second Year: Summer**
  - NURS 562: Primary Care Management of Women and Children (4)
  - NURS 623: Information Systems and Patient Care Technology (3)

- NURS 681: D.N.P. Scholarly Proposal Seminar: Planning (2)
  - **Second Year: Fall**
    - NURS 594: Family Nurse Practitioner Clinical Capstone (3)
    - NURS 682: D.N.P. Scholarly Project: Implementation I (3)
  - **Second Year: J-Term**
    - NURS 683: D.N.P. Scholarly Project: Implementation II (2)
  - **Second Year: Spring**
    - NURS 684: D.N.P. Scholarly Project: Evaluation and Dissemination (4)
    - NURS 695: Transition to D.N.P. Practice (1)
    - NURS 699: D.N.P. Scholarly Project: Capstone (2)
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## D.N.P. Psychiatric Mental Health Nurse Practitioner Sample Curriculum

36 months

90 semester hours

- **First Year: Summer**
  - NURS 623: Information Systems and Patient Care Technology (3)
  - NURS 625: Applied Epidemiology and Biostatistics for Nursing Practice (3)
- **First Year: Fall**
  - NURS 523: Roles of the Advanced Nurse (3)
  - NURS 525: Theoretical Foundations (3)
  - NURS 526: Nursing Leadership and Management (3)
- **First Year: J-Term**
  - NURS 524: Advanced Health Promotion (2)
  - NURS 540: Illness/Disease Management (2)
- **First Year: Spring**
  - NURS 527: Evaluation and Outcomes Research (3)
  - NURS 531: Care & Outcomes Manager Practicum I (3)
  - NURS 630: Analytical Methods for Evidence Based Practice (3)
- **Second Year: Summer**
  - NURS 580: Advanced Pathophysiology (3)
  - NURS 582: Advanced Health Assessment (3)
  - NURS 583: Clinical Pharmacotherapeutics (3)
- **Second Year: Fall**
  - NURS 653 PMHNP I: Psychopathology, Assessment, Diagnosis and Management Across the Lifespan (7)
  - NURS 651: Psychopharmacology Across the Lifespan (3)
- **Second Year: J-Term**
  - NURS 652: Management of Substance-related and Addictive Disorders (2)
- **Second Year: Spring**
  - NURS 530: Resource Management (3)
  - NURS 654: PMHNP II: Psychopathology, Assessment, Diagnosis and Management Across the Lifespan (6)
  - NURS 631: Translating Research: Improving Practice and Outcomes (3)
- **Third Year: Summer**
  - NURS 655: PMHNP III: Psychotherapies Across the Lifespan (4)
  - NURS 681: D.N.P. Scholarly Proposal Seminar: Planning (2)
- **Third Year: Fall**
  - NURS 656: PMHNP IV: Psychotherapies Across the Lifespan (4)
  - NURS 627: Policy and Politics: Implications for Health Care (3)
  - NURS 682: D.N.P. Scholarly Project: Implementation I (3)
- **Third Year: J-Term**
  - NURS 683: D.N.P. Scholarly Project: Implementation II (2)
- **Third Year: Spring**
  - NURS 684: D.N.P. Scholarly Project: Evaluation and Dissemination (4)



- NURS 695: Transition to D.N.P. Practice (1)
- NURS 699: D.N.P. Scholarly Project: Capstone (2)
- NURS 657: PMHNP Capstone (4)

## D.N.P. Psychiatric Mental Health Nurse Sample Curriculum (Part-time Option)

48 months

90 semester hours

- **First Year: Summer**
  - NURS 623: Information Systems and Patient Care Technology (3)
  - NURS 625: Applied Epidemiology and Biostatistics for Nursing Practice (3)
- **First Year: Fall**
  - NURS 523: Roles of the Advanced Nurse (3)
  - NURS 525: Theoretical Foundations (3)
- **First Year: J-Term**
  - NURS 524: Advanced Health Promotion (2)
  - NURS 540: Illness/Disease Management (2)
- **First Year: Spring**
  - NURS 527: Evaluation and Outcomes Research (3)
  - NURS 531: Care & Outcomes Manager Practicum I (3)
- **Second Year: Summer**
  - NURS 580: Advanced Pathophysiology (3)
- **Second Year: Fall**
  - NURS 526: Nursing Leadership and Management (3)
  - NURS 627: Policy and Politics: Implications for Health Care (3)
- **Second Year: J-Term**
  - Optional International/Global Elective
- **Second Year: Spring**
  - NURS 530: Resource Management (3)
  - NURS 630: Analytical Methods for Evidence-based Practice (3)
- **Third Year: Summer**
  - NURS 582: Advanced Health Assessment (3)
  - NURS 583: Clinical Pharmacotherapeutics (3)
- **Third Year: Fall**
  - NURS 653: PMHNP I: Psychopathology, Assessment, Diagnosis and Management Across the Lifespan (7)
  - NURS 651: Psychopharmacology Across the Lifespan (3)
- **Third Year: J-Term**
  - NURS 652: Management of Substance-related and Addictive Disorders (2)
- **Third Year: Spring**
  - NURS 654: PMHNP II: Psychopathology, Assessment, Diagnosis and Management Across the Lifespan (6)
  - NURS 631: Translating Research: Improving Practice and Outcomes (3)
- **Fourth Year: Summer**
  - NURS 655: PMHNP III: Psychotherapies Across the Lifespan (4)
  - NURS 681: D.N.P. Scholarly Proposal Seminar: Planning (2)
- **Fourth Year: Fall**
  - NURS 656: PMHNP IV: Psychotherapies Across the Lifespan (4)
  - NURS 682: D.N.P. Scholarly Project: Implementation I (3)
- **Fourth Year: J-Term**
  - NURS 683: D.N.P. Scholarly Project: Implementation II (2)
- **Fourth Year: Spring**
  - NURS 684: D.N.P. Scholarly Project: Evaluation and Dissemination (4)
  - NURS 695: Transition to D.N.P. Practice (1)
  - NURS 699: D.N.P. Scholarly Project: Capstone (2)

- NURS 657: PMHNP Capstone (4)
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## **D.N.P. Post-Master's Psychiatric Mental Health Nurse Practitioner Sample Curriculum**

24 months

65 semester hours (minimum\*)

\*A Gap Analysis will be conducted to determine what additional coursework the student will need to meet the AACN D.N.P. Essentials competencies.

- **First Year: Summer**
    - NURS 582: Advanced Health Assessment (3)
    - NURS 583: Clinical Pharmacotherapeutics (3)
    - NURS 625: Applied Epidemiology and Biostatistics for Nursing Practice (3)
  - **First Year: Fall**
    - NURS 653: PMHNP I: Psychopathology, Assessment, Diagnosis and Management Across the Lifespan (7)
    - NURS 651: Psychopharmacology Across the Lifespan (3)
    - NURS 627: Policy and Politics: Implications for Health Care (3)
  - **First Year: J-Term**
    - NURS 652: Management of Substance-related and Addictive Disorders (2)
  - **First Year: Spring**
    - NURS 654: PMHNP II: Psychopathology, Assessment, Diagnosis and Management Across the Lifespan (6)
    - NURS 630: Analytical Methods for Evidence-based Practice (3)
    - NURS 631: Translating Research: Improving Practice and Outcomes (3)
  - **Second Year: Summer**
    - NURS 655: PMHNP III: Psychotherapies Across the Lifespan (4)
    - NURS 623: Information Systems and Patient Care Technology (3)
    - NURS 681: D.N.P. Scholarly Proposal Seminar: Planning (2)
  - **Second Year: Fall**
    - NURS 656: PMHNP IV: Psychotherapies Across the Lifespan (4)
    - NURS 682: D.N.P. Scholarly Project: Implementation I (3)
  - **Second Year: J-Term**
    - NURS 683: D.N.P. Scholarly Project: Implementation II (2)
  - **Second Year: Spring**
    - NURS 684: D.N.P. Scholarly Project: Evaluation and Dissemination (4)
    - NURS 695: Transition to D.N.P. Practice (1)
    - NURS 699: D.N.P. Scholarly Project: Capstone (2)
    - NURS 657: PMHNP Capstone (4)
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## **Doctor in Nursing Practice (D.N.P.) - Graduate Courses**

### **NURS 523: Roles of the Advanced Nurse**

Facilitates the development and transition into the advanced nursing roles through analysis of ethical, professional, social and practice perspectives. (3) (3 credits didactic)

### **NURS 524: Advanced Health Promotion**

Identification of health risks and protective strategies for diverse populations. (2) (2 credits didactic)

## **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) (3 credits didactic)

## **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) (3 credits didactic)

## **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) (3 credits didactic)

## **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) (3 credits didactic)

## **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. Includes clinical practicum of 120 hours. Prerequisite: NURS 523. (3) (1 credit didactic, 2 credits clinical)

## **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. Prerequisite: NURS 531. Prerequisite or corequisite: NURS 530. (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. Includes clinical practicum of 30 hours. (2) (1.5 credits didactic, 0.5 credits clinical)

## **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 562: Primary Care Management of Women and Children**

This course covers common problems unique to women and children including pregnancy, postpartum care, gynecological conditions, perimenopausal, menopausal care, well child & adolescent care, preventive care, and common behavioral and developmental problems in children & adolescents (developmental delay, learning disabilities, autism, school issues, etc.), and cultural variations in parenting. Family and role transitions across the lifespan are explored. Includes clinical practicum of 120 hours. Prerequisite: NURS 584, NURS 585. (4) (2 credits didactic, 2 credits clinical)

## **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) (3 credits didactic)

## **NURS 582: Advanced Health Assessment**

Development and performance of the skills needed for advanced health assessment of individuals, families, or communities throughout the lifespan. Includes clinical practicum of 30 hours. Prerequisite: basic health assessment skills. (3) (2.5 credits didactic, 0.5 credits clinical)

## **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. Prerequisite or corequisite: NURS 580. (3) (3 credits didactic)

## **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. Includes clinical practicum of 180 hours. Prerequisites: NURS 582 and prerequisite or corequisite NURS 583. (5) (2 credits didactic, 3 credits clinical)

## **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. Includes clinical practicum of 180 hours. Prerequisite: NURS 584. (5) (2 credits didactic, 3 credits clinical)

## **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. Includes clinical practicum of 60-480 hours. Prerequisite: Completion of all core requirements. (1 to 6)

## **NURS 594: Family Nurse Practitioner Clinical Capstone**

This clinical course and seminar are designed as the culminating clinical course in the Family Nurse Practitioner program. Students will demonstrate the ability to provide novice-level primary care to chronic, complex patients with multiple co-morbidities. Professional practice issues including conflict resolution, contract negotiation and obligations for certification and licensure are included. Students will develop an individual learning plan for clinical practicum that includes identifying gaps in Family Nurse Practitioner competencies. This course includes 120 clinical hours. Prerequisite: NURS 582, 584, 585, N561 (MH), N562 WH/Peds. (3) (1 credit didactic, 2 credits clinical)

## **NURS 623: Information Systems and Patient Care Technology**

This course is designed to provide the student with the knowledge and skills regarding the uses of information technology to support evidence-based nursing practice. The course focuses on the development of knowledge and technical skills to use data management systems and technological resources for decision-making, implementation of quality improvement initiatives, and evaluation of patient care technologies. The course includes use of systems analysis, consumer use of informatics for health care information, and consideration of ethical, regulatory, and legal issues. (3) (3 credits didactic)

## **NURS 625: Applied Epidemiology and Biostatistics for Nursing Practice**

Application of epidemiology and biostatistics to guide evidence based practice in health care, analysis of epidemiological, biostatistical, environmental, and other appropriate data related to individual, aggregate, and population health. Using public data sources to understand and to address health concerns, students will design population-based health promotion and disease prevention activities to support national and international goals of improving global health. (3) (3 credits didactic)

## **NURS 627: Policy and Politics: Implications for Health Care**

Principles of policy and the influence of the political process as a systematic approach to health care in the United States and internationally. The interdependence of policy and practice will be evaluated, with a focus on the challenges of engaging and influencing health policy locally, nationally and globally. Students will analyze the ethical, legal, economic, and sociocultural factors influencing policy development. Health policy frameworks are analyzed from governmental, organizational, and clinical practice perspectives. (3) (3 credits didactic)

## **NURS 630: Analytical Methods for Evidence-Based Practice**

Use of analytical methods required to evaluate research to guide evidence based practice. Students locate, critically evaluate and synthesize evidence from qualitative and quantitative studies that support improvement of outcomes in diverse populations. Students will identify appropriate practice questions and determine the appropriate method(s) to design and evaluate outcomes. Prerequisite: statistics course. (3) (3 credits didactic)

## **NURS 631: Translating Research: Improving Practice and Outcomes**

Students will develop strategies for translating research findings into sustainable improvements in patient and clinical outcomes for a diverse population. The use of information technology and inter-professional collaboration will be emphasized. Models used to guide the process of implementing and evaluating evidence-based practice change will be examined. (3) (3 credits didactic)

## **NURS 651: Psychopharmacology Across the Lifespan**

Focuses on the principles of psychiatric pharmacotherapy across the lifespan, biological mechanisms of action of psychotropic drugs and the role of the advanced practice psychiatric nurse prescriber. The neurobiological underpinnings of symptom etiology and treatment will form the basis of clinical decision-making in all phases of psychopharmacological treatment, for child/adolescent, adult, and geriatric populations. Prerequisite: NURS 583. (3)

## **NURS 652: Management of Substance-related and Addictive Disorders**

Provides an integrated approach to the neurobiology, assessment, diagnosis, and clinical management of substance-related and addictive disorders across the lifespan. Prerequisite: approval of course faculty. (2)

## **NURS 653: PMHNP I: Psychopathology, Assessment, Diagnosis and Management Across the Lifespan**

Provides an integrated approach to the assessment, diagnosis, and clinical management of psychopathology across the lifespan. An in-depth exploration of the neurobiological underpinnings of mental health problems and psychiatric disorders will serve as the framework of the course. Students will apply principles of neurodevelopment to the assessment, diagnosis, and treatment of individuals across the lifespan with anxiety disorders; depressive disorders; obsessive-compulsive and related disorders; bipolar and related disorders; sleep-wake disorders; feeding and eating disorders; elimination disorders; and trauma - and stressor-related disorders. The role and scope of advanced psychiatric nursing practice including foundational legal and ethical issues are incorporated throughout the course. Prerequisites: NURS 580, 582. Corequisite: NURS 651 (7) (Didactic 3.5 credits, lab/seminar 0.5 credits, clinical 3 credits) (180 hours clinical)

## **NURS 654: PMHNP II: Psychopathology, Assessment, Diagnosis and Management Across the Lifespan**

Provides an integrated approach to the assessment, diagnosis, and clinical management of complex psychopathology across the lifespan. Students will apply concepts covered in PMHNP I to the assessment, diagnosis and treatment of individuals across the lifespan with schizophrenia spectrum and other psychotic disorders; neurocognitive disorders; disruptive, impulse control and conduct disorders; personality disorders; dissociative disorders; somatic symptoms and related disorders; and sexual, gender, and paraphilic disorders. The role and scope of advanced psychiatric nursing practice is expanded from what is covered in PMHNP I to include forensic mental health care. Prerequisite: NURS 653. (6) (Didactic 2.5, lab/seminar 0.5 credits, clinical 3 credits) (180 hours clinical)

## **NURS 655: PMHNP III: Psychotherapies Across the Lifespan**

Examines methods and major conceptual frameworks of group and family psychotherapy. Group dynamics, systems theory and group therapy models will be applied to the treatment of psychiatric disorders in a variety of settings. An overview and critical analysis of family theories and conceptual models will inform psychotherapy with children, adolescents, adults, elders, and their families. Prerequisite: NURS 654. (4) (Didactic 2 credits, clinical 2 credits) (120 hours clinical)

### **NURS 656: PMHNP IV: Psychotherapies Across the Lifespan**

An overview of the major schools of personality theory, psychological development, and derived individual psychotherapy treatment modalities, to better understand the dynamics of the patient and the therapeutic 1:1 relationship. Students will engage in the therapy process with individuals across the lifespan by implementing selected psychotherapeutic techniques. Prerequisite: NURS 655. (4) (Didactic 2 credits, clinical 2 credits) (120 hours clinical)

### **NURS 657: PMHNP Capstone**

In this culminating clinical course students will demonstrate increased competency and accountability in the provision of comprehensive psychiatric-mental health care. Students will gain expertise by working with an identified population of choice and implementing selected psychotherapeutic and pharmacological interventions. Students will develop an individual learning plan to address any gaps in the attainment of required Psychiatric Mental Health Nurse Practitioner competencies. Professional practice issues including contract negotiation and requirements for certification and licensure are included. Prerequisite: NURS 656. (4) (Seminar 1 credit, clinical 3 credits) (180 hours clinical)

### **NURS 681: D.N.P. Scholarly Proposal Seminar: Planning**

Development, planning and refinement of student's D.N.P. scholarly proposal. A D.N.P. scholarly project must evaluate outcomes of practice, practice patterns, policies and/or systems of care within a practice setting, health care organization, or community. Students will complete 30 clinical hours related to project planning. Prerequisites: NURS 630, 631. (2) [1.5 didactic and 0.5 clinical]

### **NURS 682: D.N.P. Scholarly Project: Implementation I**

Collaboration with key stakeholders to implement student's evidence-based D.N.P. project. Students will incorporate change theory and other relevant theories to guide implementation and overcome anticipated and emerging barriers. Students will complete 120 clinical hours related to project implementation. Prerequisite: NURS 683. (3) [1 credit didactic and 2 credits clinical]

### **NURS 683: D.N.P. Scholarly Project: Implementation II**

D.N.P. students will complete the implementation phase of their scholarly project. Seminar is dedicated to review and critique of the implementation process and proposed evaluation strategy. Students will complete 30 clinical hours related to project completion. (2) [1.5 seminar and 0.5 clinical]

### **NURS 684: D.N.P. Scholarly Project: Evaluation and Dissemination**

D.N.P. students will systematically organize and interpret data employing quantitative and/or qualitative methodologies to evaluate the project's impact on health outcomes. Students will disseminate their findings through an oral presentation to the key stakeholders and by submitting an abstract to a relevant professional organization. Students will complete 120 + clinical hours related to project evaluation and dissemination. Prerequisite: NURS 683. (4) [2 credits didactic and 2 credits clinical]

### **NURS 690: Doctor of Nursing Practice Clinical Practicum**

The D.N.P. student will develop further practice or D.N.P. competencies through clinical practicum experience. May be repeated up to 3 times. Pass/Fail grading. Prerequisite: consent of the dean and associate dean of graduate nursing programs. (1 to 4) [1 cr equals 60 clinical practicum hours]

### **NURS 695: Transition to D.N.P. Practice**

Transition and socialization into the Doctorate of Nursing Practice role, to include the D.N.P.'s professional responsibility and accountability for social justice locally and globally. The D.N.P. scholarship portfolio will be completed and evaluated. The

portfolio will include reflection on evidence that demonstrates the student is a clinical scholar and documents competency in all domains of D.N.P. practice as outlined in the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Nursing Practice and the D.N.P. Core Competencies by the National Association of Nurse Practitioner Faculties (NONPF). Prerequisites or corequisites: Taken concurrently with NURS 684 and NURS 699, all other DNP coursework must be completed. Prerequisites: NURS 623, 625, 627, 630, 631, 681, 683. Corequisites: NURS 684, 699. (1) (1 credit didactic)

### **NURS 699: D.N.P. Scholarly Project: Capstone**

Development and submission of a manuscript related to the D.N.P. Scholarly Project for publication in a peer-reviewed, professional journal or other approved scholarly venue. The course includes an intensive, systematic approach to the publication process. Capstone course. Prerequisites: NURS 681, 682, and 683. Corequisite: NURS 684. (2) (2 credits didactic)

# Dual Master's (M.S.N. and M.B.A.)

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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)
  - BMBA 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 to 6)
- NURS 538: Program Development (3)
  - BUSA 577: Project Management (3)
- NURS 596/599: Scholarly Inquiry/Thesis (4)
- BMBA 509: Global Business Perspectives (3)  
*(includes ten-day study abroad with a focus on healthcare systems)*
- BMBA 511: Accounting for Decision Making (3)
- BMBA 517: Understanding and Managing Financial Resources (3)
- BMBA 521: Supply Chain and Operations Management (3)
- BMBA 523: Managing Innovation (3)
- BMBA 549: Strategic Management of Human Capital (3)
- BMBA marketing course as approved by the department.
- ECON 520: Economic Policy Analysis (3)
  - BUSA 522: The Global, Social, Political Environment of the Firm (3)

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.*

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# Financial Aid and Scholarships

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<b>253.535.7134</b>	<b><a href="http://www.plu.edu/financial-aid/">www.plu.edu/financial-aid/</a></b>	<b><a href="mailto:faid@plu.edu">faid@plu.edu</a></b>
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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 95 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.

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.

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 this estimated cost to determine financial need. The cost of attendance may vary, as it takes into account a student's tuition, the cost of books and supplies, housing, food, transportation and personal expenses.

A student's resources include parents' contributions (for all dependent students) as computed by completing the Free Application for Federal Student Aid (FAFSA). It is based on a federally-established formula for determining parental and student ability to contribute toward the student's education. Spouses of married students are also expected to contribute toward their spouse's educational expenses.

If students or their families have unusual circumstances that cannot be reflected on the FAFSA (such as loss of employment or major medical expenses), the Office of Financial Aid should be contacted. The student may qualify for additional assistance when unusual circumstances are considered. Unusual circumstances must be provided in writing, with the student's name, student PLU ID number and all documentation requested. The 2016-17 Special Circumstances Request Form may be found online at: [www.plu.edu/financial-aid/](http://www.plu.edu/financial-aid/).

All applicants are offered the maximum amount of aid for which they qualify, as program limitations and funds permit. Students who receive scholarships from sources outside the University must inform the Office of Financial Aid in writing with the name of the scholarship and its yearly award amount. PLU may be required by federal regulations to adjust a financial aid package when an outside scholarship is received. Loans and work study will be adjusted first. Scholarships and grants will be adjusted only as a last resort and only when required by federal regulations.

# Financial Aid (Undergraduate)

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Click on area below to go to specific topic:

- [Application Procedures](#)
- [Financial Aid Satisfactory Academic Progress Requirement](#)
- [Gift Funding](#)
- [Scholarships and Grants](#)
- [Student Employment Work Study](#)
- [Verification of Financial Aid](#)
- [Veterans Affairs and Vocational Rehabilitation](#)

# Application Procedure

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To ensure timely processing of your FAFSA, file online at [www.fafsa.ed.gov](http://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/](http://www.plu.edu/financial-aid/applying-for-financial-aid/)
- **Understanding Your Offer of Financial Aid**  
[www.plu.edu/financial-aid/understanding-offer/](http://www.plu.edu/financial-aid/understanding-offer/)
- **Accepting Your Offer of Financial Aid**  
[www.plu.edu/financial-aid/accepting-your-offer-of-financial-aid/](http://www.plu.edu/financial-aid/accepting-your-offer-of-financial-aid/)

# Financial Aid Satisfactory Academic Progress

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## 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 required by Federal and Washington State financial aid regulations. It allows students to continue to receive financial assistance as long as they are in "good standing" and making satisfactory progress toward their degree or certificate. This policy is reviewed on an annual basis. Should the policy change students will be notified.

**[Link to Undergraduate Student Satisfactory Academic Progress \(SAP\) for 2016-17.](#)**

# Verification of FAFSA

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The federal government requires verification to confirm the accuracy of the information submitted on a Free Application for Federal Student Aid (FAFSA) form.

Information may be found on the Financial Aid website at: <http://www.plu.edu/financial-aid/what-is-verification/>

# Scholarships and Grants

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## Grants

[www.plu.edu/financial-aid/types-aid/scholarships/grants/](http://www.plu.edu/financial-aid/types-aid/scholarships/grants/)

## Scholarships

[www.plu.edu/financial-aid/types-aid/scholarships/](http://www.plu.edu/financial-aid/types-aid/scholarships/)

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/Exchange 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 credit hours each term. Financial aid is available for a repeated class only once.
- Have financial need, unless otherwise noted.
- Be an undergraduate student, pursuing your first undergraduate bachelor’s degree, 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/types-aid/scholarships/](http://www.plu.edu/financial-aid/types-aid/scholarships/).

## PLU Academic, Artistic, Entitlement and Donor-Funded Scholarships and Grants

The maximum PLU gift award based on merit is established for each student at the time of admission and may be met by one or more PLU awards. Artistic Achievement Scholarships for music, theatre, dance, art, or forensics are the first dollars counted toward meeting the maximum merit award. 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 Progress. 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+ cumulative credits	6 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 [Office of Financial Aid](#).

# Loans

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## 2016-17 Links to Loans Available to PLU Students

- **Direct Loans**  
[www.plu.edu/financial-aid/types-aid/loans/direct-loans/](http://www.plu.edu/financial-aid/types-aid/loans/direct-loans/)
- **Direct Parent PLUS Loans**  
[www.plu.edu/financial-aid/types-aid/loans/direct-parent-plus-loans/](http://www.plu.edu/financial-aid/types-aid/loans/direct-parent-plus-loans/)
- **Direct Graduate PLUS Loans**  
[www.plu.edu/financial-aid/types-aid/loans/direct-grad-plus-loans/](http://www.plu.edu/financial-aid/types-aid/loans/direct-grad-plus-loans/)
- **Alternative Loans**  
[www.plu.edu/financial-aid/types-aid/loans/alternative/](http://www.plu.edu/financial-aid/types-aid/loans/alternative/)
- **Nursing Loans**  
[www.plu.edu/financial-aid/types-aid/loans/nursing-loan/](http://www.plu.edu/financial-aid/types-aid/loans/nursing-loan/)
- **Perkins Loans**  
[www.plu.edu/financial-aid/types-aid/loans/perkins/](http://www.plu.edu/financial-aid/types-aid/loans/perkins/)

# Gift Funding

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## 2016-17 Gift Funding Information

- **Link to Scholarships**  
[www.plu.edu/financial-aid/types-aid/scholarships/](http://www.plu.edu/financial-aid/types-aid/scholarships/)
- **Link to Merit-based Awards**  
[www.plu.edu/financial-aid/types-aid/scholarships/merit-based-awards/](http://www.plu.edu/financial-aid/types-aid/scholarships/merit-based-awards/)
- **Link to Need-Based Awards**  
[www.plu.edu/financial-aid/types-aid/scholarships/need-based-awards/](http://www.plu.edu/financial-aid/types-aid/scholarships/need-based-awards/)
- **Link to Grants**  
[www.plu.edu/financial-aid/types-aid/scholarships/grants/](http://www.plu.edu/financial-aid/types-aid/scholarships/grants/)
- **Link to Restricted and Endowed Scholarships to download the Restricted Awards List**  
[www.plu.edu/financial-aid/documents/2016-active-scholarships](http://www.plu.edu/financial-aid/documents/2016-active-scholarships)



# Student Employment

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All PLU students at least 18 years of age are eligible and enrolled in at least six semester hours (or four semester hours for graduate students) for employment on the PLU campus. In order to be employed, you must complete the *Department of Homeland Security U.S. Citizen and Immigration Service I-9 Form*, which confirms your eligibility to work in the U.S.

To complete the I-9 form you must present original (not photocopied) documentation. Most students use a U.S. Passport or driver's license or social security card. The full list of acceptable documentation is included in the I-9. 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 can find postings for open positions on the [Student Employment](#) website. Campus jobs will normally pay between \$9.47 and \$12.00 per hour. They are convenient, do not require transportation and usually offer flexible schedules.

Direct Deposit is the University's preferred method of payment and is managed in the Payroll Office. Paychecks may be picked up in the Business Office. If paychecks are not claimed within three weeks of payday, they are mailed to the permanent address. Student paydays are monthly on the 25th. When the date falls on a weekend, the payday is moved to the previous Friday.

## LINK TO WORK STUDY PROGRAMS

### Federal

[www.plu.edu/financial-aid/types-aid/work-study/federal/](http://www.plu.edu/financial-aid/types-aid/work-study/federal/)

### State

[www.plu.edu/financial-aid/types-aid/work-study/state/](http://www.plu.edu/financial-aid/types-aid/work-study/state/)

# Veterans Affairs and Vocational Rehabilitation

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Pacific Lutheran University's academic programs of study are approved by the Washington State Student Achievement Council's State Approving Agency (WSAC/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 PLU Office of Veterans Administration to ensure continuous receipt of benefits.

# Financial Aid and Scholarships (Graduate)

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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](mailto:ssvc@plu.edu). Appointments can be made with financial aid counselors.

## **Satisfactory Progress Policy for Financial Aid**

[Click here for the Graduate Student Financial Aid Satisfactory Academic Progress \(SAP\) Manual](#)

# Tuition, Fees and Payment Information 2016-17

## UNDERGRADUATE TUITION RATES 2016-17

Semester or Term	Semester Hours	Full Time Status	Cost
<b>Summer 2016</b>	1 or more	-	\$685 per semester hour, unless otherwise noted (\$375 online)
<b>Fall or Spring</b>	1 to 11	No	\$ 1,221.25 per semester hour
<b>Fall or Spring</b>	12 to 17	Yes	\$ 19,540 per semester
<b>Fall or Spring</b>	More than 17	Yes	\$ 19,540 per semester, plus \$1,221.25 per semester hour for each semester hour over 17
<b>J-Term</b>	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 \$1,221.25 per extra semester hour.
<b>Credit by Examination Fee and Tuition</b>	<b>Credit by Examination Fee and Tuition:</b> 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 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 that 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 specific to the individual program sites. Contact the [Wang Center for Global Education](#) for complete details.

## Graduate Tuition Rates 2016-17

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/](http://www.plu.edu/graduate/), the Student Services Center website, [www.plu.edu/student-services/](http://www.plu.edu/student-services/), or by contacting the [specific graduate program](#).

### Standard Graduate Tuition and Fees

Per Semester Hour: Most graduate programs have cohort pricing that differs from the regular tuition. Contact the Student Services Center at 253.535.7161 or specific program for more information on pricing.

- Graduation Fee: \$100
- Thesis Binding: \$100

### Other Charges and Fees

For information on charges and fees, please go to [Charges, Fees, and Fines](#) section of this catalog.

# Charges, Fees, and Fines

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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. Lab fees for individual courses are shown in the class schedule listings.

## 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.

## Health Center Charges

The Health Center will charge a student's account, or a student may pay directly, for immunizations, lab work and prescriptions.

**Late Cancel/No Show Fines:** The Health and Counseling Centers assess a fine for students who no show for appointments, cancel a scheduled appointment less than 24 hours in advance or who arrive later than 15 minutes after their scheduled appointment time. Students receive a warning for their first missed appointment for each academic year and are charged \$30 for each subsequent infraction. Missed appointments are counted separately for the Health and Counseling Centers.

## 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 under "Important Dates" on the Office of the Registrar Web page for each semester or term.

## LuteCard Fee

A fee of \$35 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 \$10.

## 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. All fees are non-refundable.

Semester Hours	Fees
1	\$250
2 or more	\$500

## 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/](http://www.plu.edu/campus-safety/parking/). Failure to register will result in a fine.

Parking	Fees
Resident/Commuter Students	\$50
South Hall (per year)	\$130
Tingelstad Gated Lot (per year)	\$190

## 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/](http://www.plu.edu/concierge/). 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/](http://www.plu.edu/concierge/).

## 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](http://www.plu.edu) under Current Students, Academics, Calendar & Schedules, Interactive Schedule ([https://banweb.plu.edu/pls/pap/hxskschd.P\\_PLUSchedule](https://banweb.plu.edu/pls/pap/hxskschd.P_PLUSchedule)) to view additional course fees.

## Transcript Fee

[www.studentclearinghouse.org](http://www.studentclearinghouse.org)

The National Student Clearinghouse is now the online web management agent for ordering PLU official transcripts. 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 website (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 \$10.00 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. Students 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 are not accepted in the business office for official transcripts.

## Wellness Access Plan

All domestic undergraduate students (except International students) are automatically enrolled and this fee cannot be waived. The Wellness Access Plan begins August 15 and is valid for 12 months, provided the student is enrolled in both the Fall and Spring Semesters. The charge is \$175 per semester. Go to: [www.plu.edu/health-center/wellness-access-plan/](http://www.plu.edu/health-center/wellness-access-plan/)

# Housing Charges, Fees, and Discounts

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## 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, spouse or child within 30 driving miles of PLU's address (notarized/certified documentation required), 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. The 2016-17 housing rates are shown below and available on the Residential Life website: [www.plu.edu/residential-life/](http://www.plu.edu/residential-life/)

## Housing Rates

[www.plu.edu/residential-life/rates-and-dates/](http://www.plu.edu/residential-life/rates-and-dates/)

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 Office of Residential Life. South Hall is an alternative residential option with various apartment sizes, styles and costs. Contact the Office of Residential Life 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 Office of Residential Life at 253.535.7200 or emailed to [rlif@plu.edu](mailto:rlif@plu.edu).

## Residence Halls

[www.plu.edu/residential-life/residence-halls/](http://www.plu.edu/residential-life/residence-halls/)

## Summer Housing

[www.plu.edu/conferences/](http://www.plu.edu/conferences/)

Independent, private, flexible-length housing is offered by Conference Services on a limited basis during the summer. Discounts apply for long-term stays. Meal plans are optional. Undergraduate and graduate students, newly graduated in transition, interns or students working on or off campus, and researcher and their significant others are eligible.

## Living Off Campus

[www.plu.edu/residential-life/living-off-campus/](http://www.plu.edu/residential-life/living-off-campus/)

## Residential Life Policies

[www.plu.edu/residential-life/policies/](http://www.plu.edu/residential-life/policies/)

## Meal Plans

With the exception of Kreidler and South Hall residents, students with an active housing assignment must enroll in one of the following four meal plans: A, B, C or D. Kreidler Hall residents have the additional options of Meal Plan E, F, and G. South Hall residents are not required to purchase a meal plan, but are encouraged to participate. A great choice would be Meal Plan E with 50 one-admittance AYCTE meals. South Hall residents may also wish to purchase Dining Dollars and take advantage of their on-campus food purchases having no sales tax. Commuter students are not required to purchase a meal plan, but are encouraged to participate. A great choice would be Meal Plan G with 20 one-admittance AYCTE meals and \$245 in Dining Dollars. All meal plans, except Meal Plan F, are comprised of two parts: All-You-Care-to-Eat (AYCTE) meal periods and Dining Dollars. AYCTE meal periods are Monday to Friday dinners and all day Sunday. Dining Dollars are mainly intended for use during breakfast, lunch and all day Saturday. With Meal Plans A-D, students can enter The Commons as many times as they like during AYCTE periods. Meal Plans E and G have a block of AYCTE meals, and one is used for each entrance into The Commons during the AYCTE period. Dining Dollars are a part of all meal plans and are a declining balance that can be used at all on-campus restaurants.

## Fall 2016 and Spring 2017 Meal Plan Options

Find descriptions for all meal plans at: [www.plu.edu/dining/meal-plans/meal-descriptions/](http://www.plu.edu/dining/meal-plans/meal-descriptions/)



# Billing and Payments

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## Rights and Responsibilities

Upon admission to or registration with the University, the student and/or his or her parent(s) or legal guardian, agrees to accept responsibility and the legal obligation to pay all tuition costs, room and meal fees, and any other fees incurred or to be incurred for the student's education. In addition, the student and/or his or her parent(s) or legal guardian is required to complete and submit a Payment Contract to the University each academic year. The University agrees to make available to the student certain educational programs and the use of certain university facilities, as applicable and as described in this catalog. A failure to pay when due all university bills shall release the University of any obligation to continue to provide applicable educational benefits and services, including, but not limited to, the right for further registration, statements of honorable dismissal, grade reports, transcripts or diplomas. The student shall also be denied admittance to classes and the use of university facilities in the event of default.

## Payment Information

Students may choose to make student account payments in the following ways as shown at the following website: [www.plu.edu/payments/](http://www.plu.edu/payments/).

All students must have their account paid in full (less any financial aid accepted and/or completed) by August 25th for Fall Semester and the 25th of December for J-Term and Spring Semester. Payment for summer is due the first day of Summer Term, Session One. If you are signed up for the TMS Monthly Payment Plan, your plan must be current.

## Billing Questions

Questions regarding the student bill should be directed to the Student Services Center. If you believe an error has occurred, 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 \$100 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 August for Fall Semester, the 25th of December for J-Term and the 25th of January for Spring Semester. Payment for summer is due the first day of Summer Term, Session One.
- **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 reserves 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 if their plan has been cancelled due to non-payment for any previous term. 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 for Fall Semester and February 28 for Spring Semester.
- All tuition and fees charged to a student's account after September 25 for Fall Semester or February 25 for Spring Semester will be due and payable immediately. Financial Holds will be placed on all accounts with owing balances after these dates for the applicable term.
- 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 collections costs and fees, 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 Semester, December 1 for the January Term, and January 1 for Spring Semester. Requests for a refund must be made in writing to the Admission Office.

Returning students wanting to reserve a room for the following year must sign a 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. South Hall penalty dates and rates differ, see Residential Life for details at [www.plu.edu/residential-life/](http://www.plu.edu/residential-life/).

### 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. Bank card payments are refunded, to the extent of the original payment(s), back to the bank card that made the original payment(s). All other refunds will be issued via check or ACH. Refund requests are processed by the Student Services Center.

### Student Holds

There are 34 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
EP	Expulsion	Student Conduct
FH	Financial	Student Services Center or Accounts Receivable

<b>HR</b>	Housing Restriction Hold	Student Conduct
<b>IH</b>	International	International Student Services
<b>JR</b>	Junior Review	Registrar
<b>MH</b>	Medical	Health Service
<b>MP</b>	Monthly Payment Hold	Accounts Receivable
<b>MW</b>	Medical Withdrawal	Student Life
<b>NA</b>	No Address	Student Services Center
<b>NS</b>	NSF Check Hold	Accounts Receivable
<b>OP</b>	Out of School Promissory Note	Accounts Receivable
<b>OS</b>	Overdue Sanction	Student Conduct
<b>PC</b>	Pre-collection	Accounts Receivable
<b>PG</b>	Parent/Legal Guardian	Student Services Center
<b>PL</b>	Collection Perkins Loan	Student Loans
<b>PN</b>	Restricted from Campus	Campus Safety
<b>PO</b>	Payment Option	Student Services
<b>PR</b>	Academic Probation	Academic Advising
<b>RH</b>	Residential Life	Residential Life
<b>SA</b>	Study Away	Wang Center
<b>SH</b>	Student Conduct Hold	Student Conduct
<b>SU</b>	Suspension	Student Conduct
<b>SS</b>	No SSN on File	Accounts Receivable
<b>TR</b>	Transcript	Registrar
<b>VA</b>	Veteran's	Student Services Center
<b>WO</b>	Write-Off	Accounts Receivable

***For description on holds not listed, contact the Student Services Center for assistance.***

#### **Academic Hold**

The Office of the Registrar 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. If tuition and fees charged to a student's account after September 28th for Fall Semester and February 28th for Spring Semester are not paid immediately, a financial hold will be placed. If a student withdraws with an owing balance, 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 electronically sign a payment contract and select a payment option for each academic year they attend.

**Pre-Collection Hold**

Any student with a delinquent student account balance who is not registered will be placed on a Pre-Collection Hold and assessed a \$25.00 pre-collection fee.

**Social Security Number (SSN) Hold**

No social security number on file hold. For 1098-T Tuition Statements, the Internal Revenue Service requires the University to obtain a student's social security number for reporting purposes. If a student does not have a social security number on file or has not provided documentation that they do not have one or are voluntarily choosing not to provide the SSN, a hold will be placed on the student's account.

To view the definitions of student holds, go to the Student Services website: [www.plu.edu/student-services/holds/](http://www.plu.edu/student-services/holds/)

# Withdrawals

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## 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 important dates area on the Office of the Registrar website. 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. Course fees and private music lesson fees are non-refundable.

## 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.

If a student withdraws with an owing balance that balance is due immediately. A Financial Hold will be placed on the account upon notification of withdrawal.

## Medical Withdrawal

Students may petition to withdraw completely from the University for a specific term for medical reasons. The student must complete a Medical Withdrawal Petition, provide written evidence from a physician and a personal explanation to the dean of students. The petition and the accompanying materials must be completed and submitted before finals week for the specific term and in no case later than the last day of class in the specific term. If granted, the notation of WM in lieu of grades will appear on the student's transcript. Physician clearance is required prior to re-enrollment. For more information contact the dean of students at 253.535.7159 or [srr@plu.edu](mailto:srr@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 (see [Important Dates, Office of the Registrar website](#)).
  - No refund after the last day to add/drop without fee for term (see [Important Dates, Office of the Registrar website](#)).
- **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.

## 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
- 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 Office of the Registrar 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.
- Office of the Registrar 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 Office of the Registrar 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 Office of Financial Aid.

**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 Office of Financial Aid to determine the effect a withdrawal will have on their student account.*

# Student Life and Campus Resources

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Pacific Lutheran 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

Assistance with advising and resources for selecting courses			
Ramstad 112	253.535.7459	<a href="http://www.plu.edu/academic-advising/">www.plu.edu/academic-advising/</a>	<a href="mailto:advising@plu.edu">advising@plu.edu</a>

## Academic Assistance Center

Finding tutors for courses and assistance with study skills			
Library 124	253.535.7518	<a href="http://www.plu.edu/aac/">www.plu.edu/aac/</a>	<a href="mailto:aac@plu.edu">aac@plu.edu</a>

## Academic Internships

Internship opportunities and requirements			
Ramstad 112	253.535.7459	<a href="http://www.plu.edu/career/internships/">www.plu.edu/career/internships/</a>	<a href="mailto:intern@plu.edu">intern@plu.edu</a>

## Admission

Admission-related questions			
Hauge 109	253.535.7151	<a href="http://www.choose.plu.edu">www.choose.plu.edu</a>	<a href="mailto:admission@plu.edu">admission@plu.edu</a>

## Alumni and Constituent Relations

Alumni and parent questions and assistance			
Nesvig Alumni Center	253.535.7415	<a href="http://www.plu.edu/alumni/">www.plu.edu/alumni/</a>	<a href="mailto:alumni@plu.edu">alumni@plu.edu</a>

## Army ROTC

Assisting students who desire to participate in Army ROTC (open to all first-year students)			
Memorial Gym 105	252.535.8200	<a href="http://www.plu.edu/rotc/">www.plu.edu/rotc/</a>	<a href="mailto:rotc@plu.edu">rotc@plu.edu</a>

## Athletics

NCAA Division III, 19 varsity sports, intramurals, Names Fitness Center, swimming pools, and more			
Olson Gym 101	253.535.7352	<a href="http://www.golutes.com/landing/index">www.golutes.com/landing/index</a>	<a href="mailto:athletic@plu.edu">athletic@plu.edu</a>

## PLU Bookstore: Garfield Book Company

School supplies, books, clothes, Scandinavian Shop			
Located at Garfield and Pacific	253.535.7665	<a href="http://garfieldbookcompany.com">garfieldbookcompany.com</a> (online open 24/7/365)	<a href="mailto:bkst@plu.edu">bkst@plu.edu</a>

## Campus Concierge

Information desk and assistance			
Anderson University Center, Main Floor	253.535.7411	<a href="http://www.plu.edu/concierge/">www.plu.edu/concierge/</a>	<a href="mailto:concierng@plu.edu">concierng@plu.edu</a>

## Campus Ministry

Assistance with worship opportunities on and off campus			
Anderson University Center 190	253.535.7464	<a href="http://www.plu.edu/campus-ministry/">www.plu.edu/campus-ministry/</a>	<a href="mailto:cmin@plu.edu">cmin@plu.edu</a>

## Campus Safety

Parking and safety information			
Harstad G-28	253.535.7441	<a href="http://www.plu.edu/campus-safety/">www.plu.edu/campus-safety/</a>	<a href="mailto:campussafety@plu.edu">campussafety@plu.edu</a>

## Career Connections

Information on career exploration and opportunities			
Ramstad 112	253.535.7459	<a href="http://www.plu.edu/career/">www.plu.edu/career/</a>	<a href="mailto:career@plu.edu">career@plu.edu</a>

## Center for Community Engagement and Service

Connecting students, staff, and faculty with service opportunities in Parkland and Tacoma communities			
Ramstad 116	253.535.7652	<a href="http://www.plu.edu/service/">www.plu.edu/service/</a>	<a href="mailto:service@plu.edu">service@plu.edu</a>

## Center for Gender Equality

Provides resources and programs to promote gender equity			
801 121st Street	253.535.8759	<a href="http://www.plu.edu/gender-equity/">www.plu.edu/gender-equity/</a>	<a href="mailto:cge@plu.edu">cge@plu.edu</a>

## Conferences and Events

Information on campus events and planning			
Anderson University Center	253.535.7450	<a href="http://www.plu.edu/events/">www.plu.edu/events/</a> or <a href="http://www.plu.edu/calendar/">www.plu.edu/calendar/</a>	<a href="mailto:events@plu.edu">events@plu.edu</a>

## Counseling Center

Assistance with personal problems or academic issues of a personal nature			
Anderson University Center 300	253.535.7206	<a href="http://www.plu.edu/counseling/">www.plu.edu/counseling/</a>	<a href="mailto:counseling@plu.edu">counseling@plu.edu</a>

## Disability Support Services

Assists students with accommodations and matters relating to the application of the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act			
Anderson University Center 300	253.535.7206	<a href="http://www.plu.edu/dss/">www.plu.edu/dss/</a>	<a href="mailto:dss@plu.edu">dss@plu.edu</a>

## Dispute Resolution

Assists with the resolution of any disputes between members of the PLU community			
253.535.7185	<a href="http://www.plu.edu/udrc/staff/">www.plu.edu/udrc/staff/</a>	<a href="http://www.plu.edu/udrc/">www.plu.edu/udrc/</a>	<a href="mailto:udrc@plu.edu">udrc@plu.edu</a>

## Diversity Center

Social justice, diversity education, and student support			
Anderson University Center 150	253.535.8750	<a href="http://www.plu.edu/dcenter/">www.plu.edu/dcenter/</a>	<a href="mailto:dcenter@plu.edu">dcenter@plu.edu</a>

## The Elliott Press

Provides hands-on workshop for students in the Publishing & Printing Arts Program			
Ingram Hall 122	253.535.7387	<a href="http://www.plu.edu/ppa/elliott-press/">www.plu.edu/ppa/elliott-press/</a>	<a href="mailto:soac@plu.edu">soac@plu.edu</a>

## Financial Aid Office

Financial aid, scholarships, and loan information			
Hauge 130	253.535.7161	<a href="http://www.plu.edu/financial-aid/">www.plu.edu/financial-aid/</a>	<a href="mailto:faid@plu.edu">faid@plu.edu</a>

## First-Year Experience

Director Carmaña Palerm is available to answer questions regarding the First-Year Experience at PLU.			
Bloomquist House 11	253.535.7806	<a href="http://www.plu.edu/first-year/">www.plu.edu/first-year/</a>	<a href="mailto:palermaca@plu.edu">palermaca@plu.edu</a>

## Health Center

On campus health care for students			
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Corner of Park & 121st Streets	253.535.7337	<a href="http://www.plu.edu/health-center/">www.plu.edu/health-center/</a>	
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## Help Desk: Information and Technology Services

Assistance with computer-related and phone issues			
Mortvedt Library	253.535.7525 or 253.535.7500	<a href="http://www.plu.edu/helpdesk/">www.plu.edu/helpdesk/</a> and <a href="http://www.plu.edu/library/">www.plu.edu/library/</a>	<a href="mailto:helpdesk@plu.edu">helpdesk@plu.edu</a>

## Hospitality Services and Campus Restaurants

Provides food services and creation of culinary delights for the campus			
Anderson University Center	253.535.7472	<a href="http://www.plu.edu/dining/">www.plu.edu/dining/</a>	<a href="mailto:dining@plu.edu">dining@plu.edu</a>

## International Student Services

Provides support for international students			
Harstad 112	253.535.7195	<a href="http://www.plu.edu/iss/">www.plu.edu/iss/</a>	<a href="mailto:iss@plu.edu">iss@plu.edu</a>

## Library Services

Provides information resources and research and reference services to the PLU community.			
Mortvedt Library	253.535.7500	<a href="http://www.plu.edu/library/">www.plu.edu/library/</a>	<a href="mailto:library@plu.edu">library@plu.edu</a>

## LuteCard/Campus Concierge

Activating a LuteCard (PLU ID card), reporting lost cards, general university information			
Anderson University Center, Main Floor	253.535.7411	<a href="http://www.plu.edu/lutecard/">www.plu.edu/lutecard/</a>	<a href="mailto:lutecard@plu.edu">lutecard@plu.edu</a>

## Media Studies, Center for

Co-curricular activities of Student Media Lab to develop new community outreach and engagement opportunities			
Ingram 101	253.535.7150	<a href="http://www.plu.edu/mediastudies/">www.plu.edu/mediastudies/</a>	<a href="mailto:soac@plu.edu">soac@plu.edu</a>

## New Student Orientation

Assists students with a smooth transition to the PLU community			
Anderson University Center 153	253.535.7195	<a href="http://www.plu.edu/new">www.plu.edu/new</a>	<a href="mailto:new@plu.edu">new@plu.edu</a>

## Off-Campus Student Services

Commuter Advocates engage the lounge communities in the Cave and Kreidler			
253.535.7195	<a href="http://www.plu.edu/commuter-students/">www.plu.edu/commuter-students/</a>	<a href="mailto:commuter@plu.edu">commuter@plu.edu</a>	

## Registrar

Class scheduling, registration appointment times, grades, academic policies, CAPP, graduation, transfer credit evaluation			
Hauge 102	253.535.7131	<a href="http://www.plu.edu/registrar/">www.plu.edu/registrar/</a>	<a href="mailto:regi@plu.edu">regi@plu.edu</a>

## Residential Life

Assists with issues related to residence halls			
Anderson University Center 161	253.535.7200	<a href="http://www.plu.edu/residential-life/">www.plu.edu/residential-life/</a> or <a href="mailto:rlif@plu.edu">rlif@plu.edu</a>	

## Student Employment

Provides employment opportunities for students			
Ramstad 112	253.535.7459	<a href="http://www.plu.edu/studentemployment/">www.plu.edu/studentemployment/</a>	<a href="mailto:stuemp@plu.edu">stuemp@plu.edu</a>

## Student Involvement and Leadership

Advocates for student-directed experiences			
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Anderson University Center 161	253.535.7195	<a href="http://www.plu.edu/student-involvement/">www.plu.edu/student-involvement/</a>	<a href="mailto:sil@plu.edu">sil@plu.edu</a>
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## Student Life

Provides programs and services that advance the development and well-being of students			
Anderson University Center 161	253.535.7191	<a href="http://www.plu.edu/student-life/">www.plu.edu/student-life/</a>	<a href="mailto:slif@plu.edu">slif@plu.edu</a>

## Student Rights and Responsibilities (Formerly Student Conduct)

Assists students with the University's commitment to holistic student development			
Nesvig Alumni House	253.535.7195	<a href="http://www.plu.edu/srr/">www.plu.edu/srr/</a>	<a href="mailto:srr@plu.edu">srr@plu.edu</a>

## Student Services Center

Add and drop classes, transcripts, payment options; financial aid assistance, and billing questions			
Hauge 202	253.535.7161 or 800.678.3243	<a href="http://www.plu.edu/student-services/">www.plu.edu/student-services/</a>	<a href="mailto:ssvc@plu.edu">ssvc@plu.edu</a>

## Study Away - See Wang Center for Global Education

### Summer Session

Summer courses are offered in June and July			
Hauge 104	253.535.8628	<a href="http://www.plu.edu/summer/">www.plu.edu/summer/</a>	<a href="mailto:summer@plu.edu">summer@plu.edu</a>

## Wang Center for Global Education

Provides students, faculty, and staff with challenging and rewarding opportunities to live and learn globally and locally			
868 Wheeler Street	253.535.7577	<a href="http://www.plu.edu/wangcenter/">www.plu.edu/wangcenter/</a>	<a href="mailto:wang.center@plu.edu">wang.center@plu.edu</a>

## Writing Center

Provides assistance with writing and tutoring			
Mortvedt Library 220	253.535.8709	<a href="http://www.plu.edu/writingcenter/">www.plu.edu/writingcenter/</a>	<a href="mailto:writing@plu.edu">writing@plu.edu</a>

# University Policies (General)

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## Academic Integrity Policy

Academic integrity is honesty concerning all aspects of academic performance.

- [www.plu.edu/srr/code-of-conduct/academic-integrity/](http://www.plu.edu/srr/code-of-conduct/academic-integrity/)

## Accommodations 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/srr/code-of-conduct/accommodation/](http://www.plu.edu/srr/code-of-conduct/accommodation/)
- [www.plu.edu/dss/](http://www.plu.edu/dss/)
- [www.plu.edu/personnel-manual/equal-employment-opportunity/accomodation-of-persons-with-disabilities/](http://www.plu.edu/personnel-manual/equal-employment-opportunity/accomodation-of-persons-with-disabilities/)

## 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/personnel-manual/equal-employment-opportunity/affirmative-action/](http://www.plu.edu/personnel-manual/equal-employment-opportunity/affirmative-action/)

## 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-handbook/](http://www.plu.edu/provost/faculty-handbook/)
- **Staff:** [www.plu.edu/personnel-manual/complaint-resolution/arbitration/](http://www.plu.edu/personnel-manual/complaint-resolution/arbitration/)
- **Students/Faculty, Staff:** [www.plu.edu/udrc/policies-procedures/](http://www.plu.edu/udrc/policies-procedures/)

## Employment and Employee Relations

The Human Resource Office handles the employment and employee relations for PLU.

- [www.plu.edu/personnel-manual/](http://www.plu.edu/personnel-manual/)

## Equal Educational Opportunity Policy

- [www.plu.edu/srr/code-of-conduct/eoo/](http://www.plu.edu/srr/code-of-conduct/eoo/)

## 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/personnel-manual/equal-employment-opportunity/preamble/](http://www.plu.edu/personnel-manual/equal-employment-opportunity/preamble/)

## Faculty Handbook

The PLU Faculty Handbook is the resource for all faculty.

- [www.plu.edu/provost/faculty-handbook/](http://www.plu.edu/provost/faculty-handbook/)

## Family Education Rights and Privacy Act

- [www.plu.edu/srr/code-of-conduct/ferpa/](http://www.plu.edu/srr/code-of-conduct/ferpa/)

## Financial Privacy Policy

The Gramm-Leach Bliley (GLB) Act mandates extensive privacy protections for consumers. Colleges and universities are

considered financial institutions regulated through this law. Because they are also regulated by the Family Educational Rights and Privacy Act (FERPA), our 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-admin/privacy-hotline-info/](http://www.plu.edu/finance-admin/privacy-hotline-info/)

## **Health Insurance Portability and Accountability Act**

- [www.plu.edu/finance-admin/privacy-hotline-info/](http://www.plu.edu/finance-admin/privacy-hotline-info/)

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 administration, 253.535.7121.

## **Higher Education Opportunity Act of 2008 (Section 488)**

- [www.plu.edu/helpdesk/policies/all-computer-network-use/](http://www.plu.edu/helpdesk/policies/all-computer-network-use/)

## **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-handbook/](http://www.plu.edu/provost/faculty-handbook/)

## **Non-Discrimination Policy**

Select document “PLU Policies, Procedures and Guidelines” at: [www.plu.edu/dss/policies-procedures/](http://www.plu.edu/dss/policies-procedures/)

- **Human Resources:** [www.plu.edu/personnel-manual/general-hr-policies/non-discrimination-policy/](http://www.plu.edu/personnel-manual/general-hr-policies/non-discrimination-policy/)

## **PLU Policy and the Law**

- [www.plu.edu/srr/code-of-conduct/plu-policy/](http://www.plu.edu/srr/code-of-conduct/plu-policy/)

## **Sexual Misconduct Policy**

- [www.plu.edu/srr/code-of-conduct/sexual-misconduct/](http://www.plu.edu/srr/code-of-conduct/sexual-misconduct/)
- [www.plu.edu/personnel-manual/equal-employment-opportunity/sexual-misconduct/](http://www.plu.edu/personnel-manual/equal-employment-opportunity/sexual-misconduct/)

## **Student Right to Know and Campus Security Act**

- **Institutional Information:** [www.plu.edu/institutional-research/](http://www.plu.edu/institutional-research/)
- **Campus Safety Clery Statistics:** [www.plu.edu/campus-safety/annual-report/](http://www.plu.edu/campus-safety/annual-report/)

# 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. The University observes most legal holidays. Located in the University Center, the Campus Concierge is open daily from 7 a.m. to 9 p.m. (9 a.m. to 7 p.m. on Saturday and Sunday). The phone is 253.535.7411. The website is [www.plu.edu/concierge/](http://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 Website: [www.plu.edu](http://www.plu.edu).

Contact	Phone	E-mail For Information	About
Office of the President	253.535.7101	<a href="mailto:president@plu.edu">president@plu.edu</a>	General university information
Provost and Senior Vice President for Academic Affairs	253.535.7126	<a href="mailto:provost@plu.edu">provost@plu.edu</a>	Academic policies and programs, faculty appointments, and curriculum topics, Academic Planning, Assessment, Accreditation and Institutional Research
Vice President for Student Life	253.535.7191	<a href="mailto:slif@plu.edu">slif@plu.edu</a>	Athletics and recreations, residence halls, counseling center, health center, diversity center, career services, student employment, campus safety, student leadership, co-curricular activities, disability services, student conduct (rights and responsibilities), campus restaurants, access services, and hospitality services
Chief Enrollment Officer, Enrollment Management	253.535.7151	<a href="mailto:admission@plu.edu">admission@plu.edu</a>	Admission, Financial Aid, Student Services Center, and International Student Services
Vice President for Advancement	253.535.7177	<a href="mailto:development@plu.edu">development@plu.edu</a>	Gifts, bequests, grants, the annual fund, and church relations
Vice President for Finance and Administration	253.535.7121	<a href="mailto:fadmin@plu.edu">fadmin@plu.edu</a>	Financial management and administrative services
Admission	253.535.7151 (800.274.6758)	<a href="mailto:admission@plu.edu">admission@plu.edu</a>	General information, admission of students, and publications for prospective students and advanced placement
Alumni and Constituent Relations	253.535.7415	<a href="mailto:alumni@plu.edu">alumni@plu.edu</a>	Alumni, parent, donor and church events, programs and services
Campus Concierge	253.535.7411	<a href="mailto:concierg@plu.edu">concierg@plu.edu</a>	Campus information, ID Cards, and Lute Buck\$: <a href="http://www.plu.edu/concierge">www.plu.edu/concierge</a>
Campus Ministry	253.535.7464	<a href="mailto:cmin@plu.edu">cmin@plu.edu</a>	Morning prayer, Sunday worship, pastoral support, and religious life at the University
Campus Safety	253.535.7441	<a href="mailto:campussafety@plu.edu">campussafety@plu.edu</a>	Campus parking, vehicle registration, and safety.
Financial Aid	253.535.7134	<a href="mailto:finaid@plu.edu">finaid@plu.edu</a>	Financial aid
Ramstad Commons	253.535.7459	<a href="mailto:aadv@plu.edu">aadv@plu.edu</a>	Academic Advising, Academic Assistance, Academic Internships, Career Connections, Student Employment, and the Center for Community Engagement and Service
Registrar	253.535.7131	<a href="mailto:registrar@plu.edu">registrar@plu.edu</a>	Transfer credit evaluation, graduation, class schedules, grades and classroom scheduling
Student Services Center	253.535.7161	<a href="mailto:ssvc@plu.edu">ssvc@plu.edu</a>	Payment contracts, billing inquiries, transcripts, schedules, registration, veterans questions, general financial aid questions and verification of enrollment. 1.800.678.3243
Wang Center for Global Education	253.535.7577	<a href="mailto:wangctr@plu.edu">wangctr@plu.edu</a>	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

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## 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 policymaking 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 2016-17 will be installed in October 2016.

- [Officers 2016-17](#)
- [Members: Class of 2014-17](#)
- [Members: Class of 2015-18](#)
- [Members: Class of 2016-19](#)
- [PLU Advisory 2016-17](#)
- [Church Officials 2016-17](#)

## **Officers 2016-17**

<b>Name</b>	<b>Title</b>
Gary Severson	Chair
Ed Grogan	Vice Chair
Michelle Long	Vice Chair
Mark Gould	Vice Chair
Susan Caulkins	Secretary
Thomas W. Krise	President, PLU; Ex-Officio

## **Members: Class of 2014-17**

<b>Name</b>	<b>Title</b>	<b>Represents</b>
Daniel Alsaker	Spokane, WA	ELCA
Mark Gould	Lafayette, CA	At-Large
Brenda Morris	Lake Tapps, WA	At-Large
Jeffrey Rippey	Hood River, OR	At-Large
Laura Rothenberger	Seattle, WA	ELCA
Gary Severson	Gig Harbor, WA	At-Large
Jerry Skaga	Gig Harbor, WA	ELCA
Charleen Tachibana	Woodinville, WA	ELCA
Bradley Tilden	Seattle, WA	Alumni

## **Members: Class of 2015-18**

<b>Name</b>	<b>Area</b>	<b>Represents</b>
Jonette Blakney	Carson, WA	ELCA
Susan Caulkins	Tacoma, WA	Alumni
Edward Grogan	Gig Harbor, WA	ELCA
Matt Iseri	Seattle, WA	At-Large
Lisa Kittilsby	Mercer Island, WA	ELCA
Richard Larson	Gig Harbor, WA	At-Large
Mark Miller	Edgewood, WA	ELCA
Laurie Soine	Seattle, WA	Alumni

<b>Name</b>	<b>Area</b>	<b>Represents</b>
Shelley Wickstrom	Anchorage, AK	Bishop, ELCA
Donald Wilson	Canby, OR	ELCA

### **Members: Class of 2016-19**

<b>Name</b>	<b>Area</b>	<b>Represents</b>
Dale Benson	Lake Oswego, OK	ELCA
Andrew Finstuen	Boise, ID	ELCA
Darren Hamby	Seattle, WA	ELCA
D. Tony Hicks	Scottsdale, AZ	At-Large
Mack Hogans	Bellevue, WA	At-Large
Richard Jaech	Tacoma, WA	Bishop, ELCA
Lisa Korsmo	Lakewood, WA	ELCA
Michelle Long	Novato, CA	At-Large
Osamu Matsutani	Anchorage, AK	ELCA
Nancy Powell	Gig Harbor, WA	At-Large
Jan Ruud	Tacoma, WA	ELCA
Martin Wells	Spokane, WA	Bishop, ELCA

### **PLU Advisory 2016-17**

<b>Name</b>	<b>Office</b>
Joanna Royce-Davis	Vice President for Student Life
Donna Gibbs	Vice President for Marketing and Communications
David Lee	Vice President for Advancement
Rae Linda Brown	Provost and Senior Vice President for Academic Affairs
Allan Belton	Vice President for Finance and Administration
Michelle Ceynar	Psychology, Faculty
Joanna Gregson	Sociology, Faculty
Neal Yakelis	Chemistry, Faculty
Ellie Lapp	ASPLU President, Student
Taylor Bozich	ASPLU Vice President, Student
Miranda Martens	RHA President, Student
Lucas Hatton	SAAC President, Student

### **Church Officials 2016-17**

<b>Name</b>	<b>Title</b>
Bishop Elizabeth A. Eaton	Bishop
Mr. Carlos E. Peña	Vice President
Rev. Wm. Chris Boerger	Secretary
Rev. Linda O. Norman	Treasurer
Rev. Mark Wilhelm	Program Director for Schools, College and Universities

# Administration

<b>First;sortable</b>	<b>Last;sortable</b>	<b>Title;sortable</b>	<b>Departments</b>
Thomas W.	Krise	President	Office of the President
Kristin H.	Plaehn	Senior Advisor to the President	Office of the President
Vicky L.	Winters	Director of Administration, Secretary to the Board of Regents	Office of the President
Rae Linda	Brown	Provost and Senior Vice President for Academic Affairs	Office of the Provost
Geoffrey	Foy	Associate Provost, Graduate Programs and Continuing Education	Graduate Programs and Continuing Education
Jan P.	Lewis	Associate Provost for Undergraduate Programs	Office of the Provost
David A.	Veazey	Director, University Assessment, Accreditation and Research	Assessment Accreditation and Research
Lisa A.	Henderson	Director of Academic Budgeting and Planning	Office of the Provost
Vacant		Assistant Director of Assessment, Accreditation and Research	Assessment Accreditation and Research
Carol A.	Bautista	Faculty Governance Coordinator	Office of the Provost
Kevin	O'Brien	Dean, Division of Humanities	Division of Humanities
Nathalie	op de Beeck	Chair, English	Department of English
Bridget E.	Yaden	Chair, Languages and Literatures	Department of Languages and Literatures
Pauline	Shanks Kaurin	Chair, Philosophy	Department of Philosophy
Antonios	Finitis	Chair, Religion	Department of Religion
Rick	Barot	Director, MFA Program	Department of English
Elisabeth	Ward	Director, Scandinavian Culture Center	Division of Humanities
Bridget E.	Yaden	Director, Learning Resource Center	Department of Languages and Literatures
Callista	Brown	Interim Director, Writing Center	Department of English
Nathalie	op de Beeck	Director, Children's Literature and Culture	Department of English
Matthew	Smith	Dean, Division of Natural Sciences	Division of Natural Sciences
Mike	Behrens	Chair, Biology	Department of Biology
Neal	Yakelis	Chair, Chemistry	Department of Chemistry
Laurie L.	Murphy	Chair, Computer Science	Department of Computer Science and Computer Engineering
Peter B	Davis	Chair, Geosciences	Department of Geosciences
Daniel J.	Heath	Chair, Mathematics	Department of Mathematics
Richard N.	Louie	Chair, Physics	Department of Physics
Matthew W.	Hacker	Network Systems Administrator	Division of Natural Sciences
vacant		Laboratory Manager	Department of Biology
David	Huelsbeck	Dean, Division of Social Sciences	Division of Social Sciences
Akiko	Nosaka	Chair, Anthropology	Department of Anthropology
Norris	Peterson	Chair, Economics	Department of Economics
Rebekah	Mergenthal	Chair, History	Department of History
David B.	Ward	Chair, Marriage and Family Therapy	Department of Marriage and Family Therapy
Maria	Chavez-Pringle	Chair, Political Science	Department of Political Science
Christine	Hansvick	Chair, Psychology	Department of Psychology
JoDee	Keller	Chair, Social Work	Department of Social Work
Anna Y	Leon-Guerrero	Chair, Sociology	Department of Sociology
Cameron	Bennett	Dean, School of Arts and Communication	School of Arts and Communication



<b>First;sortable</b>	<b>Last;sortable</b>	<b>Title;sortable</b>	<b>Departments</b>
J.P.	Avila	Chair, Art & Design	Department of Art & Design
Amy	Young	Chair, Communication and Theatre	Department of Communication and Theatre
Kathleen	Anderson	Interim Artistic Director	Department of Communication and Theatre
Justin	Eckstein	Director of Forensics	Department of Communication and Theatre
John	Paul	Chair, Music	Department of Music
Linda J.	Miller	Administrative Associate	Department of Music
Chung-Shin	Lee	Dean, School of Business	School of Business
Diane	MacDonald	Associate Dean, School of Business	School of Business
Cynthia	Smith	Director, MSF Program	School of Business
Juanita	Reed	Director of the M.B.A. and Undergraduate Programs	School of Business
Mari	Peterson	Director of the Masters of Science in Marketing Research	School of Business
Joshua W.	Page	Information Technology Specialist	School of Business
Rebecca	Torgerson	Undergraduate Advisor	School of Business
Bergeson	Terry	Interim Dean, School of Education and Kinesiology	School of Education and Kinesiology
Ronald S.	Byrnes	Associate Dean, Department of Education	Department of Education
Karen E.	McConnell	Associate Dean, Department of Kinesiology	Department of Kinesiology
Vacant		Associate Director of Recruitment	School of Education and Kinesiology
Mary Jo	Larsen	Director of Information Management and Technology	School of Education and Kinesiology
Kathlyn	Mickel	Field Director	Department of Education
Sheila K.	Smith	Dean, School of Nursing	School of Nursing
Teri A.	Woo	Associate Dean, School of Nursing	School of Nursing
Lisa	Johnson	Clinical Placement Coordinator	School of Nursing
Tracy	Pitt	Advisor, Admission and Placement Coordinator	School of Nursing
Tamara	Williams	Executive Director, Wang Center for Global Education	Wang Center for Global Education
Will	Taylor	Study Away Advisor, Assessment Coordinator	Wang Center for Global Education
Megan C.	Grover	Manager, Short-Term Study Away Programs	Wang Center for Global Education
Tanya J.	Ulsted	Study Away Coordinator and Gateway Programs Manager	Wang Center for Global Education
Priscilla	St. Clair	Chair, Global Studies Program	Multi-disciplinary Programs
Kirsten M.	Christensen	Director, Holocaust and Genocide Studies	Multi-disciplinary Programs
Carmiña	Palerm	Director, International Honors Program	Multi-disciplinary Programs
Paul R.	Manfredi	Chair, Chinese Studies Program	Multi-disciplinary Programs
Teresa	Ciabattari	Chair, Women's and Gender Studies Program	Multi-disciplinary Programs
Solveig C.	Robinson	Director, Publishing and Printing Arts Program	Multi-disciplinary Programs
Troy A.	Storfjell	Chair, Scandinavian Area Studies Program	Multi-disciplinary Programs
Jill M.	Whitman	Chair, Environmental Studies Program	Multi-disciplinary Programs
Callista	Brown	Director, First-Year Experience Program	Multi-disciplinary Programs
Francis X.	Moore	Associate Provost for Information and Technology Services	Information & Technology Services
David	Allen	Director for Enterprise Systems	Systems and Communication
Francesca	Lane Rasmus	Director for Library Services	Library Information Services
Diane	Harris	Director of Circulation and Building Services	Library Public Services
Kerstin	Ringdahl	Curator of Special Library Collections, Archivist	Library Archives
Gail	Egbers	Associate Professor/Reference Librarian	Library Information Services
Holly	Senn	Resident Assistant Professor, Virtual Reference Services Librarian	Library Information Services

<b>First;sortable</b>	<b>Last;sortable</b>	<b>Title;sortable</b>	<b>Departments</b>
Amy	Stewart-Mailhot	Assistant Professor/Instructional and Reference Librarian	Library Information Services
Genevieve	Williams	Associate Professor/Electronic Resources/Undergraduate Research Librarian	Library Information Services
Vacant		Assistant Professor/Instruction and Reference Librarian	Library Information Services
Layne E.	Nordgren	Director for User Services and Instructional Technologies	Instructional Technologies
Hal	DeLaRosby	Director of Academic Advising	Academic Advising Office
Leslie J.	Foley	Director, Academic Assistance	Academic Assistance Center
Tom	Huelsbeck	Interim Director of Career Connections	Career Connections
Allie	Grill	Assistant Director, Academic Internship and Career Development	Career Connections
Joel D.	Zylstra	Director, Center for Community Engagement and Service	Community Engagement and Service
Tiffany	Lemmon	Assistant Director, Center for Community Engagement and Service	Community Engagement and Service
Abigail	Blankner	Transfer Student Advisor	Academic Advising Office
Allison	Stephens	Associate Director, Academic Advising	Academic Advising Office
Katherine	Bourdonnay	Assistant Director, Academic Assistance	Academic Advising Office
Aviance	Taylor	Career Counselor	Career Connections
Paula A.	Burns	Director, Disability Support Services	Disability Support Services
Vacant		Director of Employer Relations	Career Connections
Andrea J.	Shea	Academic Advisor	Academic Advising Office
Heather M.	Leque	Academic Advisor	Academic Advising Office
Kevin	Berg	Registrar	Office of the Registrar
Kelly	Gaspar Poth	Assistant Registrar	Office of the Registrar
Beth	Crippen	Senior Evaluations Administrator	Office of the Registrar
Rusty	Horton	Systems Manager	Office of the Registrar
David E.	Gunovich	Dean of Enrollment Services	Office of Admission
Melody	Ferguson	Director of Admission	Office of Admission
Vacant		Director of Admission	Office of Admission
Vacant		Director, Graduate Admission	Office of Admission
Hiro	Kuroiwa-Lewis	Director, International Admission	Office of Admission
Paula	Meiers	Associate Director of Admission, Information Analyst	Office of Admission
Emily	McCann	Associate Director, Admission	Office of Admission
Brandon	Bruan	Associate Director, Admission	Office of Admission
Hannah	Middlebrook	Assistant Director, Admission	Office of Admission
Tyler	Sedlacek	Transfer Admission Counselor	Office of Admission
Mike	Farnum	Director of Military Outreach	Office of Admission
Hillary	Powell	Admission Counselor	Office of Admission
Julian	Franco	Admission Counselor	Office of Admission
Joel	Veloni	Admission Counselor	Office of Admission
Cassandra	Brazell	Senior Admission Counselor and Campus Visit Coordinator	Office of Admission
Mike T.	Frechette	Director of Financial Aid	Financial Aid
Ronald M.	Noborikawa	Senior Associate Director of Financial Aid	Financial Aid
Lorie J.	Staab	Associate Director, Operations/Systems	Financial Aid
Barbara L.	Zettel	Assistant Director of Financial Aid	Financial Aid
Vacant		Financial Aid Administrator	Financial Aid
Craig	Chamberlain	Financial Aid Administrator and Enrollment Modeling Specialist	Financial Aid

<b>First;sortable</b>	<b>Last;sortable</b>	<b>Title;sortable</b>	<b>Departments</b>
Jacob	Burger	Financial Aid Administrator	Financial Aid
Vacant		Financial Aid Administrator	Financial Aid
Susan M.	Drake	Director of Student Services	Student Services Center
Susan	Pavur	Student Services Counselor	Student Services Center
Patricia	Sunderland	Student Services Counselor	Student Services Center
Neshell D.	Henkel Chabot	Veterans Coordinator, Student Services Counselor	Student Services Center
Daniel J.	Lee	Vice President for Advancement	Advancement
Vacant		Executive Director of Strategic Initiatives	Advancement
Lauralee	Hagen	Senior Advancement Officer	Advancement
Jessica	Pagel	Director of Alumni and Constituent Relations	Advancement & Constituent Relations
Shanda	Tryon	Assistant Director of Alumni and Constituent Relations	Alumni & Constituent Relations
Nolan	Ryan	Assistant Director of Alumni and Constituent Relations	Alumni & Constituent Relations
Suzanne	Loiland	Advancement Officer	Advancement
Douglas L.	Page	Executive Director of Gift Planning	Advancement
Laura E.	Rose	Executive Director of Constituent Engagement	Advancement
Aileen	Bacon	Executive Director of Institutional Support	Advancement
Mary	Duvall	Executive Director of Advancement	Advancement
Alicia	Hinckley	Director, Annual Giving	Advancement
Katie	Sims	Director of Donor Relations	Advancement
Kim	Nesselquist	Senior Advancement Officer	Advancement
Keleigh	Allen	Advancement Analyst	Advancement
Katie	Hoover	Associate Director of Advancement Operations	Advancement
Kaarin	Austin	Director of Gift Planning	Advancement
Vacant		Assistant Director, Advancement Communication	Advancement
Alex	Domine	Assistant Director of Annual Giving	Advancement
Dave	Robbins	Senior Advancement Officer	Advancement
Danielle	Cryer	Corporate and Foundation Grants Manager	Advancement
Donna	Gibbs	Vice President of Marketing and Communications	Marketing and Communications
Simon K.	Sung	Executive Creative Director	Marketing and Communications
Denise	Biddinger	Manager of Print Production	Marketing and Communications
Kari	Plog	Senior Editor for Content Development	Marketing and Communications
Lace	Smith	Executive Director of Content Development	Marketing and Communications
Chris	Albert	Assistant Director, Web Development	Marketing and Communications
Todd	Briske	Senior Web Developer	Marketing and Communications
Michael	Larson	Director of Customer Intelligence and Analytics	Marketing and Communications
Zach	Powers	Manager of Media and Content	Marketing and Communications
Rustin	Dwyer	Videographer	Marketing and Communications
John	Froschauer	Photographer	Photo Services
Sam	O'Hara	Web Designer	Marketing and Communications
Logan	Seelye	Senior Web Designer	Marketing and Communications
Amanda	Hawkins	Store Manager	Garfield Book Company
Vacant		Retail Manager	Garfield Book Company
Allan	Belton	Vice President, Finance and Administration	Finance and Administration
Sue	Liden	Director, Risk Management and Insurance	Finance and Administration
Vacant		Director, Construction Services	Facilities Management
Joe	Bell	Director, Environmental Health and Safety and Emergency Programs	Human Resource Services
Steve M.	Whitehouse	Controller	Business Office

<b>First;sortable</b>	<b>Last;sortable</b>	<b>Title;sortable</b>	<b>Departments</b>
Erika L.	Borell	Bursar	Business Office
Debra	Elston	Payroll Manager	Business Office
Gemma	Dulay	Accounting Manager	Business Office
Andrew	Eli	Accountant	Business Office
Raymond	Orr	Associate Vice President for Facilities Management	Facilities Management
Bruce C.	Broussard	Maintenance Manager	Facilities Management
Ken	Cote	Campus Landscape and Athletic Field Manager	Facilities Management
Teri	Phillips	Associate Vice President of Human Resources	Human Resources
Gretchen	Howell	Associate Director of Human Resources	Human Resources
Laura	Silcox	Employment Manager	Human Resources
Kim	Kennedy-Tucker	Director of Hospitality Services	Auxiliary Services
Vacant		Assistant Director of Conference and Event Services	Auxiliary Services
Joanna	Royce-Davis	Vice President for Student Life	Student Life
Laree	Winer	Associate Director for Student Success	Student Life
Jen	Rude	University Pastor	Campus Ministry
Melannie	Cunningham	Director of Multicultural Outreach and Engagement	Campus Ministry
Erin M.	McGinnis	Director, Dining and Retail Services	Dining & Culinary Services
Wendy S.	Robins	Commons Operations Manager	Dining & Culinary Services
Nancy	Rahn	Purchasing Manager	Dining & Culinary Services
Tom	Harvey	Retail Operations Manager	Dining & Culinary Services
Vacant		Catering Manager	Dining & Culinary Services
Valerie	Seeley	Business Operations Manager	Dining & Culinary Services
Mary	Yeomans	Operations Manager	Dining & Culinary Services
Laurie L.	Turner	Associate Athletic Director, Compliance and Student-Athletic Affairs	Athletics
Jennifer L.	Thomas	Associate Director of Athletics	Athletics
Steve	Dickerson	Head Men's Basketball Coach, Recruiter Liaison	Athletics
Matt	Sellman	Aquatics Director, Head Swim Coach	Athletics
Craig L.	McCord	Assistant Football Coach, Director of Club Sports	Athletics
Nolan	Soete	Interim Head Baseball Coach	Athletics
Anna	Fukunaga	Assistant Athletic Trainer	Athletics
Jennifer L.	Childress	Head Women's Basketball Coach	Athletics
Scott E.	Westering	Head Football Coach	Athletics
Lance	Glasoe	Head Women's Softball Coach	Athletics
Kevin	Aoki	Head Women's Volleyball Coach	Athletics
John	Yorke	Head Men's Soccer Coach	Athletics
Michael "Jud"	Keim	Assistant Football Coach, Director of Intramurals	Athletics
Vacant		Director, Athletic Communications	Athletics
Seth	Spidahl	Head Women's Soccer Coach	Athletics
Vacant		Fitness Center Coordinator, Strength and Conditioning Coach	Athletics
Christopher	Rice	Assistant Track & Field Coach	Athletics
Aaron	Gunther	Head Athletic Trainer	Athletics
Todd	Yamauchi	Assistant Athletic Trainer	Athletics
Andrew	Foltz	Head Women's Rowing Coach	Athletics
Greg	Premo	Director of Campus Safety	Campus Safety
Ron	Giddings	Assistant Director of Campus Safety	Campus Safety
Patricia	Henness	Campus Card and Building Access Administrator	Campus Safety
Tommy	Skaggs	Manager, Student Employment and Technology	Student Employment

<b>First;sortable</b>	<b>Last;sortable</b>	<b>Title;sortable</b>	<b>Departments</b>
Paula	Burns	Director of Disability Support Services	Disability Support Services
Kimberly	Riano	Director of the Health Center and Counseling Center	Health Center
Joanne R.	Ito	Director of the Counseling Center, Senior Psychologist	Counseling Center
Elizabeth A.	Barton	Psychologist	Counseling Center
Thomas	Handlan	Psychologist	Counseling Center
Tom A.	Huelsbeck	Associate Vice President for Campus Life	Residential Life
Jes	Takla	Director, Residential Programs	Residential Life
Vacant		Resident Director	Residential Life
Vacant		Resident Director	Residential Life
Luke	Ruiz	Resident Director	Residential Life
Paul	Metellus	Resident Director	Residential Life
Tolu	Taiwo	Resident Director	Residential Life
Vacant		Resident Director	Residential Life
Eva R.	Frey	Dean of Students	Student Involvement and Leadership
Connie	Gardner	Associate Director, Student Rights and Responsibilities	Student Involvement and Leadership
Angelica	Hambrick	Assistant Vice President for Diversity, Justice, and Sustainability	Student Involvement and Leadership
Ian	Jamieson	Director of Student Involvement and Leadership and New Student Orientation	Student Involvement and Leadership
Nicole	Juliano	Program Coordinator, Diversity Center	Student Involvement and Leadership
Hai	Doan	Assistant Director of Social Media and Technology	Student Involvement and Leadership
Kat	Slaby	Program Coordinator	Student Involvement and Leadership

# Faculty

First;sortable	Last;sortable	Terms;sortable	Title/Education;sortable
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.
Rayne	Allinson	2016 - Present	Assistant Professor of History; B.A., M.A., The University of Melbourne, Australia, 2004, 2006; Ph.D., The University of Oxford, Magdalen College, United Kingdom, 2010.
Fabio	Ambrosio	2014 - Present	Assistant Professor of Accounting; B.A., Brigham Young University, 2004; M.B.A., University of North Alabama, 2008; J.D., Seattle University, 2008; LL.M., University of Washington, 2011.
Yajun	An	2015 - Present	Visiting Assistant Professor of Mathematics; B.Sc., Xiamen University, China, 2009; M.Sc., Pd.D., University of Washington, 2012, 2015.
Bradford W.	Andrews	2010 - Present	Associate Professor of Anthropology; B.A., Ft. Lewis College, 1986; M.A., Ph.D., The Pennsylvania State University, 1995, 1999.
Michael R.	Artime	2016 - Present	Visiting Assistant Professor of Politics and Government; B.A., McKendree College, 2003; Ph.D., University of Missouri - St. Louis, 2012.
Tiffany M.	Artime	2016 - Present	Assistant Professor of Psychology, B.A., Seattle Pacific University, 2005; M.A., Ph.D., University of Missouri - St. Louis, 2010, 2013.
Ann J.	Auman	2002 - Present	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.
Khalfalla A.	Awedat	2016 - Present	Visiting Assistant Professor of Computer Science; B.S., M.S., Alfateh University Libya, 2001, 2008; Ph.D., Western Michigan University, 2016.
Enrique P.	Barot	2005 - Present	Associate Professor of English; B.A., Wesleyan University, 1992; M.F.A., Iowa Writer's Workshop, 1998.
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	Professor of Music; B.M., University of Iowa, 1978; M.M., University of Notre Dame, 1980; D.M.A., University of Iowa, 1997.
Allan	Belton	2015 - Present	Vice President for Finance and Operations; B.B.A., M.B.A., Washington State University, 1988, 1989.
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.
Terry W.	Bergeson	2016 - Present	Interim Dean, School of Education and Kinesiology;
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.
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.

<b>First;sortable</b>	<b>Last;sortable</b>	<b>Terms;sortable</b>	<b>Title/Education;sortable</b>
Mare	Blocker	2014 - Present	Visiting Assistant Professor of Art & Design; B.F.A., University of Washington, 1982; M.F.A., University of Idaho, 2006.
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.
Rae Linda	Brown	2016 - Present	Provost and Senior Vice President for Academic Affairs; Professor of Music; B.S., University of Connecticut, 1976; M.A., Ph.D., Yale University, 1980, 1987.
Ronald S.	Byrnes	1998 - Present	Associate Professor of Education; B.A., M.Ed., University of California, Los Angeles, 1984, 1985; Ph.D., University of Denver, 1993.
Wendy	Call	2008 - 09; 2015 - Present	Assistant Professor of English; B.A., Oberlin College, 1990; M.F.A., Bennington College, 2007.
Renzhi	Cao	2016 - Present	Visiting Assistant Professor of Computer Science; B.S., Anhui Normal University, Whuh, China, 2008; M.S., University of Science and Technology of China, Hefei, China, 2011; Ph.D., candidate, University of Missouri, expected 2016.
John T.	Carlson	1975 - Present	Professor of Biology; B.A., Carleton College, 1966; Ph.D., University of Minnesota, 1976.
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.
Michelle	Ceynar	2001 - Present	Professor of Psychology; B.A., University of Northern Colorado, 1992; M.A., Ph.D., University of Montana, 1995, 1996.
Erla K.	Champ-Gibson	2012-14; 2016 - Present	Clinical Assistant Professor of Nursing; B.S.N., Seattle Pacific University, 1983; M.Div., Fuller Theological Seminary, 1989; Ph.D. candidate, Washington State University, expected 2016.
Leong	Chan	2016 - Present	Assistant Professor of Business; B.S., Western Oregon University, 2006; M.S., Ph.D., Portland State University, 2008, 2013.
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.
Ben Chongyang	Chen	2015 - Present	Visiting Assistant Professor of Business; M.B.A., Ph.D., University of Texas, Dallas, 2009, 2014.
Agnes	Choi	2010 - Present	Associate 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.
Galen M.	Ciscell	2013 - Present	Visiting Assistant Professor of Sociology; B. A., Gonzaga University, 2000; M.S., Gonzaga University, 2003; Ph.D., Colorado State University, 2013.
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 Education; 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.

<b>First;sortable</b>	<b>Last;sortable</b>	<b>Terms;sortable</b>	<b>Title/Education;sortable</b>
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.
Suzanne J.	Crawford O'Brien	2003 - Present	Professor of Religion; B.A., Willamette University, 1995; M.A., Vanderbilt University, 1997; Ph.D., University of California, Santa Barbara, 2002.
Emily F.	Davidson	2003-08, 2013 - Present	Assistant Professor of Hispanic Studies; B.A., Pacific Lutheran University, 1998; M.A., Middlebury College, 2000; Ph.D., University of California, 2013.
Matthew E.	Davis	2016 - Present	Visiting Assistant Professor of Economics; B.A., Dickenson College, 2006; M.A., Clemson University, 2007; Ph.D. candidate, American University, expected 2016.
Peter B.	Davis	2008 - Present	Associate 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	Associate 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.
Justin	Eckstein	2013 - Present	Clinical Assistant Professor of Communication and Theatre; B.A., University of Denver, 2007; M.A., University of Nevada, Las Vegas, 2009; Ph.D., University of Denver, 2013.
Thomas J.	Edgar	2009 - Present	Associate 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	Associate 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.
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.
Mary J.	Ellard-Ivey	1997 - Present	Professor of Biology; B.Sc., M.Sc., University College, Dublin, 1987, 1988; Ph.D., University of British Columbia, 1994.
Elisabeth	Esmiol Wilson	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.
Terri D.	Farrar	2011 - Present	Assistant Professor of Kinesiology; 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	Associate 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.



<b>First;sortable</b>	<b>Last;sortable</b>	<b>Terms;sortable</b>	<b>Title/Education;sortable</b>
Jonathan B.	Fine	2016 - Present	Visiting Assistant Professor of German; B.A., M.A., New York University, 2007, 2008; Ph.D., University of California - Irvine, 2013.
Antonios	Finitsis	2006 - Present	Associate Professor of Religion; B.A., National and Capodistrian University of Athens, 1996; M.A., Ph.D., University of Chicago, 1998; 2007.
Sara	Finley	2014 - Present	Assistant Professor of Psychology; B.A., University of California, Santa Cruz, 2003; M.A., Ph.D., Johns Hopkins University, 2005, 2008.
Eric	Finney	2012 - Present	Visiting Assistant Professor of Chemistry; B.S., Western Washington University, 2002; Ph.D., Colorado State University, 2009.
Ralph W.	Flick	2016 - Present	Visiting Assistant Professor of Business; B.A., California State University - Long Beach, 1991; M.B.A., University of Southern California, 2004; J.D., Loyola Law School, 1994.
Geoffrey	Foy	2014 - Present	Associate Provost for Graduate Programs and Continuing Education; B.A., M.A., Gonzaga University, 1988, 1992; Ph.D., Graduate Theological Union, 2003.
Jon O.	Freeman	2013 - Present	Assistant Professor of Chemistry; B.A., St. John's University, MN, 2004; Ph.D., University of British Columbia, Vancouver, BC, 2011.
Craig B.	Fryhle	1986 - Present	Professor of Chemistry; B.A., Gettysburg College, 1979; Ph.D., Brown University, 1985.
Heather	Fullerton	2016 - Present	Visiting Assistant Professor of Biology; B.S., University of Washington, 2005; Ph.D., Cornell University, 2012.
Brian	Galante	2008 - Present	Associate Professor of Music; B.M.E., M.M., Louisiana State University, 1997, 1999; D.M.A., University of North Texas, 2008.
Wendy L.	Gardiner	2016 - Present	Assistant Professor of Education; B.S., The Ohio State University, 1991; M.Ed., Ed.D., National Louis University - Evansville, 1997, 2005.
Beatrice	Geller	1984 - Present	Associate Professor of Art & Design; B.F.A., New York University, 1974; M.F.A., Rochester Institute of Technology, 1979.
Pam I. H.	George	2016 - Present	Clinical Assistant Professor of Nursing; B.S.N., Marian College of Fond; M.S., Central Michigan University, 1998; M.S.N., University of Alabama at Birmingham, 1992; Ed.D., Seattle University, 2007.
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.
Ronald S.	Gerhardstein	2014 - Present	Assistant Professor of Music; B.M.E., M.M., University of Idaho, 1988, 1993; Ph.D., Temple University, 2001.
Juan	Gerzso	2012 - Present	Visiting Assistant Professor of English; B.A., Universidad Nacional Autonoma de Mexico, 2004; Ph.D., New York University, 2012.
Donna	Gibbs	2013 - Present	Vice President for Marketing and Communication; B.A., Michigan State University, 1982.
Linda K.	Gibson	1989 - Present	Professor of Business; B.A., Texas Christian University, 1967; M.A., Ph.D., University of Missouri, 1985, 1989.
Gina C.	Gillie	2008 - Present	Associate 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	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.

<b>First;sortable</b>	<b>Last;sortable</b>	<b>Terms;sortable</b>	<b>Title/Education;sortable</b>
Beth A.	Griech-Poelle	2015 - Present	Associate Professor of History, Kurt Mayer Endowed Chair in Holocaust Studies; B.A., Chestnut Hill College, 1987; Ph.D., Rutgers, The State University of New Jersey, 1999.
Peter C.	Grosvenor	1996 - Present	Associate Professor of Global Studies and Sociology; 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.
Gaurav	Gupta	2013 - Present	Assistant Professor of Business; B.C., University of Delhi, New Delhi, India, 2006; M.B.A., Pepperdine University, 2009; Ph.D. Candidate, The University of Texas at El Paso, expected 2013.
Catherine	Ha	2016 - Present	Assistant Professor of Business; B.S., M.S., Seoul National University, Seoul, South Korea, 2002, 2004; M.E., Texas A&M University - College Station; Ph.D., University of Washington - Seattle, 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 Kinesiology; B.S., Lock Haven University, 1978; M.S., University of Arizona, 1979; Ph.D., University of Oregon, 1992.
Michael	Halvorson	2003 - Present	Associate Professor of History and Benson Foundation Chair in Business and Economic History; B.A., Pacific Lutheran University, 1985; M.A., Ph.D., University of Washington, 1996, 2001.
Gina L.	Hames	1997 - Present	Associate 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	Associate 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.
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 M.	Hay	2008 - Present	Associate Professor of Physics; B.S., Linfield College, 2002; Ph.D., Oregon State University, 2008.
Sergia	Hay	2010 - Present	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.
Kate D.	Hoyt	2016 - Present	Visiting Assistant Professor of Communication and Theatre; B.A., Colorado College, 2006; M.F.A., Ph.D. candidate, University of Denver, 2013, expected 2016.
Kathleen	Huybers	2014 - Present	Visiting Assistant Professor of Geosciences; B.S., University of San Francisco, 2003; M.S., Ph.D., University of Washington, 2007, 2014.
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.
Lynn E.	Hunnicut	2003 - Present	Professor of Economics; B.A., Oregon State University, 1984; M.S., Ph.D., University of Texas at Austin, 1995, 1997.
Melinda	Huntington-Frazier	2015 - Present	Clinical Instructor of Nursing; A.A.S., Olympic College, 2007; B.S., Washington State University, 2011; M.S.N., Pacific Lutheran University, 2015.

<b>First;sortable</b>	<b>Last;sortable</b>	<b>Terms;sortable</b>	<b>Title/Education;sortable</b>
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.
Jennifer L.	Jenkins	2008 - Present	Associate Professor of German; B.A., Miami University (Oxford, Ohio), 1996; M.A., University of Wisconsin, 1997, 2001; Ph.D., University of Wisconsin, 2008.
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	Professor of Philosophy; B.A., Carson-Newman College, 1986; M.Div., M.Th., Southern Seminary, 1991, 1994; Ph.D., University of Oregon, 1999.
Jeremiah	Jones	2016 - Present	Visiting Assistant Professor of Mathematics; B.S., Ph.D., Arizona State University, 2009, 2013.
Jieun	Kang	2016 - Present	Visiting Assistant Professor/Librarian and Reference Librarian; B.A., Seoul National University, Seoul, South Korea, 2001; M.S., The Ohio State University, 2007; M.L.I.S., Kent State University, 2011.
Charles	Katica	2014 - Present	Visiting Assistant Professor of Kinesiology; B.S., M.S., Central Washington University, 2002, 2009; Ph.D., University of Alabama, 2014.
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.
Jack	Keith	2015 - Present	Clinical Instructor of Nursing; B.A., University of Portland, 1996; M.S.N., Pacific Lutheran University, 2015.
JoDee G.	Keller	1989 - Present	Professor of Social Work; B.A., Hope College, 1974; A.M., University of Chicago, 1976; Ph.D., University of Illinois, Chicago, 1987.
Sung Yup	Kim	2016 - Present	Visiting Assistant Professor of History; B.A., M.A., Seoul National University, South Korea, 1999, 2001, 2006; Ph.D. candidate, Stony Brook University, expected 2016.
Laura F.	Klein	1979 - Present	Professor of Anthropology; B.A., M.A., Ph.D., New York University, 1968, 1970, 1975.
Cara	Koch	2015 - Present	Clinical Instructor of Nursing; B.S.N., University of California, Santa Barbara, 2003; M.S.N., Seattle University, 2013.
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.
Quinn T.	Kuhn	2016 - Present	Clinical Instructor of Nursing; B.A., Whitman College, 2011; M.S.N., Pacific Lutheran University, 2014.
Francesca R.	Lane Rasmus	1998 - Present	Associate Professor/Director for Library Services; B.A., Macalester College, 1985; M.LIS., Dominican University, 1994
Kara K.	Lanning	2016 - Present	Visiting Assistant Professor of Biology; B.S., Pacific University, 2007; Ph.D., Washington State University, 2014.
Neva	Laurie-Berry	2008 - Present	Associate Professor of Biology; B.A., Illinois Wesleyan University, 2000; Ph.D., Washington University, 2007.
Lindsey A.	Lawson	2013 - Present	Assistant Professor of Marriage and Family Therapy; B.S.N., Walla Walla University, 2007; M.S., Seattle Pacific University, 2010; Ph.D., Loma Linda University, 2013.
Alex	Lechler	2014 - Present	Assistant Professor of Geosciences; B.A., Denison University, 2006; Ph.D., University of Michigan, 2011.

<b>First;sortable</b>	<b>Last;sortable</b>	<b>Terms;sortable</b>	<b>Title/Education;sortable</b>
Chung-Shing	Lee	1998 - Present	Dean and Professor of Business; B.A., National Taiwan University, 1980; M.A., University of Maryland, 1985; D.Sc., The George Washington University, 1997.
Daniel L.	Lee	2014 - Present	Vice President of Advancement; B.A., Concordia College, 2002; M.Div., Luther Seminary, 2006.
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.
Jordan	Levy	2014 - Present	Assistant Professor of Anthropology; B.A., Eastern Washington University, 2007; M.A., University of Western Ontario, 2010; Ph.D., University of Western Ontario, July 2014.
Brenda	Llewellyn Ihssen	2005 - Present	Assistant Professor of Religion; B.A., Concordia University, 1990; M.Th., Pacific Lutheran Theological Seminary, 1994; Ph.D., University of St. Michael's College at the University of Toronto, 2004.
Jan P.	Lewis	1989 - Present	Associate Provost for Undergraduate Programs; Professor of Education; B.A., Oregon State University, 1976; M.A.T., Lewis and Clark College, 1979; Ph.D., University of Oregon, 1989.
Zhongjin	Li	2016 - Present	Visiting Assistant Professor of Economics; B.A., Renmin University of China, 2008; M.A., Ph.D. candidate, University of Massachusetts - Amherst, 2013, expected 2016.
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., 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.
Kate	Luther	2008 - Present	Assistant Professor of Sociology; B.A., Pacific Lutheran University, 2002; M.A., Ph.D., University of California (Riverside), 2004, 2008.
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	Associate Professor of Chemistry; B.A., Wittenberg University, 2000; Ph.D., University of Minnesota, 2005.
Diane B.	MacDonald	1987 - Present	Associate Dean and Professor of Business; B.A., M.B.A., Loyola University, Chicago, 1970, 1974; J.D., John Marshall Law School, 1980.
Jooyol	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.
Paul	Manfredi	2001 - Present	Professor of Chinese; B.A., Long Island University, 1992; M.A., Ph.D., Indiana University, 1998, 2001.
Mallory	Mann	2014 - Present	Visiting Instructor of Kinesiology; B.A., Pacific Lutheran University, 2006; M.S., Miami University, 2009.
Lisa	Marcus	1995 - Present	Professor of English; B.A., University of Wisconsin, Madison, 1986; M.A., Ph.D., Rutgers University, 1989, 1995.
Nicole J.	Martin	2010 - Present	Associate Professor of Kinesiology; B.S., Pacific Lutheran University, 2003; M.Ed., Ph.D., Temple University, 2005, 2008.
Heather E.	Mathews	2007 - Present	Associate 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.

<b>First;sortable</b>	<b>Last;sortable</b>	<b>Terms;sortable</b>	<b>Title/Education;sortable</b>
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 Kinesiology; B.A., M.A., University of the Pacific, 1990, 1994; Ph.D., Arizona State University, 1998.
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	Professor of Geosciences and Environmental Studies; B.S., Oregon State University, 1985; M.S., Ph.D., The Pennsylvania State University, 1992, 1997.
Heidi	McLaughlin	2013 - Present	Assistant Professor of Psychology; B.A., University of Illinois, Chicago, 2006; Ph.D., University of California, Riverside, 2012.
Christie	McMahill	2015 - Present	Clinical Instructor of Nursing; A.D.N., Pierce Community College, 2005; B.S.N., M.S.N., Western Governors University, 2012, 2013.
Juliet	Meggs	2016 - Present	Visiting Assistant Professor of Psychology; B.A., M.S., Ph.D. candidate, University of Tennessee - Knoxville, 2009, 2010, expected 2016.
Rebekah	Mergenthal	2008 - Present	Associate Professor of History; B.A., Columbia University, 1992; M.A., University of Chicago, 1997; Ph.D., University of Chicago, 2008.
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.
Terry W.	Miller	1998 - Present	Professor of Nursing; B.S., B.S.N., University of Oklahoma, 1972, 1974; M.S.N., Ph.D., University of Texas, Austin, 1977, 1991.
Rondi	Mitchell	2015 - Present	Clinical Instructor of Nursing; B.S.N., University of Mary Hardin-Baylor, 1994; M.S.N., University of Phoenix, 1999.
Emily B.	Mize	2016 - Present	Clinical Assistant Professor of Nursing; B.S.N., Walla Walla College, 1976; M.S.N., University of Washington, 1998; Ph.D., Oregon Health and Sciences University, 2012.
Mary J.	Moller	2014 - Present	Associate Professor of Nursing; B.S.N., Mount Marty College, 1971; M.S.N., University of Nebraska Medical Center College of Nursing, 1982; D.N.P., Case Western Reserve University, 2006.
Patrick Herve	Moneyang	2016 - Present	Visiting Assistant Professor of French; B.A., M.A., University of Yaounde I, 1999, 2005; M.A., Ph.D., University of Oregon, 2007, 2013.
Timothy	Mooney	2013 - Present	Assistant Professor of Business; B.A., Northwestern University, 2002; Ph.D., University of Wisconsin-Milwaukee, 2013.
Francis X.	Moore	2013 - Present	Associate Provost for Information Services; B.A., University of Vermont, 1976; M.A., Hofstra University, 1978; Ph.D., Penn State, 1984.
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.
Laurie C.	Murphy	1997 - Present	Associate Professor of Computer Science and Computer Engineering; B.S., Delta State University, 1986; M.S., Vanderbilt University, 1988.
Liam	Murphy O'Loughlin	2016 - Present	Visiting Assistant Professor of English; B.A., University of Maryland, - College Park, 2008; M.A., Ph.D., University of Pittsburgh, 2012, 2015.
Brian	Naasz	2005 - Present	Resident Assistant Professor of Chemistry; B.S., Seattle University, 1982; Ph.D., University of California at Berkeley, 1986.
Krisztina	Nagy	2013 - Present	Assistant Professor of Economics; B.A., West University of Timisoara, Timisoara, Romania, 1998; M.A., M.S., Suffolk University, 2000; M.A., Ph.D., University of Washington, Seattle, 2003, 2011.
L. Richard	Nance	1992 - Present	Professor of Music; B.M.E., M.A., West Texas State University, 1977, 1982; DMA, Arizona State University, 1992.

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Eric D.	Nelson	1996 - Present	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	Dean, Division of Humanities and Associate Professor of Religion; B.A., Earlham College, 1999; M.A., Union Theological Seminary, 2001; Ph.D., Emory University, 2006.
Bridgette	O'Brien McGoldrick	2016 - Present	Visiting Assistant Professor of Religion; B.A., University of Puget Sound, 1995; M.A., Columbia University, 1996; Ph.D., University of Florida, 2013.
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.
Sean M.	O'Neill	2013 - Present	Visiting Assistant Professor of Physics; B.A., University of Chicago, 2000; Ph.D., University of Minnesota, 2007.
Timothy M.	O'Neill	2016 - Present	Visiting Assistant Professor of History; B.A., University of Maryland - College Park, 1996; M.A., University of Chicago, 1999; M.A., Ph.D., University of Washington - Seattle, 2004, 2010.
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.
Jose	Ortigas	2014 - Present	Visiting Instructor of Hispanic Studies; B.S., M.A., Ph.D. Candidate, University of California, 1998, 2010, expected 2015.
Carmiña	Palerm	2005 - Present	Associate Professor of Hispanic Studies; B.A. University of California, 1993; M.A., Ph.D., Stanford University, 1994, 2001.
Charilaos	Papadopoulos	2012 - Present	Associate Professor of Kinesiology; B.S., Aristotle's University of Thessaloniki, 1989; M.S., Ph.D., George State University, 1997, 2002.
Carrie	Park	2015 - Present	Clinical Instructor of Nursing; B.S.N, University of Colorado, Denver, 1981; M.S.N., University of Washington-Tacoma, 2012.
John	Paul	2014 - Present	Associate Professor and Chair of Music; B.M., University of Texas at Austin, 1978; M.M., D.M., Indiana University, 1983, 1995.
Christina	Pepin	2007 - Present	Clinical Instructor of Nursing and Coordinator for Learning Resources; 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	Senior Advisor to the President; B.A., Texas Lutheran University, 1984; M.A., University of Denver, 1987.
Edwin C.	Powell	2005 - Present	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	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 Education; 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.

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Jennifer L.	Rhyne	2016 - Present	Assistant Professor of Music; B.A., Oberlin College, 1997; B.M., Oberline Conservatory of Music, 1997; M.M., University of Michigan, 1999; D.M.A., State University of New York - Stony Brook, 2003.
Kathleen J.	Richardson	2016 - Present	Assistant Professor of Nursing; A.A., Spokane Falls Community College, 1992; B.S.N., Eastern Washington University, 1995; M.S.N., Pacific Lutheran University, 2006; D.N.P., Marymount University, 2013.
Michael	Rings	2016 - Present	Visiting Assistant Professor of Philosophy; B.A., University of Wisconsin, Madison, 2002; M.A., California State University, Long Beach, 2005; Ph.d., Indiana University, Bloomington, 2014.
David P.	Robbins	1969 - Present	Senior Advancement Officer; Professor of Music; B.M., M.M., University of Michigan, 1968, 1969.
Marylou V.	Robinson	2016 - Present	Associate Professor of Nursing; B.S.N., University of Maryland, 1974; M.S.N., The Catholic University of America, 1981; Ph.D., Oregon Health & Science University, 2006.
Solveig C.	Robinson	2001 - Present	Associate Professor of English; B.A., Gustavus Adolphus College, 1983; M.A., Ph.D., University of Chicago, 1987, 1994.
Scott	Rogers	2014 - Present	Assistant Professor of English; B.A., University of California, Los Angeles, 2001; M.A., University of New Mexico, 2006; Ph.D., University of Louisville, 2011.
Svend John	Ronning	1999 - Present	Professor of Music; B.M., Pacific Lutheran University, 1989; M.M., M.M.A., D.M.A., Yale University, 1991, 1993, 1997.
Joanna	Royce-Davis	2014 - Present	Vice President for Student Life and Dean of Students, Associate Professor of Education; B.S., Indiana University, 1990; M.A., San Jose State University, 1994; Ph.D., Syracuse University, 2001.
Kathleen Z.	Russell	1999 - 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.
Vincenzo A.	Sainato	2016 - Present	Visiting Assistant Professor of Sociology; B.A., Gonzaga University, 2000; M.S., Gonzaga University, 2003; Ph.D., Colorado State University, 2013.
Tina	Saxowsky	2010 - Present	Associate Professor of Chemistry; B.S., Lewis and Clark College, 1996; Ph.D., Johns Hopkins School of Medicine, 2003.
Michael T.	Schleeter	2010 - Present	Assistant Professor of Philosophy; B.A., University of Minnesota, 1999; Ph.D., The Pennsylvania State University, 2010.
Daniel E.	Schabot	2016 - Present	Visiting Assistant Professor of Communication and Theatre; A.A., Lower Columbia College, year needed; B.A., M.A., Arkansas State University, year needed; Ph.D., The University of Southern Mississippi, 2012.
John F.	Schrage	2016 - Present	Visiting Assistant Professor of Business; B.S., M.S., Southern Illinois University - Edwardsville, 1969, 1973; Ph.D., Michigan State University, 1978.
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.
Heidi	Schutz	2013 - Present	Assistant Professor of Biology; B.A., University of California-Santa Cruz, 1997; M.S., Ph.D., University of Colorado-Boulder, 2002, 2008.
Shannon	Seidel	2015- Present	Assistant Professor of Biology; B.S., University of Massachusetts, 2005; Ph.D., University of California-San Diego, 2012.
Holly	Senn	2008 - Present	Resident Assistant Professor of Library; B.A., Mills College, 1985; M.LIS., University of California, 1992.
Ami V.	Shah	2012 - Present	Assistant Professor of Anthropology and Global Studies; B.A., The George Washington University, 2000; M.Phil., Ph.D., University of Oxford, 2002, 2007.
Pauline M.	Shanks Kaurin	1997 - Present	Associate Professor of Philosophy; B.A., Concordia College, Moorhead, 1991; M.A., University of Manitoba, 1993; Ph.D., Temple University, 1997.

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Wendelyn J.	Shore	1999 - Present	Professor of Psychology; B.A., Coe College, 1986; M.S., Ph.D., University of Oklahoma, 1988, 1991.
Amy J.	Siegesmund	2007 - Present	Associate Professor of Biology; B.A., Alverno College, 1996; Ph.D., Washington State University, 2003.
Kaitlyn L.	Sill	2010 - Present	Associate Professor of Politics and Government; 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.
David	Simpson	2016 - Present	Assistant Professor of Social Work; B.B.A., University of Toledo, 1996; M.S.S.A., Case-Western Reserve University, 1999; Ph.D., University of Illinois at Chicago, 2011.
Nancy	Simpson-Younger	2015 - Present	Assistant Professor of English; B.A., St. Olaf College, 2006; M.A., Ph.D., University of Wisconsin-Madison, 2008, 2013.
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.
Jennifer A.	Smith	2007 - Present	Director of Women's Center; B.A., Franklin College, 1998; M.A., Miami University, 2001; Ph.D., Western Michigan University, 2006.
Julie	Smith	2006 - Present	Associate 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.
Sheila K.	Smith	2014 - Present	Dean, School of Nursing; Professor of Nursing; B.S.N., M.S.N., University of Wisconsin-Eau Claire, 1981, 1985; Ph.D., University of Minnesota, 1996.
Timothy T.	Smith	2016 - Present	Associate Professor of Theatre and Artistic Director; B.A., Whitman College, 1991; M.F.A., University of Missouri - Kansas City, 1994.
Steven	Sobeck	2010 - Present	Visiting Instructor of Art & Design; B.F.A., Pacific Lutheran University, 1972.
Jessica L.	Spring	2011-14; 2016 - Present	Visiting Assistant Professor of Art & Design; B.F.A., Macalester College, 1985; M.F.A., Columbia College Chicago Center for Book & Paper Arts; 2002.
Priscilla Anne	St. Clair	2001 - Present	Associate Professor of Economics; B.A., Wake Forest University, 1988; Ph.D., University of Washington, 1995.
Steven P.	Starkovich	1994 - 1995, 1996 - Present	Provost and Senior Vice President for Academic Affairs; 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.
Amy	Stewart-Mailhot	2010 - Present	Associate 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 Multidisciplinary Programs; 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.



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Paul S.	Sutton	2015 - Present	Visiting Assistant Professor of Education; B.A., Portland State University, 1996; M.A., York University, United Kingdom, 1997; M.I.T., Seattle University, 2001; Ph.D., University of Washington, Seattle, 2014.
Amanda	Sweger	2012 - Present	Assistant Professor of Theatre; B.F.A., Webster University, 2004; M.F.A., Northwestern University, 2011.
Amanda K.	Taylor	2012-2013; 2015 - 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.
Eric M.	Thienes	2015 - Present	Visiting Assistant Professor of Classics; B.A., Pacific Lutheran University, 2002; M.A., University of Arizona, 2007.
Vidya	Thirumurthy	2005 - Present	Associate Professor of Education; 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.
Claire E.	Todd	2007 - Present	Associate 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	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.
Teru	Toyokawa	2002 - Present	Associate Professor of Psychology; B.A., M.A., Waseda University, Tokyo, 1989, 1991; Ph.D., Pennsylvania State University, 2000.
Tyler T.	Travillian	2013 - Present	Assistant Professor of Classics; B.A., University of Dallas, 2005; M.A., Ph.D., Boston University, 2006, 2011.
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	Professor of Religion; B.A., St. Olaf College, 1989; M.A., Luther Northwestern Theological Seminary, 1994; Ph.D., Claremont Graduate School, 2000.
Lynn	Tucker	2015 - Present	Clinical Instructor of Kinesiology; B.A., Loyola Marymount University, 1993; B.S., Kennesaw State University, 2003; M.S., United States Sports Academy, 2013.
Vanessa	Tucker	2012 - Present	Assistant Professor of Education; 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.
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	Associate Professor of Hispanic Studies; B.A., Artigas Teacher Training Institute (Uruguay), 1991; M.A., Indiana University, 2001; Ph.D., Indiana University, 2008.
David A.	Veazey	2012 - Present	Director of University Assessment, Accreditation and Research; B.S., California Polytechnic State University, 1987; M.S., University of Alaska, 1993; Ed.D., University of Pennsylvania, 2006.
Dean A.	Waldow	1992 - Present	Professor of Chemistry; B.A., Augustana College, Sioux Falls, 1984; Ph.D., University of Wisconsin, Madison, 1989.

<b>First;sortable</b>	<b>Last;sortable</b>	<b>Terms;sortable</b>	<b>Title/Education;sortable</b>
Sharon D.	Wallace	2016 - Present	Assistant Professor of Nursing; A.A., The Pennsylvania State University, 1984; B.S.N., Regents College, 1992; M.S.N. Widener University, 1999; Ph.D., Trident University International, 2012.
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.
Elisabeth	Ward	2013 - Present	Director of Scandinavian Cultural Center; B.A., University of California, Berkeley, 1994; M.A., George Washington University, 1998; Ph.D., University of California, Berkeley, 2012.
Janet	Weiss	2005 - Present	Assistant Professor of Education; 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.
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.
Alexander	Wilcox	2014 - Present	Visiting Assistant Professor of Geosciences; B.A., Cornell University, 2003; Ph.D., University of Colorado, Boulder, 2012.
Rebecca M.	Wilkin	2008 - Present	Associate Professor of French; B.A., Brown University, 1994; Ph.D., University of Michigan, 2000.
Katherine	Wiley	2014 - Present	Assistant Professor of Anthropology; B.A., Colgate University, 2000; M.A., Ph.D., Indiana University, 2010, 2013.
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 Education; B.A., University of Puget Sound, 1969; M.Ed., Western Washington University, 1979; Ph.D., University of Washington, 1985.
Tamara R.	Williams	1994 - Present	Executive 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.
Rachel	Winchester	2016 - Present	Visiting Assistant Professor of Communication and Theatre; B.F.A., San Diego State University, year needed; M.F.A., University of Oregon, 2014.
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	Professor of Computer Science; B.S., University of Puget Sound, 1992; M.S., Ph.D., Oregon State University, 1999.
Jane	Wong	2016 - Present	Visiting Assistant Professor of English; B.A., Bard College, 2007; M.F.A., The University of Iowa, 2010; Ph.D. candidate, University of Washington - Seattle, expected 2016.
Teri M.	Woo	2012 - present	Associate Dean for Graduate Nursing Programs; B.S.N., M.S., PNP, Oregon Health Services University, 1984, 1989, 1993; Ph.D., University of Colorado, 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	Associate 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	Associate Professor of Communication; B.A., Vanderbilt University, 1997; M.A., Ph.D. University of Texas, Austin, 2003, 2007.

<b>First;sortable</b>	<b>Last;sortable</b>	<b>Terms;sortable</b>	<b>Title/Education;sortable</b>
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	Assistant Professor of Nursing; B.S.N., Pacific Lutheran University, 1980; M.N., M.H.A., University of Washington, 1991; Ph.D., Oregon Health & Science University, 2013.
Michael	Zbaraschuk	2007 - 2013; 2014 - Present	Assistant Professor of Religion; B.A., Walla Walla College, 1993; M.A., Ph.D., The Claremont Graduate University, 1998, 2002.
Qin	Zhang	2015 - Present	Assistant Professor of Business; B.S., Tsinghua University, China, 1997; M.S.B.A., Ph.D., Washington University, St. Louis, 2000, 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.

# Associates to the Faculty Assembly

<b>First;sortable</b>	<b>Last;sortable</b>	<b>Terms;sortable</b>	<b>Title/Education;sortable</b>
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.
Kevin A.	Berg	2005 - Present	Registrar; B.A., Washington State University, 2004; M.B.A., Pacific Lutheran University, 2008.
Joseph T.	Cohn	2013 - Present	General Manager, KPLU; B.S., Bowling Green State University, 1968.
Hal	DeLaRosby	2008 - Present	Director, Academic Advising; B.A., Gustavus Adolphus College, 2001; M.S., Western Illinois University, 2003; Ph.D., Azusa Pacific University, 2016.
Mary	Duvall	2015 - Present	Executive Director for Advancement
Leslie J.	Foley	2001 - Present	Director, Academic Assistance Center; B.A., Pacific Lutheran University, 1988; M.A.T., University of Puget Sound, 1991.
Mike T.	Frechette	2016 - Present	Director of Financial Aid; B.S., Boston University, 2002; M.A., University of Chicago, 2005.
David E.	Gunovich	1971 - Present	Dean of Enrollment Services; B.A.E., M.A., Pacific Lutheran University, 1982, 1995.
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.
Thomas A.	Huelsbeck	1990 - Present	Associate Vice President for Residential Life; B.S., University of Wisconsin, 1987; M.S., Bowling Green State University, 1990.
Joanne	Ito	2001 - Present	Director, Senior 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 of Students; B.A.E., Pacific Lutheran University, 1990; M.Ed., University of Washington, 1997; Ed.D., Seattle University, 2011.
Donna	Miller	2016 - Present	Director, Career Connections; B.A., University of Chicago, 1994; J.D., Northwestern School of Law, 1997.
Layne E.	Nordgren	1979 - Present	Director, User Services and Instructional Technologies; B.S., Pacific Lutheran University, 1976; M.S., University of Southern California, 1979.
Raymond	Orr	2015 - Present	Associate Vice President for Facilities Management; B.S., Washington State University, (2002); M.S., University of Maryland, 2012.
Teri P.	Phillips	1999 - Present	Associate Vice President of Human Resources; B.A., Michigan State University, 1985; M.B.A., Pacific Lutheran University, 2011.
Kelly	Poth	2005 - Present	Assistant Registrar; B.A., B.B.A., Pacific Lutheran University, 2003; M.B.A., Washington State University, 2005.
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.
Jes	Rude	2016 - Present	University Pastor; B.A., Augustana University, 2002; M.Div., Pacific School of Religion, 2005.
Catherine	Swearingen	2014 - Present	Executive Director, Career Connections; B.S., The University of the South - Sewanee, 1982; J.D., The University of South Carolina School of Law, 1988.
Jes	Takla	2013 - Present	Director, Residential Life; B.F.A., School of the Art Institute of Chicago, 2006; M.A., Bowling Green State University, 2008.
Vicky	Winters	1990 - Present	Director of Administration and Secretary to the Board of Regents; Office of the President; B.A., Pacific Lutheran University, 2007.
Joel	Zylstra	2012 - Present	Director, Center for Community Engagement & Service; B.A., Pacific Lutheran University, 2005; M.S., Miami University, 2010.

# Phased Retirement Faculty

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<b>First;sortable</b>	<b>Last;sortable</b>	<b>Terms;sortable</b>	<b>Title/Education;sortable</b>
Dana	Anderson	Phased to 2018	Psychology
Michael	Bartanen	Phased to 2018	Communication and Theatre
Charles	Bergman	Phased to 2017	English
Elizabeth E.	Brusco	Phased to 2017	Anthropology
John	Hallam	Phased to 2017	Art & Design
Diane	Harney	Phased to 2019	Communication
Sharon	Jansen	Phased to 2019	English
Paula H.	Leitz	Phased to 2017	Instructional Development and Leadership
Maureen	McGill	Phased to 2020	Communication and Theatre
Christine	Moon	Phased to 2019	Psychology
Bradford	Moore	Phased to 2019	Kinesiology
John	Moritsugu	Phased to 2019	Psychology
Donna	Poppe	Phased to 2019	Music
Rochelle	Snee	Phased to 2017	Languages and Literature
Barbara	Temple-Thurston	Phased to 2017	English

# Emeriti Faculty

<b>First;sortable</b>	<b>Last;sortable</b>	<b>Terms;sortable</b>	<b>Department;sortable</b>
Harry S.	Adams	1947 - 1993	Physics
Barbara	Ahna	1987 - 2002	Business
Shirley	Aikin	1974 - 2011	Nursing
James A.	Albers	1997 - 2010	Business
Angelia G.	Alexander	1971 - 2013	Biology
Charles D.	Anderson	1959 - 1991	Chemistry
D. Stuart	Bancroft	1971 - 2011	Business
Stephen E.	Barndt	1978 - 2000	Business
Thad	Barnowe	19770-2013	Business
Kenneth E.	Batker	1966 - 1999	Mathematics
Myra	Baughman	1970 - 2007	Education
Luther W.	Bekemeier	1976 - 1992	Vice President for Development
Steven R.	Benham	1982 - 2013	Geosciences
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
Roberta S.	Brown	1979 - 2014	French
Christopher R.	Browning	1974 - 1999	History
Stanley L.	Brue	1971 - 2009	Economics
Thomas	Campbell	1984 - 2014	English
E. Wayne	Carp	1986 - 2016	History
Judith W.	Carr	1979 - 2002	Special Academic Programs and Summer Studies
Gary A.	Chase	1970 - 2000	Physical Education
Marie	Churney	1974 - 1998	Education
Glenn	Cornwall	2006 - 2016	Art & Design
Dennis	Cox	1972 - 2011	Art
Michele	Crayton	1977 - 2013	Biology
David P.	Dahl	1969 - 2000	Music
Michael B.	Dollinger	1981 - 1998	Mathematics
Celine	Dorner	1984 - 2013	Mathematics
Susan	Dwyer-Shick	1984 -2014	Political Science
Larry A.	Edison	1982 - 1998	Computer Science
Anthony	Evans	1988 - 2014	Kinesiology
Luella V.	Edwards	1973 - 1994	Nursing
Robert P.	Ericksen	1999 - 2013	History
Audrey	Eyler	1981 - 2012	English
Kathleen	Farner	1978 - 2013	Music
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
Duncan	Foley	1986 - 2016	Geosciences
Mira J.	Frohmayer	1980 - 2005	Music

<b>First;sortable</b>	<b>Last;sortable</b>	<b>Terms;sortable</b>	<b>Department;sortable</b>
Arthur	Gee	1968 - 2003	Biology
Kent	Gerlach	1980 - 2016	Education
William P.	Giddings	1962 - 1996	Chemistry
William H.	Gilbertson	1968 - 1991	Social Work
Virginia K.	Gilmore	1988 - 1998	Library
Fern A.	Gough	1971 - 1995	Nursing
Kate	Grieshaber	1984 - 2011	Music
Gregory	Guldin	1979 - 2014	Anthropology
Helmi	Hahler	1985 - 1998	Education
Marlis M.	Hanson	1971 - 1991	Education
Vernon R.	Hanson	1970 - 1999	Social Work
Susan	Harmon	2006 - 2014	Business
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
Mark	Jensen	1989 - 2016	French
Robert J.	Jensen	1968 - 2004	Economics
Richard	Jobst	1967 - 2011	Sociology
Abdullah T.	Kakar	1996 - 2014	Computer Science and Computer Engineering
Anne	Kelleher	1981-2012	Political Science
David	Keyes	1969 - 2011	Art
Jerry	Kracht	1967 - 1968, 1969 - 2000	Music
Maria Luisa R.	Lacabe	1992 - 2004	Spanish
Jerome P.	LeJeune	1972 - 2001	Psychology
Jerrold	Lerum	1973 - 2013	Biology
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
John	Main	1971 - 2013	Biology
Patsy	Maloney	1994 - 2014	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
Susan	McDonald	1971 - 2010	Library Information Services
Richard	McGinnis	1972 - 2010	Biology
Louette L.	McGraw	1995 - 2005, 2005 - 2008	Education
David E.	McNabb	1979 - 1997	Business
Paul	Menzel	1971 - 2012	Philosophy
N. Christian	Meyer	1970 - 2014	Mathematics

<b>First;sortable Last;sortable</b>	<b>Terms;sortable</b>	<b>Department;sortable</b>
Marlen F. Miller	1970 - 1995	Economics
Gary L. Minetti	1970 - 2004	Education, Director, Counseling and Testing Center
Richard D. Moe	1965 - 1998	Education
Gerald Myers	1982-2013	Business
Martin J. Neeb	1981 - 2006	KPLU-FM
Burton L. Nessel	1967 - 1998	Chemistry
Jon J. Nordby	1977 - 2001	Philosophy
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
Cleo M. Pass	1990 - 2000	Nursing
Barbara Poulshock	1976 - 1997	Music
James Predmore	1977 - 2014	Languages and Literatures
Suzanne Rahn	1981 - 2008	English
Judith W. Ramaglia	1982 - 2013	Business
Lois F. Rhoades	1980 - 1991	Nursing
Karl R. Rickabaugh	1975 - 1998	Education
Moshe Rosenfeld	1986 - 2000	Computer Science
Clifford G. Rowe	1980 - 2010	Communication
Ruth Schaffler	1992 - 2013	Nursing
David Seal	1977 - 2016	English
F. T. Sepic	1979 - 2004	Business
S. Erving Severtson	1966 - 1983, 1986 - 1999	Psychology
Merlin Simpson	1997 - 2011	Business
Neal Sobania	2005 - 2016	History
Wallace Spencer	1974 - 2010	Political Science
Christopher Spicer	1978 - 2003	Dean, School of the Arts, Communication
Richard Spillman	1981 - 2016	Computer Science
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
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
Joseph W. Upton II	1988 - 1996	Engineering
Paul M. Webster	1969 - 2001	German
Donald Wentworth	1972 - 2002, 2002 - 2008	Economics
William F. Yager	1987 - 2004	Business
Catherine Yetter	1986 - 2011	Education
Chang-Li Yiu	1973 - 2005	Mathematics and Physics
Charles York	1981 - 2013	Marriage and Family Therapy



<b>First;sortable</b>	<b>Last;sortable</b>	<b>Terms;sortable</b>	<b>Department;sortable</b>
Yukie	Yumibe	1980 - 1992	Nursing
Dwight J.	Zulauf	1949 - 1953, 1959 - 1985, 1990 - 1998	Business
Glenn	Van Wyhe	1979 - 2016	Business

# Sabbatical Faculty

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<b>First;sortable</b>	<b>Last;sortable</b>	<b>Terms;sortable</b>	<b>Department;sortable</b>
James M.	Albrecht	2016-17	English
Kory D.	Brown	2016-17	Business
Agnes	Choi	2016-17	Religion
Suzanne J	Crawford O'Brien	2016-17	Religion
Bryan C.	Dorner	2016-17	Mathematics
Peter C.	Ehrenhaus	2016-17	Communication and Theatre
Beatrice	Geller	2016-17	Art and Design
Erik J.	Hammerstrom	2016-17	Religion
Lynn E.	Hunnicutt	2016-17	Economics
Jennifer L.	Jenkins	2016-17	Languages and Literatures
Rona D. Kaufman		2016-17	English
Beth M.	Kraig	2016-17	History
Neva L.	Laurie-Berry	2016-17	Biology
Lisa S.	Marcus`	2016-17	English
Nicole J.	Martin	2016-17	Kinesiology
Laura S.	McCloud	2016-17	Sociology
Rose A.	McKenney	2016-17	Geosciences
Sid D.	Olufs	2016-17	Politics and Government
Mark A.	Reiman	2016-17	Economics
Tina M.	Saxowsky	2016-17	Chemistry
Kaitlyn L.	Sill	2016-17	Politics and Government
Jessica K.	Sklar	2016-17	Mathematics
Steven P.	Starkovich	2016-17	Physics
Paul	Tegels	2016-17	Music
Tamara Reed	Williams	2016-17	Languages and Literatures
Sylvia H.	Wood	2016-17	Nursing
Fern H.	Zabriskie	2016-17	Business

# PLU-Wide Common Course Numbers

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## PLU Course Numbers by Level

**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.

## 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 General Education Element**

**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. Please note: Some departments do not require the 499 capstone. Please check the department listings for the senior seminar undergraduate general education element.

- **Special Topics**

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

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

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

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

- **Study Away Designators**

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

## **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.

# Glossary of Terms

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**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.K.:** Bachelor of Arts in Kinesiology

**B.B.A.:** Bachelor of Business Administration

**B.F.A.:** Bachelor of Fine Arts

**B.S.K.:** Bachelor of Science in Kinesiology

**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  
**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  
**HGST:** Holocaust and Genocide Studies  
**HIPPA:** Health Insurance Portability and Accountability Act  
**HISP:** Hispanic Studies  
**HIST:** History  
**HUMA:** Humanities, Division of  
**IB:** International Baccalaureate  
**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  
**J-Term:** 4 weeks, January Term  
**JR:** Junior  
**KINS:** Kinesiology  
**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  
**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  
**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  
**SEK:** Education and Kinesiology, School of  
**SIGN:** Sign Language  
**SOAC:** Arts and Communication, School of  
**SOCI:** Sociology  
**SOCW:** Social Work  
**SP:** Special Project  
**SPED:** Special Education  
**SR:** Senior and for the Senior Capstone General Education Element  
**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

# Index

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## 2016-17 Catalog Index

Greenhouse

Click subject to link to the page where the topic is located.

[44-Hour Limit](#)  
[64-Hour and 96-Hour Rule](#)  
[Academic Advising](#)  
[Academic Calendars: 2016-17](#)  
[Academic Calendars: 2017-18](#)  
[Academic Calender: 2018-19](#)  
[Academic Integrity](#)  
[Academic Integrity Policy](#)  
[Academic Internship/Cooperative Education](#)  
[Academic Major: 8-Hour Rule](#)  
[Academic Policies and Procedures - Undergraduate](#)  
[Academic Probation](#)  
[Academic Program](#)  
[Academic Programs, Other](#)  
[Academic Standing Policy](#)  
[Academic Structure: Undergraduate](#)  
[Academic Warning: Continuing Students](#)  
[Academic Warning: First-Year Students](#)  
[Accommodation of Persons with Disabilities Policy](#)  
[Accreditation and Institutional Research](#)  
[Adding or Dropping a Course](#)  
[Admission: Graduate](#)  
[Admission: Evaluation of Credits - Undergraduate](#)  
[Admission: Finalizing an Offer of Admission- Undergraduate](#)  
[Admission: First Year Students - Undergraduate](#)  
[Admission: International Students - Undergraduate](#)  
[Admission: Transfer Students - Undergraduate](#)  
[Admission: Undergraduate](#)  
[Admission: Accepting the Offer of Admission - Graduate](#)  
[Admission: Application Requirements - Graduate](#)  
[Admission: International Students -Graduate](#)  
[Affirmative Action Policy](#)  
[Alternative Perspectives](#)  
[Anthropology](#)  
[Art & Design](#)  
[Arts and Communication, School of](#)  
[Arts and Sciences, College of](#)  
[Auditing Courses](#)  
[Billing/Payments: Advance Payments](#)  
[Billing/Payments: Billing Questions](#)  
[Billing/Payments: Credit Balances](#)  
[Billing/Payments: Graduation and Student Account](#)  
[Billing/Payments: Lute Discounts](#)  
[Billing/Payments: Missed Payments](#)  
[Billing/Payments: Monthly Payment](#)  
[Billing/Payments: Payment Information](#)  
[Billing/Payments: Payment Options](#)  
[Billing/Payments: Rights and Responsibilities](#)  
[Billing/Payments: Student Holds](#)  
[Biology](#)  
[Business, School of \(Undergraduate\)](#)  
[Chemistry](#)  
[Children's Literature and Culture](#)  
[Chinese](#)



[Chinese Studies Program](#)  
[Class Attendance](#)  
[Classical Studies and Classical Languages](#)  
[Classics](#)  
[Classifications of Students](#)  
[College of Arts and Sciences Requirement](#)  
[Common Course Numbers, PLU-Wide](#)  
[Communication and Theatre](#)  
[Complaint Arbitration/Grievance Policy](#)  
[Computer Science](#)  
[Contact Information](#)  
[Continued Probation](#)  
[Correspondence/Extension Courses: Limitations](#)  
[Course Load](#)  
[Courses that Fulfill General Education Program Elements \(GenEd\)](#)  
[Credit by Examination](#)  
[Credit Restrictions](#)  
[Cross Cultural Perspectives](#)  
[Dance](#)  
[Dean's List](#)  
[Degree Completion and Application Deadlines](#)  
[Degrees \(Graduate\)](#)  
[Degrees \(Undergraduate\)](#)  
[Determining Degree Requirements](#)  
[Economics](#)  
[Education and Kinesiology, School of](#)  
[Education \(Undergraduate\)](#)  
[Eligibility for Student Activities](#)  
[Embracing the Life of the Mind: First-Year Experience Program](#)  
[Employment and Employee Relations](#)  
[Encountering Perspectives on Diversity](#)  
[Engaging Arts and Performance](#)  
[Engineering Dual-Degree Program](#)  
[English \(Undergraduate\)](#)  
[Environmental Studies](#)  
[Equal Educational Opportunity Policy](#)  
[Equal Employment Policy](#)  
[Evaluation of Credits](#)  
[Exception to Academic Policy](#)  
[Exclusive Pass/Fail Courses](#)  
[Exploring Nature and Number](#)  
[Faculty Handbook](#)  
[Faculty Philosophy](#)  
[Family Education Rights and Privacy Act](#)  
[Fees: Alternative Transportation Subsidy](#)  
[Fees: Courses](#)  
[Fees: Graduation Processing](#)  
[Fees: Health Center Charges](#)  
[Fees: Late Registration](#)  
[Fees: LuteCard](#)  
[Fees: Orientation Program](#)  
[Fees: Parking and Vehicle Registration](#)  
[Fees: Private Music Lesson](#)  
[Fees: Special Course](#)  
[Fees: Transcript](#)  
[Fees: Unpaid Fines](#)  
[Fees: Wellness Access Plan, PLU](#)  
[Final Year in Residence: 32-Hour Rule](#)  
[Financial Aid: Application Procedure](#)  
[Financial Aid: Gift Funding](#)  
[Financial Aid: Graduate](#)  
[Financial Aid: Graduate Satisfactory Progress](#)  
[Financial Aid: Loans](#)  
[Financial Aid: Satisfactory Academic Progress](#)  
[Financial Aid: Scholarships and Grants](#)  
[Financial Aid: Student Employment](#)  
[Financial Aid: Undergraduate](#)  
[Financial Aid: Verification of FAFSA](#)

[Financial Aid: Veterans Affairs and Vocational Rehabilitation](#)  
[Financial Privacy Policy](#)  
[First Academic Dismissal](#)  
[First Year Experience Program](#)  
[French](#)  
[General Education Program Information](#)  
[General Education Program Supplemental Information](#)  
[General Education: PLU Cornerstones Pilot Model](#)  
[Geosciences](#)  
[German](#)  
[Global Education Opportunities \(Wang Center for Global Education\)](#)  
[Global Studies](#)  
[Good Standing](#)  
[Grade Changes](#)  
[Grading System](#)  
[Graduate and Post-Baccalaureate Policies and Programs](#)  
[Graduate: Master of Arts in Education](#)  
[Graduate: Master of Fine Arts \(Creative Writing\)](#)  
[Graduate: Master of Arts \(Marriage and Family Therapy\)](#)  
[Graduate: Master of Business Administration](#)  
[Graduate: Master of Science in Accounting](#)  
[Graduate: Master of Science in Finance](#)  
[Graduate: Master of Science in Marketing](#)  
[Graduate: Master of Science in Nursing](#)  
[Graduate: Doctor in Nursing Practice](#)  
[Graduate: Dual Master of Science in Nursing and Business Administration](#)  
[Graduation and Commencement](#)  
[Graduation Honors](#)  
[Greek](#)  
[Health Insurance Portability and Accountability Act](#)  
[Higher Education Opportunity Act of 2008](#)  
[Hispanic Studies](#)  
[History](#)  
[History, PLU](#)  
[Holocaust and Genocide Studies](#)  
[Honor Societies](#)  
[Housing Charges, Fees, and Discounts](#)  
[Housing: Living Off Campus](#)  
[Housing: Meal Plans and Options](#)  
[Housing: Rates](#)  
[Housing: Residence Halls](#)  
[Housing: Residential Life Policies](#)  
[Housing: Rooms and Meals](#)  
[Humanities, Division of](#)  
[Inclusive Language](#)  
[Incomplete Grades](#)  
[Individualized Major](#)  
[In-Progress Grade](#)  
[Integrated Learning Objectives](#)  
[Interdisciplinary Programs](#)  
[International Honors Program](#)  
[International Honors Program](#)  
[Interpreting Living Traditions for a Humane Future](#)  
[Investigating Human Behavior, Culture, and Institutions](#)  
[Kinesiology](#)  
[Language Coursework and the Perspectives on Diversity Requirement](#)  
[Languages and Literatures](#)  
[Latin](#)  
[Limitations: All Degrees](#)  
[Long-Range Plan, PLU 2020](#)  
[Major Declaration](#)  
[Majors, Undergraduate](#)  
[Mathematics](#)  
[Medical Withdrawal](#)  
[Minimum Grades: Courses in the Major and Minor](#)  
[Minors \(Undergraduate\)](#)  
[Mission Statement](#)  
[Music](#)

[Music Ensembles: 8-Hour Rule](#)  
[Natural Sciences, Division of](#)  
[No Grade](#)  
[Non-Discrimination Policy](#)  
[Non-Matriculated Students](#)  
[Non-Matriculated Students \(Non-Degree Seeking\) Students](#)  
[Norwegian](#)  
[Nursing, School of \(Undergraduate\)](#)  
[Other Educational Experiences](#)  
[Pass/Fail Option](#)  
[Philosophy](#)  
[Philosophy of Student Conduct](#)  
[Physical Education Courses: 8-Hour Rule](#)  
[Physics](#)  
[PLU Policy and the Law](#)  
[Policies and Standards \(Graduate\)](#)  
[Political Science](#)  
[Pre-Professional Studies: Health Sciences](#)  
[Pre-Professional Studies: Law](#)  
[Pre-Professional Studies: Military Science](#)  
[Pre-Professional Studies: Peace Corps Prep Certificate](#)  
[Pre-Professional Studies: Theological Studies](#)  
[Principles of General Education](#)  
[Producing and Presenting Culminating Scholarship](#)  
[Progress Alerts](#)  
[Psychology](#)  
[Publishing and Printing Arts](#)  
[Refunds: Course Fees](#)  
[Refunds: Fall/Spring Tuition](#)  
[Refunds: Insurance Fee](#)  
[Refunds: Summer/J Term Tuition](#)  
[Refunds: Title IV/Institutional Financial Aid](#)  
[Refunds: Withdrawals](#)  
[Registration Process](#)  
[Religion](#)  
[Repeating Courses](#)  
[Roster: Administration](#)  
[Roster: Associates to the Faculty Assembly](#)  
[Roster: Board of Regents](#)  
[Roster: Emeriti Faculty](#)  
[Roster: Faculty](#)  
[Roster: Phased Faculty](#)  
[Roster: Sabbatical Faculty](#)  
[Scandinavian Area Studies](#)  
[Second Academic Dismissal](#)  
[Second Bachelor's Degree Earn - Simultaneously](#)  
[Second Bachelor's Degree Earned - Returning Students](#)  
[Sexual Misconduct Policy](#)  
[Sign Language](#)  
[Social Sciences, Division of](#)  
[Social Work](#)  
[Sociology](#)  
[Statistics](#)  
[Student Life and Campus Resources](#)  
[Student Right to Know and Campus Security Act](#)  
[Theatre](#)  
[Time Limits](#)  
[Total Required Hours and Cumulative GPA](#)  
[Transfer of Credit from Other Colleges/Universities](#)  
[Transfer of Credits Earned While in High School](#)  
[Tuition, Fees, and Payment Information](#)  
[Understanding Regarding All Requirements](#)  
[Upper-Division Courses: 40-Hour Rule](#)  
[Withdrawal from a Course](#)  
[Withdrawal from a Future Term](#)  
[Withdrawal from the University \(all classes\)](#)  
[Withdrawals: From a Single Course](#)  
[Withdrawals: Full Withdrawal](#)

Withdrawals: Medical  
Women's and Gender Studies  
Writing  
Writing Throughout the Curriculum

# PLU Directory of Courses

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## All 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)

### **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: FYEP190: Inquiry Seminar**

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 revolution; peace and justice; and cultural diversity. (Although this course is cross-listed with GLST/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 - A, 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 emergence of the distinctive cultures observed by the earliest European visitors to the area. Particular attention is focused on the impact of archaeology on contemporary peoples. (2)

## **ANTH 230: Peoples of the Northwest Coast - A, 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 - 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)

## **ANTH 288: Special Topics in Anthropology - A, 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)

## **ANTH 289: Special Topics in Anthropology - C, 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)

## **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, or 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 Mesoamerican 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 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 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 357: Global Development - C, SO**

This course examines the emergence of international development as an idea, its effects on the livelihoods of billions of people around the world, and seeks potentials for improving the practice of development. Drawing on literature from anthropology, political science, geography, and economics, we cover theories of progress, the concept of participation, global poverty and inequality, and individual charity. Crosslisted with GLST 357. (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 375: Law, Politics, and Revolution - C, SO**

A study of politics and law through the political structures and processes of traditional and contemporary societies; concepts of leadership, factionalism, feuds, power, authority, revolution, and other reactions to colonization; law and conflict resolution; conflicts of national and local-level legal systems. (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: Money, Power, and Exchange - 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 386: Applied Anthropology - SO**

Exploration of the uses of the anthropological approach to improve human conditions. Focus on anthropologists' involvement and roles in applied projects. Review of theoretical, ethical, and practical issues. Field component. (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 - A, 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)

### **ANTH 389: Special Topics in Anthropology - C, 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)

### **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. (4)

### **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 anthropology: research methods; how theory and methods are used to establish anthropological knowledge. Required of majors in their junior or senior year. Prerequisite: at least two 300-level anthropology courses or consent of instructor. (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: at least two 300-level anthropology courses or consent of instructor. Prerequisite for non-majors: departmental approval. (4)

### **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 B.A./B.F.A. 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: FYEP190: Inquiry Seminar**

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)

### **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. (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 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 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)

## **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 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 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 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 499A: Keystone - SR**

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. One of two courses required to fulfill the Senior Seminar General Education Element. Recommended as two semester hours. (1 to 4)

## **ARTD 499B: 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. One of two courses required to fulfill the Senior Seminar General Education Element. Prerequisite: Must have completed and passed ARTD 499A. Recommended as two semester hours. (1 to 4)

## **ASLS 101: American Sign Language - A**

Introduction to American Sign Language using conversational methods. Covers vocabulary, grammatical usage, and culturally appropriate behavior within the deaf community. (4)

## **ASLS 102: American Sign Language - A**

An introduction to American Sign Language (ASL) to develop visual and spatial awareness. Vocabulary, grammar usage, receptive skills and culturally appropriate behavior when interacting with deaf people, community, and their history. (4)

## **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: FYEP190: Inquiry Seminar**

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 intended 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 intended for biology majors. Prerequisite: BIOL 205 with a C- or better. (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**

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 443: Plant Development & Genetic Engineering**

A study of how plant structures form and change through the life cycle and how genetic engineering is used to alter plant biology for research and commercial applications. Specific GMOs considered as case studies. Focus on molecular biology and application of concepts. Prerequisite: BIOL 330. Recommended: BIOL 358, 442, or 445. (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 449: Virology**

The diversity that exists among viruses is staggering, and there is no type of life on Earth that is not subject to infection by viruses. This course will explore viral origins, replication, transmission, pathogenesis, oncogenesis, and host immunity. Emerging viruses, pandemics, and vaccines will also be discussed. Students will gain hands-on experience in a wide range of techniques and will work with both bacteriophages and animal viruses. Prerequisite: BIOL 330. (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**

To provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title 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 to 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 499: Capstone: Senior Seminar - SR**

Capstone is a topical course in which students will work in small groups with a faculty mentor to explore the primary literature in a topic within that faculty member's area of expertise. Students will develop their skills interpreting, summarizing, and critically analyzing the primary literature. They will produce written and oral products as a result of the semester's work. Meets the senior seminar requirement. Prerequisites: Consent of instructor; BIOL 330 with C- or higher; upper-division course of B- or higher in at least one course within the distribution area relevant to the topic or deemed appropriate by the capstone faculty mentor. Students must have taken at least two upper-division classes in addition to BIOL 330 prior to enrolling in Capstone. (2)

### **BMBA 509: Global Business Perspectives**

Evaluate cultural, economic, political and environmental contexts for global business. Develop value-adding strategies, organizational capabilities and personal competencies for business success across borders and cultures. On-campus course with embedded international experience. (4)

## **BMBA 510: Legal, Ethical and Social Responsibilities of Business**

A survey of legal topics essential to effective managerial decision making. Explore the legal, ethical, and social implications of legal strategies and practices. This course also examines the sources and development of conflict and develops negotiation as a tool for managing conflict situations. (4)

## **BMBA 511: Accounting for Decision Making**

An examination of financial and managerial accounting topics, including financial reporting, budgeting, and cost behavior. The focus is on using accounting to support business decision making. (4)

## **BMBA 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 nonprofit organizations. (4)

## **BMBA 515: Organizations, Leadership, and Change Management**

The leader's role in creating organizational designs, processes and cultures. Leader competencies and practices for developing and managing people to meet performance requirements and organization cultural fit, and analyzing needs for organizational change. (4)

## **BMBA 517: Understanding and Managing Financial Resources**

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. (4)

## **BMBA 521: Supply Chain and Information Management**

Develops a managerial perspective on the role of manufacturing and service operations within the enterprise and in supply chains. Examine the strategic role of information technology and systems in enabling decision making for global competitive advantage. (4)

## **BMBA 522: Quantitative and Managerial Decision Analysis**

Provide an intensive introduction to quantitative methods for business applications. Examination of the context within which individual firm decisions must be made. Demand, cost, pricing decisions, and the economic and regulatory environment of the firm are emphasized. (4)

## **BMBA 523: Business Strategy and Innovation Management**

Apply a multidisciplinary approach to explore execution of business- and corporate-level strategies, such as differentiation, cost-leadership, diversification, alliances, and M&As, and managing innovation to generate sustainable competitive advantage in a global context. (4)

## **BMBA 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: BMBA 515. (4)

## **BMBA 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. Prerequisite: BMBA 515. (4)

### **BMBA 558: New Venture Management**

Examines the entrepreneurial skills and conditions needed for effective business start-ups whether independent or within larger organizations. Prerequisite: BMBA 515. (4)

### **BMBA 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: BMBA 515. (4)

### **BMBA 561: Advanced Supply Chain Management**

This course presents a range of advanced topics in integrated operations and supply chain management. Topics include strategic sourcing and procurement strategies, demand-driven performance, mitigation of supply chain risk, management of third party logistics, and management of supply chain security and risk. Critical to understanding supply chain operations is a review of conventional operations practices and the challenges of flow vs unit costs and the specific challenges of complex supply chains and complex technical systems. Prerequisite: BMBA 521. (4)

### **BMBA 570: Management and Marketing of Technology**

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: BMBA 521. (4)

### **BMBA 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. May not be counted toward more than one concentration or certificate. Prerequisite: BMBA 515. (4)

### **BMBA 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)

### **BMBA 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)

### **BMBA 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)

### **BMBA 591: Independent Study**

Individualized reading and studies. Minimum supervision after initial planning of student's work. Rarely granted and requires prior approval of M.B.A. director and consent of instructor. (1 to 4)

### **BMBA 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)

### **BMMR 502: Marketing Strategy**

This course will provide frameworks and tools to solve strategic-level marketing problems. Emphasis will be on the information needs of senior marketing executives and how marketing research informs marketing decisions. May include a service learning component. (4)

### **BMMR 504: Quantitative Marketing Research**

Methods and techniques of quantitative marketing research. Emphasis on research design, data collection, basic data analysis including chi-square, correlation, ANOVA and regression as well as interpretation and presentation of results. Students will work in groups to provide a custom research project for a business or non-profit client. (4)

### **BMMR 506: Sampling and Experimental Design**

Identification of issues associated with sampling. Will study the various approaches to sampling and experimental design and the application to real world problems. (4)

### **BMMR 508: Qualitative Marketing Research**

Methods and techniques of qualitative marketing research. Will examine focus groups, depth interviews, projective techniques, ethnography and other qualitative techniques. (4)

### **BMMR 524: Advanced Research Methods**

Emphasis on data analysis and interpretation using multivariate techniques including principal component and factor analysis, logistical regression, discriminant analysis, cluster analysis, perceptual mapping, structural equation modeling and other techniques. Prerequisites: BMMR 502, 504, 506. (4)

### **BMMR 526: Big Data and Digital Analytics**

This course provides a broad overview of analytic strategies for (structured and unstructured) data collected in interactive channels (online, mobile, social, etc). Topics covered include web analytics, big data, and key performance indicators, how to analyze the effectiveness of social media, and how to optimize the digital experience by incorporating testing and experimentation. Prerequisites: BMMR 502. (4)

### **BMMR 528: Consumer Behavior and Customer Relationship Management (CRM)**

This course provides an overview of theories on consumer behavior as well as concepts and applications of CRM. The focus is on analytical techniques for use with an organization's customer database and on how to enhance the company's relationship with customers. The course includes detailed discussions of the ethical use of customers' information as well as consumers' privacy concerns. Prerequisites: BMMR 502. (4)

### **BMMR 530: Data Mining**

This course will examine both descriptive and predictive techniques in data mining. The core topics to be covered in this course include classification, clustering, association analysis, and forecasting with an emphasis on the use of software tools for making evidenced-based decisions. Legal and ethical restrictions on use of customer information will be discussed. Prerequisites: BMMR 502. (4)

## **BMMR 587: Special Topics in Marketing Research**

To provide graduate students with new and developing courses not yet available in the regular 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)

## **BMMR 588: Special Topics in Marketing Research**

To provide graduate students with new and developing courses not yet available in the regular 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)

## **BMMR 589: Special Topics in Marketing Research**

To provide graduate students with new and developing courses not yet available in the regular 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)

## **BMMR 591: Independent Study**

Individualized reading and studies. Minimum supervision after initial planning of student's work. Rarely granted and requires prior approval of M.M.R. director and consent of instructor. (1 to 4)

## **BMMR 598: Graduate Research Project in Marketing I**

Students will work independently with faculty to develop a research proposal and survey design for original research which may be targeted for journal publication. At the end of the term the student will be prepared to begin collecting data for next phase of this project. Prerequisites: BMMR 502, 504, 506, 508. (2)

## **BMMR 599: Graduate Research Project in Marketing II**

Students will work independently with faculty to complete the marketing research project and write a publishable research article with intent to submit to a targeted journal. Prerequisites: BMMR 524, 526, 528, 530, 598. (4)

## **BMSA 502: Forensics Accounting/Fraud Examination**

Fundamentals of fraud examination including nature and types of fraud. This course examines forensic accounting, financial forensics, and the prevention, detection, and deterrence of fraud in organizations. (4)

## **BMSA 503: Corporate Taxation**

Study of concepts and principles of federal income taxation of corporations and their shareholders, including entity formation, treatment of distributions, and dissolution. (4)

## **BMSA 504: Research Methods in Accounting**

Study of accounting literature and use of appropriate statistics to analyze the data using SPSS or other software. (4)

## **BMSA 505: Taxation of Pass-through Entities**

Analyzes the unique factors involved in taxation of pass-through entities (partnerships, S corporations, estates and trusts), including entity formation, treatment of distributions, withdrawals, and dissolution. (4)

## **BMSA 512: Financial Accounting: Reporting and 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. (may be cross-listed with BMSF 512) (4)

## **BMSA 520: Auditing and Accounting Information Systems**

Study of the flow of accounting information through an enterprise, systems documentation, internal controls, and database applications in accounting. Comprehensive study of auditing concepts and procedures. (4)

## **BMSA 521: Intermediate Accounting**

Concentrated study of the conceptual framework of accounting, valuation theories, asset and income measurement, and financial statement disclosures in the U.S. and abroad. 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. (4)

## **BMSA 523: Cost Accounting**

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. (4)

## **BMSA 526: Big Data and Digital Analytics in Accounting**

This course provides a broad overview of analytic strategies for (structured and unstructured) data. Topics covered include web analytics, big data and key performance indicators, and testing and experimentation. (4)

## **BMSA 527: Tax Accounting**

Introduction to a broad range of tax concepts and types of taxpayers. Emphasis on the role of taxation in the decision - making process. Coverage focuses primarily on principles in individual income taxation, such as gross income, deductions, credits, and property transactions. Includes survey coverage of business entities, employment taxes, wealth transfer taxes, and taxation of fringe benefits. (4)

## **BMSA 587: Special Topics in Accounting**

To provide graduate accounting students with new, one-time and developing courses not yet available in the regular 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)

## **BMSA 588: Special Topics in Accounting**

To provide graduate accounting students with new, one-time and developing courses not yet available in the regular 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)

## **BMSA 589: Special Topics in Accounting**

To provide graduate accounting students with new, one-time and developing courses not yet available in the regular 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)

## **BMSA 591: Independent Study**



Individualized reading and studies. Minimum supervision after initial planning of student's work. Rarely granted and requires prior approval of M.S.A. director and consent of instructor. (1 to 4)

### **BMSA 595: Internship**

Application of accounting 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)

### **BMSA 599: Capstone Project in Accounting**

This course will provide students an opportunity to exhibit the skills acquired during the program in the form of a project and/or research paper. The students will be required to find answers to a problem, and/or integrate and apply skills and techniques acquired from previous courses. The topic and project will be in the concentration field of accounting and under the supervision of a faculty member. (4)

### **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 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 588: Special Topics in BMSF**

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)

### **BMSF 591: Independent Study**

Individualized reading and studies. Minimum supervision after initial planning of student's work. Rarely granted and requires approval of M.S.F. director and consent of instructor. (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)

### **BUSA 190: FYEP190: Inquiry Seminar**

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 151 or higher or co-enrollment in MATH 128 or 151 or higher. (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. Prerequisite: BUSA 202. (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. Prerequisites: BUSA 202, ECON 101, and STAT 231. (4)

## **BUSA 303: Business Law and Ethics**

Surveys significant areas of business law essential to effective managerial decision making. Topics include contract, tort, agency, property, employment, and the legal structures of business organizations. Introduces the Uniform Commercial Code sections affecting financial transactions. Explores the interrelationship of law, ethics, and principles of sustainability. Prerequisite: BUSA 201. (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. Prerequisite: BUSA 201. (4)

### **BUSA 308: Principles of Marketing**

Introduces the role of sustainable marketing in a global society. Topics covered include marketing planning, consumer behavior, marketing research, and an emphasis on marketing mix decisions for firms and nonprofit organizations. Prerequisite: BUSA 201 or 340. (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. Prerequisites: BUSA 201, STAT 231 and MATH 128 or 151 or higher. (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. Prerequisite: BUSA 201. Recommended: CSCI 120. (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. Familiarity with Microsoft Excel is expected. Prerequisite: BUSA 201 and 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. Familiarity with Microsoft Excel is expected. Prerequisite: BUSA 201 and 202. (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 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: Nonprofit Management**

Overview of the nonprofit sector. Topics include: scope and context of the sector; operating strategies and organizing principles of nonprofit entities; management and leadership challenges unique to the sector such as HRM strategies and accountability mechanisms, working with volunteers, fundraising, ethics, and legal issues. Students will have the opportunity to engage with leaders of nonprofit organizations. No prerequisites and open to any major. (4)

### **BUSA 341: Nonprofit Financial Literacy**

Introduction to financial reporting, budgeting and control and financial development for the nonprofit sector. Topics will include goals of financial management in the nonprofit sector, differences from reporting in the profit sector, safeguarding financial resources, revenue and expense budgets, and tax and payroll requirements. Prerequisite: BUSA 340.

### **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. (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. Prerequisite: BUSA 201. (4)

### **BUSA 361: e-Marketing**

Provides an overview of marketing issues associated with marketing by electronic means, including the Internet, by businesses and nonprofit 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. Open to any major. (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 Nonprofits 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. Prerequisite: BUSA 202. (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 one of BUSA 335, 337, 430, or 437; or permission of instructor. (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. Prerequisite: BUSA 305. (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 342 or co-enrollment in BUSA 342. (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)

## **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, STAT 231. (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 363, 467. (4)

## **BUSA 485: Study Away in Business**

PLU-sponsored academic or experiential study in other countries. (0 to 32)

## **BUSA 486: Study Away in Business**

PLU-sponsored academic or experiential study in other countries. (0 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. (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 203, 302, 303 or 304, 305, 308, 309, 310, and senior standing. Last semester or permission of dean or his/her designate. (4)

## **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**

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. Prerequisite: one year of high school chemistry. Corequisite: 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. 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. Corequisite: 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. Corequisite: 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. Corequisite: 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. Corequisite: 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. Corequisite: 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 corequisite: 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 corequisite: 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)

### **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 and 334 (or 336) (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, chromatographic, 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 corequisite: 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 corequisite: 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; meets the senior seminar/project requirement with CHEM 499B. (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. 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; meets the senior seminar/project requirements with CHEM 499A. (1)

## **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: FYEP190: Inquiry Seminar: China through Film**

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)

## **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)

### **CHSP 190: FYEP190: Inquiry Seminar**

A four-credit seminar to introduce students to the methods and topics of study within Chinese Studies. Students practice the academic skills that are at the center of Chinese Studies and the General Education Program. (4)

### **CHSP 287: Special Topics in Chinese 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).

### **CHSP 288: Special Topics in Chinese 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)

### **CHSP 289: Special Topics in Chinese 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)

### **CHSP 350: Chinese Culture and Society**

This course will draw together the existing experiential components of the semester abroad program in Chengdu—orientation, service learning and the study tour—and focus them on the topic of an individual research project. The primary methodology of this project will be interviews with individuals in China, along with analysis of various Chinese media. (4)

### **CHSP 387: Special Topics in Chinese 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)

### **CHSP 388: Special Topics in Chinese 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)

### **CHSP 389: Special Topics in Chinese 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)

### **CHSP 487: Special Topics in Chinese 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)

### **CHSP 488: Special Topics in Chinese 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)

## **CHSP 489: Special Topics in Chinese 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)

## **CHSP 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)

## **CHSP 499: Capstone: Senior Project - SR**

A project, thesis, or internship which demonstrates competence in language and other dimensions of Chinese Studies. Must be approved in advance by chair of the Chinese Studies Program; tally card required. Upon prior application of the student, seminars in other departments or programs may substitute for this course. (4)

## **CLAS 190: FYEP190: Freshman Inquiry Seminar**

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)

## **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 - C**

May be retaken for credit with instructor permission. When taught as "Classical Languages in Classical Lands" in J-Term, registration is limited to students of Latin and Greek. (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 - C**

May be retaken for credit with instructor permission. When taught as "Classical Languages in Classical Langs" in J-Term, registration is limited to students of Latin and Greek. (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 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)

## **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 120: Introduction to Media Studies - AR**

This course combines the study of visual media theories and analysis with the processes of actual media production. Initially, the class examines contemporary and classical genres of creative media, such as television, narrative and non-narrative film, advertising, PR, marketing and promotional campaigns to explore meanings, values and the ways in which media have become major parts of human existence, experience and expression globally. Reflecting ongoing developments in media, the course also provides an overview of the languages of creative media, exploring topics such as: fundamentals of scriptwriting, cinematography, editing, the soundtrack, directors, and the numerous and varied tasks involved with production, all culminating in student-generated creative works. (4)

## **COMA 190: FYEP190: Inquiry Seminar**

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. May be repeated for credit. (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 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 242: Mediation**

This course focuses on the formal process of mediation. Students learn the concepts, principles, and practices of mediation, and engage in mediation activities so as to learn the key skills. (4)

### **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)

### **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 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 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 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 or consent of instructor. (4)

### **COMA 305: Argumentation 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, 120, or consent of instructor. (4)

### **COMA 313: Dialogue**

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, 212, or consent of instructor (2)

### **COMA 315: Facilitation**

This course teaches students how to effectively facilitate meetings, workshops and residential gatherings. Students learn the communication theories, concepts, principles and practices necessary to effective facilitation. Students will learn facilitation styles, formats, and designs. (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. Prerequisite: COMA 215 or consent of instructor. (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 or consent of instructor. (4)

### **COMA 344: Multimedia Production**

Course incorporates contemporary methods, styles and formats used in production 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 101, 215 or consent of instructor. (4)

### **COMA 360: Public Relations Writing**

Introduces principles and processes involved in writing for an organization's diverse publics. Integrates persuasive techniques and communication theory with writing and production practice. Prerequisites: COMA 101, 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, 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, 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 Study Away**

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 Study Away**

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. (2)

## **COMA 401: Contemporary Issues in Media and 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, 212, 215, or consent of instruction. (4)

## **COMA 421: Media and 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, 120, 212, 215, or consent of instructor. (4)

## **COMA 426: Application Seminar: MediaLab**

Students engage in all aspects of multimedia productions for various student media outlets. Professional standards of production and ethics will be used to evaluate all productions. May be repeated for credit. (0 to 4)

## **COMA 429: Student Media Participation, Leadership, and Management**

This course offers students who participate in student media outlets vast opportunities to rigorously reflect on their collective and individual projects. Each student will develop her/his own list of student media products and design deadlines and outcomes for her/his work. Students will routinely discuss the ethical and production issues involved in student media productions. Any student participating in student media is welcome to take this course. May be repeated for credit. (0 to 4)

## **COMA 431: Application Seminar: Advanced Forensics**

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. Prerequisites: COMA 211, 212, or consent of instructor. (1 to 4)

## **COMA 441: Approaches to Peacebuilding**

This course focuses on communication theory central to conflict and peacebuilding. The course presents various case studies of conflict from domestic to global and what peacebuilding entails in those cases. Importantly, the course distinguishes Peacemaking (political agreements) from Peacebuilding (citizen, municipal, NGO efforts). This course focuses on, analyzes, and develops approaches for conflict and peacebuilding in interpersonal, community, and global contexts. Prerequisite: COMA 340 or consent of instructor. (4)

## **COMA 461: Strategic Communication Campaigns**

Examination of issues such as campaign planning, issue management, crisis communication, global public relations, grassroots mobilization, message strategy, and design. 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 to 4)

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## **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 to 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. May be repeated for credit. (1 to 4)

## **COMA 495: Required Internship**

Fulfills the internship requirement for Communication majors with concentrations in Media, Mass Communication, and Journalism, Strategic Communications, and Conflict Peacebuilding. The course meets formally to combine communication theory, career development skills and practical application through job-related experiences. Prerequisite: COMA 399. (2 to 12)

## **COMA 496: Supplemental Internship**

This is for students pursuing additional internships beyond the COMA 495 internship requirement for receiving a B.A.C. degree. This course has a curriculum and requires independent meetings with the faculty internship advisor. Prerequisite: COMA 399. (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. Prerequisite: COMA 399. (2)

## **COMA 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)

## **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)

## **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 133: Introduction to Computational and Data Science**

Introduction to computer programming and problem-solving using real datasets from a variety of domains such as science, business, and the humanities. Introduces the foundations of computational thinking, modeling and simulation and data visualization using the Python programming language and R statistical package. Intended for students without prior programming experience. Prerequisite: four years of high school mathematics or MATH 140 or equivalent. (4)

## **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: FYEP190: Privacy and Technology - 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 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 302: Computer Organization**

Introduction to digital logic and computer architecture. Topics include instruction and data representations, RISC and CISC instruction sets, addressing, subroutines, benchmarking, interface between assembly language and high-level programming languages, memory structure, combinational logic, and the construction and operation of the datapath. Laboratory component includes computer system and assembly language simulation. Prerequisite: CSCE 144. Strongly recommended: 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. (4)

## **CSCI 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)

## **CSCI 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)

## **CSCI 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)

## **CSCI 133: Introduction to Computational and Data Science**

Introduction to computer programming and problem-solving using real datasets from a variety of domains such as science, business, and the humanities. Introduces the foundations of computational thinking, modeling and simulation and data visualization using the Python programming language and R statistical package. Intended for students without prior programming experience. Prerequisite: four years of high school mathematics or MATH 140 or equivalent. (4)

## **CSCI 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)

## **CSCI 190: FYEP190: Privacy and Technology 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)

## **CSCI 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. Prerequisite: CSCI 144. (4)

## **CSCI 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: CSCI 144. (4)

## **CSCI 287: Special Topics in Computer 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)

## **CSCI 288: Special Topics in Computer 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)

## **CSCI 289: Special Topics in Computer 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)

## **CSCI 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)

### **CSCI 302: Computer Organization**

Introduction to digital logic and computer architecture. Topics include instruction and data representations, RISC and CISC instruction sets, addressing, subroutines, benchmarking, interface between assembly language and high-level programming languages, memory structure, combinational logic, and the construction and operation of the datapath. Laboratory component includes computer system and assembly language simulation. Prerequisite: CSCI 144. Strongly recommended: CSCI 270. (4)

### **CSCI 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: CSCI 270. (4)

### **CSCI 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. (4)

### **CSCI 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: CSCI 270. (4)

### **CSCI 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: CSCI 270. (4)

### **CSCI 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: CSCI 331. (4)

### **CSCI 367: Databases and Web Programming**

An introduction to the fundamental concepts necessary for design, use, and implementation of database systems, with application to web-based software. 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: successful completion of, or concurrent enrollment in, CSCI 270. (4)

### **CSCI 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: CSCI 270, MATH 245. (4)

## **CSCI 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: CSCI 270. Recommended: MATH 242. (4)

## **CSCI 387: Special Topics in CSCI**

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

## **CSCI 388: Special Topics in Computer 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)

## **CSCI 389: Special Topics in Computer 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)

## **CSCI 390: Objects and Design**

Object-oriented programming techniques, tools, and best practices for dealing with large programs. Topics include object-oriented design and programming, specifications, quality processes, effective debugging, and software testing. Prerequisite: CSCI 270. (4)

## **CSCI 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: CSCI 270 or consent of instructor. (1)

## **CSCI 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: CSCI 270, MATH 152. Recommended: PHYS 153. (4)

## **CSCI 444: Operating Systems**

An introduction to computer operating systems including process scheduling, memory management, and file systems. Major small group project. Prerequisite: CSCI 302 or 380, and MATH 245. Recommended: CSCI 343. (4)

## **CSCI 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: CSCI 385 or permission of the instructor. (4)

## **CSCI 487: Special Topics in CSCI**

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

## **CSCI 488: Special Topics in Computer 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)

## **CSCI 489: Special Topics in Computer 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)

## **CSCI 491: Independent Studies**

Prerequisite: consent of department chair. (1 to 4)

## **CSCI 495: Computer Science Internship**

Involvement in an ongoing research project in computer science under the supervision of a faculty member. Prerequisite: consent of instructor. (1 to 4)

## **CSCI 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 gathering requirements from the client/customer, taking a product through the full life cycle, technical communication 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. With CSCI 499B meets the senior seminar/project requirement. Prerequisites: Prerequisites depend on the major and degree. The B.S. in computer science requires CSCI 390. The B.A. in computer science requires CSCI 270; and CSCI 367 or 390. (2)

## **CSCI 499B: Capstone: Senior Seminar SR**

Continuation of Continuation of CSCI 499A. With CSCI 499A meets the senior seminar/project requirement. Prerequisite: CSCI 499A. (2)

## **DANC 170: Introduction to Dance - AR**

An introduction to the basics of dance, contemporary history and beginning dance vocabulary. (4)

## **DANC 190: FYEP190: Inquiry Seminar**

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 251: Ballet I - AR**

This activity-based course introduces the basic styles of technique, and vocabulary of classical dance. Ballet as an art form will be analyzed and discussed through a study of its history, choreographers, and dances. No experience is expected. Course does

not meet PE activity requirement. (2)

### **DANC 252: Modern Dance I - AR**

Modern Dance I course introduces basic modern technique vocabulary with a brief study of its history, and impact in the world of 20th-century dance. Course does not meet PE activity requirement. (2)

### **DANC 253: Modern Dance II - AR**

Modern Dance II course is an intermediate level of dance technique based on recognized technical modern styles. This course explores a more advanced basic exercise and combinations which promote and understanding of modern dance theory and techniques. Dance improvisation and composition components in the course. Courses not not meet PE activity requirement. Prerequisite: DANC 252. (2)

### **DANC 254: Tap Dance I - PE**

This course is an introduction to the fundamentals of tap dance. Students will study rhythm, direction, and coordination with an emphasis on the basic elements of tap technique, combination, and routines. (1)

### **DANC 255: Hip Hop I - PE**

Hip Hop introduction to street style dance which has become popularized in dance across America. This course is an introduction to the influence of pressing issues in politics, race, gender, class and poetry, and how the gestural dance form is created in basic form. (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 301: Dance in World Cultures - C**

This course is a cross-cultural examination of dance traditions from around the world in their historical, critical, artistic, and socio-cultural contexts. Students will learn to contextualize a variety of dance traditions and differentiate folk, popular, and classical traditions. They will participate in dance styles of various world cultures as they study cultural traditions and how they are expressed in movement. Dance of Africa, Asia, Europe, India, Middle East, and the Americas will be included in the course. (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 KINS 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**

The study of all aspects of dance production and performance, including brief introduction to makeup and costume design for dance. Cross-listed with KINS 462. (2)

### **DANC 463: Dance Composition and Choreography**

An introduction to the principles behind composing and choreographing dance for performance before an audience. (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)

### **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: FYEP190: Inquiry Seminar**

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 215: 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 235: 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 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 101 or 111; ECON 102; MATH 128 or 151. (4)

## **ECON 311: Dynamic Modeling Natural Resources**

An introduction to dynamic modeling and optimization, with consideration of both market and socially optimal outcomes. Examples used include fisheries, forestry, mining, renewable energy and sustainability. Extensive use of spreadsheets to build and solve dynamic resource allocation problems. Prerequisite: ECON 101 or 111 and MATH 128 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 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 101 or 111; 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 or 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, or 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 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 101 or 111; ECON 102 or consent of instructor. (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)

### **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 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 other than ECON 301 or 302, all with grade of a C- or above, and declared economics major; or consent of instructor. (4)

### **ECON 500: Applied Statistical Analysis**

An intensive introduction to statistical methods. Emphasis on the application of inferential statistics to concrete situations. (3)

### **ECON 503: Economics for Finance**

Macro and micro-economics including market forces of supply and demand, the goal of the firm, national income and accounts, business cycles, the monetary system, inflation, international trade and capital flows, currency exchange rates, monetary and fiscal policy, economic growth, effects of government regulation, and the impact of economic factors on investment markets. (4)

### **ECON 516: International Economics**

Regional and international specialization, comparative costs, international payments and exchange rates; national policies that promote or restrict trade. (4)

### **ECON 520: Economic Policy Analysis**

An intensive introduction to the concepts of macroeconomics and microeconomics with an emphasis on policy formation within a global framework. (3)

### **EDUC 190: FYEP190: Inquiry Seminar**

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)

### **EDUC 195: Survey of Education and Community Involvement**

The class will review the various educational opportunities in community organizations including education provided by: museums; environmental interpretation groups; music organizations; theatres; film festivals; and science centers. The class will be taught using activities, lecture, guest speakers, reading and research, field experiences along with group and individual assignments and projects. (4)

### **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 330: Professional Practice I**

Teacher candidates will be required to complete a minimum of 45 hours of fieldwork in a local school. Co-registration in EDUC 331. (0)

### **EDUC 331: Building Professional Learning Communities**

Seminar groups to provide a critical inquiry bridge between university-based coursework and P-12 fieldwork through the department's/unit's core values of care, competence, difference, service, and leadership. Co-registration in EDUC 330. (2)

### **EDUC 332: Communities, Schools, and Students**

Explores the purposes of P-12 education, how schools intersect with local communities, and the range of differences within learners. (2)

### **EDUC 333: Instructional and Classroom Management Systems**

Introduces commonly used instructional and management models and how developmental, behavioral, motivational, and learning principles inform a classroom environment. (4)

### **EDUC 334: Foundations of Educational Measurement**

Surveys the basic principles of assessment and measurement within education, including technical considerations and terminology. (2)

## **EDUC 340: Elementary Art Education**

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

## **EDUC 360: Tools for Community Involvement**

Students preparing for outreach education in museums, environmental interpretive centers, outreach education, and other community involvement settings will explore needed tools including: administration, leadership, connecting and interpreting with experts, exhibit design, curriculum, funding, recruiting and training volunteers, and other skills used to bridge community educational with schools and other venues. (4)

## **EDUC 370: Professional Practice II**

Teacher candidates will be required to complete a minimum of 90 hours of fieldwork in a local school. Required to coregister in EDUC 371. (0)

## **EDUC 371: Developing Professional Learning Communities**

Seminar groups to provide a critical inquiry bridge between university-based coursework and P-12 fieldwork through the unit's core values of care, competence, difference, service, and leadership. Co-registration in EDUC 370 required. (2)

## **EDUC 372: Literacy, Language, and Assessment**

Develops literacy, language, and ELL teaching strategies that can be incorporated into P-8 instructional models and assessments with applications to the development of lesson sequences. (4)

## **EDUC 373: Mathematics, Science, and Assessment**

Develops mathematics and science teaching strategies that can be incorporated into P-8 instructional models and assessments with applications to the development of lesson sequences. (4)

## **EDUC 374: Management and Student Engagement**

Develops management strategies for student engagement and increasing academic achievement (2)

## **EDUC 375: Technology Integration**

The integration of technology tools for the classroom. (2)

## **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 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 Kinesiology and completion of MUSI 340. (3)

## **EDUC 402: Internship I**

Teacher candidates will be required to complete a minimum of 90 hours of fieldwork in a local school. Co-registration with EDUC 404 required. (0)

## **EDUC 403: Building Professional Learning Communities**

Seminar groups to provide a critical inquiry bridge between university-based coursework and P-8 fieldwork through the unit's core values of care, competence, difference, service, and leadership. (2)

## **EDUC 404: The Integration of Literacy in Social Studies**

Integration of literacy for the teaching of social studies strategies that can be incorporated into P-8 instructional models and assessments with applications to the development of lesson sequences. Co-registration in EDUC 402 required. (3)

## **EDUC 405: Art Methods**

Methods and procedures in teaching elementary school art as well as infusing the arts in the curriculum. (2)

## **EDUC 407: Writing Across the Curriculum**

Develops strategies for the teaching of writing in all content areas in the P-8 curriculum. (2)

## **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 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. (3)

## **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 423: Linguistics for Language Literacy**

Prepares pre-service teachers to understand the structure of language, language acquisition, and language learning to inform and facilitate research-based instructional practices. (2)

## **EDUC 428: Assessments in Literacy**

Understanding of a wide variety of strategies and tools for assessing and facilitating students' development in reading, writing, listening, and speaking. (2)

## **EDUC 429: Children and Adolescent Literature in the K-8 Curriculum**

Investigates genres of contemporary children's and adolescent 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 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)**

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 Education faculty and classroom teachers. Prerequisite: successful completion of education courses Terms I-III. Concurrent with EDUC 450. (6)

## **EDUC 438: Strategies for Whole Literacy Instruction (K-8)**

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-8 classrooms. Strategies for reading/writing in content areas, thematic teaching, topic study, and integrating curriculum. Cross-listed with EDUC 538. (2)

## **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**

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. This course includes a field experience component. Cross-listed with MATH 446. Prerequisite: EDUC 205 and MATH 253 or 331. (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: Seminar - SR**

A seminar for all education students focusing development of professionalism and competence in inquiry and reflective practice. Co-registration with EDUC 455 required. (2)

## **EDUC 455: Internship II**

Teacher candidates will be required to complete a minimum of 450 hours of student teaching experience in local public schools under the supervision of PLU-assigned supervisors and classroom teachers. Co-registration with EDUC 450 required. (10 or 13)

## **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 460: Professional Learning Communities**

Seminar groups to provide a critical inquiry bridge between university-based coursework and P-8 fieldwork through the department's/unit's core values of care, competence, difference, service, and leadership. (2)

## **EDUC 468: Student Teaching - Secondary**

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 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)

## **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**

M.A.E. 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 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 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 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 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 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. (6)

## **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 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 Kinesiology 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. Prerequisite: 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 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)

## **EDUC 972X: The Culturally Competent Educator (5702)**

Course offered by Office of Partnerships and Professional Development. On line only. (3)

## **EDUC 973Z: Succeeding with the Struggling Student (753)**

typo error in setting up course. Should have been 970Z.

## **ENGL 190: FYEP190: Inquiry Seminar**

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 220: Introduction to Creative Nonfiction - WR**

This course will introduce students to the range of creative nonfiction, including sections on (1) place-based essays, (2) personal/meditative essays, (3) short memoir, (4) literary journalism, and (5) lyric essay/flash nonfiction. Readings will include some historical (e.g., Sei Shonagon, Seneca, and Montaigne) authors, but will emphasize contemporary, global creative nonfiction writers. Students will begin to learn the key craft elements of creative nonfiction and produce and revise several short works of creative nonfiction during the semester, as well as an essay on an element of the writing craft, a class presentation, and a performance of their writing. (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)

### **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 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)

## **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 Kinesiology. (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)

### **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 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 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 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 majors only. (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)

## **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)

### **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 or genres of choice. 3 mailings. Emphasis on organization of creative thesis (book-length manuscript), final revision, planning for public presentation (class or lecture). (8)

### **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)

### **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, Multidisciplinary Courses in Environmental Studies, 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)

### **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 Kinesiology 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)

### **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 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 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)

## **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 with C- or higher, 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 with C- or higher, French placement exam or instructor permission. (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 with C- or higher, French placement exam or instructor permission. (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)

## **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)

### **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)

## **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: FYEP190: Inquiry Seminar**

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 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 336: Geochemistry**

Study of fundamental geochemistry principles with focus on applications to investigations into a wide-range of earth and

atmospheric processes and systems. Analysis and interpretation of student-collected and published field and lab data. Includes labs. Prerequisite: GEOS 201 and either CHEM 104 or 115, 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. Includes labs. 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 401: 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 semester hours 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 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)

### **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: FYEP190: First Year Inquiry**

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. Prerequisite: GERM 102 or equivalent. (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 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 301 or equivalent. (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 411: 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 412: 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 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. (4)

## **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)

## **GLST 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. May be cross-listed with ANTH 210 or HIST 210. (4)

## **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 301: Tacoma: The Power of Place and Identity**

Study of Tacoma as a place rich with multiple layers of overlapping and competing stories and identities, integrating investigations of histories of inhabitation, colonization and ongoing immigration, environmental dynamics and social patterns. (4)

## **GLST 325: Global Political Thought - SO**

A survey of major political thinkers from ancient to modern times, with particular emphasis on non-Western twentieth-century contributors. Can count for a philosophy major or minor. (4)

## **GLST 331: International Relations - SO**

A systematic analysis of the international system highlighting patterns in state interaction. Intensive writing course. (4)

## **GLST 357: Global Development - C, SO**

This course examines the emergence of international development as an idea, its effects on the livelihoods of billions of people around the world, and seeks potentials for improving the practice of development. Drawing on literature from anthropology, political science, geography, and economics, we cover theories of progress, the concept of participation, global poverty and inequality, and individual charity. Crosslisted with ANTH 357. (4)

## **GLST 383: Modern European Politics**

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)

## **GLST 384: Scandinavian Government and Politics**

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)

## **GLST 385: Canadian Government and Politics**

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)

## **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 431: Advanced International Relations**

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:GLST 331. (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/GLST/HIST/ 210. (4)

### **GREK 111: Intensive Greek**

An intensive introduction to Classical and Koine Greek. Course graded A/P/F. Concurrent registration in GREK 112 is required. (4)

### **GREK 112: Intensive Greek**

An intensive introduction to Classical and Koine Greek. Course grades A/P/F. Concurrent registration in GREK 111 is required. (4)

### **GREK 211: Intermediate Readings in Greek Prose - C**

Readings in selected Classical, Hellenistic, or Koine prose. May be retaken as GREK 311 when different material is offered. Prerequisite: GREK 111/112 or instructor permission. (4)

## **GREK 212: Intermediate Readings in Greek Poetry - C**

Readings in selected Classical, Hellenistic, or Koine poetry. May be retaken as GREK 312 when different material is offered. Prerequisite: GREK 111/112 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 311: Intermediate Readings in Greek Prose - C**

Readings in selected Classical, Hellenistic, or Koine prose. Prerequisite: Instructor permission is required. (4)

## **GREK 312: Intermediate Readings in Greek Poetry - C**

Readings in selected Classical, Hellenistic, or Koine poetry. Prerequisite: Instructor permission is required. (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)

## **HGST 200: Introduction to Holocaust and Genocide Studies - A**

This multidisciplinary class examines the Holocaust and selected examples of genocide and systematic mass violence to probe the intersections of dehumanization, violent oppression, cultural destruction, and war in the last two centuries. Voices of resisters and case studies from the U.S. are included. (4)

## **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: FYEP190: Inquiry Seminar**

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 - C**

A continuation of elementary Spanish; reading selections which reflect the Spanish cultural heritage as well as contemporary materials. Lab attendance required. (4, 4)

## **HISP 202: Intermediate Spanish - C**

A continuation of elementary Spanish; reading selections which reflect the Spanish cultural heritage as well as contemporary materials. Lab attendance required. (4, 4)

## **HISP 231: 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 251: Spanish for Heritage Speakers - A**

A course designed for students who have been exposed to the Spanish language at home. The course affirms and builds upon the student's Spanish language abilities through conversation about literary and cultural texts, vocabulary expansion, composition and writing activities, and explicit study of grammar structures. (4)

### **HISP 252: Spanish Heritage Speakers - A**

Continuation of HISP 251. The course affirms and builds upon the student's Spanish language abilities through conversation about literary and cultural texts, vocabulary expansion, composition and writing activities, and explicit study of grammar structures. (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)

### **HISP 388: 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 389: 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 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 403: Advanced Spanish - C**

Advanced listening, speaking, reading, and writing in an approved study-away course. 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 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**

To provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title 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 488: 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 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)

## **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 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: FYEP190: Inquiry Seminar - 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 GLST/ANTH/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 to 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 to 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 233: Modern Korea - C**

The course surveys the contemporary history of the Korean peninsula, analyzing the end of the tributary system and the period of Japanese colonial rule. After significant discussion of the central trauma of the Korean War, the course delves into the contemporary North Korean state, including the DPRK's relations with the United States, China, and its own refugee-citizens. (4)

## **HIST 245: American Business and Economic History, 1607 to 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 to 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 to 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 U.S. 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 288: Special Topics in European 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 Non-Western History - C, SO**

This course offers students the opportunity to enhance cultural understanding through the examination of non-Western cultures. (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 to 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 to 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 - SO**

Political, social, and religious developments in early modern England during the Tudor monarchies (1485 to 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 to 1945**

The Revolutions of 1848 and unification of Germany; Bismarckian and Wilhemian empires; Weimar Republic and the rise of National Socialism; the Third Reich. Prerequisite: sophomore standing or consent of instructor. (4)

## **HIST 335: History of the Caribbean - C**

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**

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 to 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 346: History of Technology - SO**

Surveys the role of technology in Western societies from the Renaissance to the computer age. Examines the way that technology has developed over time, and how those changes have affected business and the economies of Europe and the United States. Major themes include the development of forms of transportation, communication, industrial production, power systems, and computer technologies. (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: U.S. Civil War and Reconstruction**

Examines the history of the American Civil War (1861 to 1865) and the subsequent period of Reconstruction. Course uses a wide range of historical sources to understand the social, political, and military histories of the war itself and the legacies of Reconstruction. Prerequisite: sophomore standing or consent of instructor. (4)

## **HIST 351: 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 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. 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 - SO**

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 387: Special Topics in U.S. History - SO**

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 - SO**

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-Western History - C, SO**

This course provides specific opportunities for students to examine chronologically, topically or geographically focused areas of study in Non-Western History through the examination of non-Western cultures. Prerequisite: sophomore standing or consent of instructor. (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 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 499: Seminar: History - SR**

Students write a substantial research paper using appropriate collection and analysis of primary source materials or extensive use of secondary sources and engagement of issues in a strongly historiographical manner. Prerequisite: HIST 301. (4)

## **IHON 111: Origins, Ideas, and Encounters - H1**

Examines innovative ideas and institutions from ancient, medieval, and early modern societies that have shaped the contemporary world. Themes include the rise of Judaism, Christianity, and Islam; influential models of authority and government; alternative models of coherence and diversity; religious reformations and utopian movements; technical innovation; and interpreting nature. (4)

## **IHON 112: Liberty, Power, and Imagination - H1**

Examines innovative ideas and institutions from the Enlightenment to today that have shaped the contemporary world. Themes include scientific, political, artistic, and commercial revolutions; emerging concepts of justice and natural rights; capitalism and imperialism; the experience of war; narratives of progress and their critics; and globalization, sustainability, and the environment. (4)

## **IHON 190: FYEP190: Inquiry Seminar**

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)

## **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 259: The Natural World - H2**

This course utilizes a multidisciplinary approach to explore the natural world around and within us and to provide expression of our human inclination to order what we see and to think in quantitative terms. Topics will vary by instructor and term but each section of the course will draw from one of the following disciplines: biology, chemistry, computer science and computer engineering, geosciences, mathematics, or physics. In addition to the primary discipline of the course, the second discipline may be drawn from the Division of Natural 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 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)

## **KINS 190: FYEP190: Inquiry Seminar**

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)

## **KINS 277: Foundations of Kinesiology**

An introduction to the historical, biological, sociological, psychological, and mechanical concepts underlying human movement and the exploration of kinesiology as a field of study. Should be the initial professional course taken in the Department of Kinesiology. (2)

## **KINS 278: 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)

## **KINS 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)

## **KINS 280: Fitness and Recreation Programming and Delivery**

Focused on the planning, organization, delivery and evaluation of a variety of fitness and recreation activities in school and community settings. Topics and skills addressed include aerobic dance, step aerobics, drumming and creative rhythms, circuit training, core training, and selected recreational activities. Course content aligns to ACSM Group Exercise Instructor certification standards. (4)

## **KINS 281: Sport Programming and Delivery**

Addresses sport skill development, instructional skill development, and programming considerations in a variety of individual and team sport activities. Topics and skills addressed include net games (badminton, tennis, pickleball and/or racquetball), invasion games (soccer, team handball, lacrosse, and/or others), and target/fielding activities (softball, baseball, archery and/or bowling). (4)

## **KINS 287: Special Topics in Kinesiology**

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

## **KINS 288: Special Topics in Kinesiology**

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

## **KINS 289: Special Topics in Kinesiology**

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

## **KINS 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)

## **KINS 292: First Aid**

Meets requirements for the American Red Cross Standard First Aid and Personal Safety. (2)

## **KINS 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: KINS 279. (2)

## **KINS 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: KINS 279. (2)

## **KINS 296: Teaching Methods: Recreation Activities**

Learning to plan and implement a variety of recreational activities, including outdoor education. Prerequisite: KINS 279. (2)

## **KINS 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: KINS 279. (2)

## **KINS 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: KINS 279. (2)

## **KINS 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)

## **KINS 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)

## **KINS 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)

## **KINS 320: 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)

## **KINS 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 is required. (2)

## **KINS 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)

## **KINS 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)

## **KINS 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)

## **KINS 360: Professional Practicum**

Students work under the supervision of a coach, teacher, recreation supervisor, or health care provider. Prerequisite: departmental approval. Can be repeated up to four semester hours. (1 or 2)

## **KINS 361: Coaching Practicum**

Students work under the supervision of a coach. Prerequisite: departmental approval. (1 or 2)

## **KINS 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)

## **KINS 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)

## **KINS 380: Exercise Physiology**

Scientific basis for training and physiological effect of exercise on the human body. Lab is required. Prerequisite: BIOL 205, 206. (4)

## **KINS 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; and bio-psycho-social implications of assessment and evaluation. Prerequisite: KINS 380. (4)

## **KINS 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)

## **KINS 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)

## **KINS 387: Special Topics in Kinesiology**

Provides the opportunity for the exploration of current and relevant issues in the areas of physical education and exercise

science. (1 to 4)

### **KINS 388: Special Topics in Kinesiology**

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

### **KINS 389: Special Topics in Kinesiology**

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

### **KINS 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)

### **KINS 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: KINS 320, 366. (4)

### **KINS 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 NACE, NASPE, PCA, and ASEP standards. (4)

### **KINS 462: Dance Production**

The study of all aspects of dance production and performance, including brief introduction to makeup and costume design for dance. Cross-listed with DANCE 462. (2)

### **KINS 478: Motor Learning and Human Performance**

Provides basic theories, research, and practical implications for motor learning, motor control, and variables affecting skill acquisition. (4)

### **KINS 483: Clinical Management for Special Populations**

Examination of pathophysiology and the use of exercise to manage chronic diseases and conditions including cardiovascular disease, pulmonary disease, diabetes, obesity, and other chronic illnesses. Selection and implementation of tests for health related fitness levels in a variety of populations, and the development of exercise prescriptions for patients with known disease. Prerequisite: KINS 383. (4)

### **KINS 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. Prerequisite: BIOL 205. (4)

## **KINS 487: Special Topics in Kinesiology**

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

## **KINS 488: Special Topics in Kinesiology**

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

## **KINS 489: Special Topics in Kinesiology**

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

## **KINS 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. Prerequisites: KINS 279, 281. (4)

## **KINS 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)

## **KINS 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)

## **KINS 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 or 4)

## **LANG 190: FYEP190: Inquiry Seminar**

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 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)

## **LANG 388: 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 389: 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 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)

## **LANG 488: 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 489: 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 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)

## **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)

### **LATN 111: Intensive Latin**

An intensive introduction to Classical and Medieval Latin. Course graded A/P/F. Concurrent registration in LATN 112 is required. (4)

### **LATN 112: Intensive Latin**

An intensive introduction to Classical and Medieval Latin. Course graded A/P/F. Concurrent registration in LATN 111 is required. (4)

### **LATN 211: Intermediate Readings in Latin Prose - C**

Readings in selected Classical or Medieval prose. May be retaken as LATN 311 when different material is offered. Prerequisite: LATN 111/112 or instructor permission. (4)

### **LATN 212: Intermediate Readings in Latin Poetry - C**

Readings from selected Classical or Medieval poetry. May be retaken as LATN 312 when different material is offered. Prerequisite: LATN 111/112 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)

### **LATN 288: 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)

### **LATN 289: 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)

### **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 311: Intermediate Readings in Latin Prose - C**

Readings in selected Classical or Medieval prose. Prerequisite: Instructor permission is required. (4)

### **LATN 312: Intermediate Readings Latin Poetry - C**

Readings from selected Classical or Medieval poetry. Prerequisite: Instructor permission is required. (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)

### **LATN 388: 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)

### **LATN 389: 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)

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

### **LATN 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)

### **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)

### **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. Cannot be taken for credit if MATH 128 has been previously completed with a grade of C- or higher. (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 test 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: Precalculus - 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 145: Statistics for Biologists - MR, NS**

An introduction to statistics with a focus on topics and data relevant to biologists. Descriptive statistics and data representations, correlation and regression, experimental design, basic probability, binomial and normal distributions, confidence intervals, hypothesis testing, chi-squared test, ANOVA. Cross-listed with STAT 145. Prerequisite: MATH 140 or proficiency through MATH 140 as determined by the math placement exam. (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)

## **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 - NS**

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. Prerequisite: MATH 242 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, 242 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. This course includes a field experience component. Cross-listed with EDUC 446. Prerequisite: EDUC 205 and 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. Prerequisites: MATH 331 and senior (or second semester junior) standing, or permission of instructor. (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)

## **MFTH 500: Human Development**

This course provides an overview of the various theories of human development during childhood, adolescence, and adulthood, and helps students assess the influence of their intersecting identities on their own development. In particular, students will study how a particular life event (e.g., death), a particular historical context (e.g., 9/11 or Katrina), or a specific social identity (e.g., gender, sexual orientation) may influence development. Students will also learn about the ways therapists work with

clients across the developmental spectrum. (4)

### **MFTH 503: Systems Approach to Marriage and Family Therapy**

This course is an introduction to the field of marriage and family therapy and will also help students gain an understanding of traditional and contextually informed cybernetics and general systems theory. In addition, the course considers postmodern ideas, the feminist critique of systems theory, and common factors versus evidenced based approaches. Students will learn to apply a systemic lens personally and professionally. Strategies for systemically conceptualizing therapy will be taught. (4)

### **MFTH 504: Family Development**

This course studies family interaction from a systemic, contextually developmental viewpoint. Contemporary developmental theory recognizes that families' social contexts determine how family relationships are affected and how they develop through time. The course also explores stages of family development, integrating these ideas into the overarching principles of systems theory, including a non-normative stance. Students will participate in an "immersion" project to help in the development of a contextual understanding of families. (4)

### **MFTH 505: Research Methods in Marriage and Family Therapy**

This course focuses on helping students understand research methodologies related to assessment, quantitative research, and qualitative research. Contextual considerations are used to assess the strengths and limitations of these different methodologies. This course emphasizes understanding and evaluating existent research. (3)

### **MFTH 507: Comparative Marriage and Family Therapy**

This course is an intensive comparative study of the major theories within the field of marriage and family therapy that have been developed based on the systemic paradigm. By the end of the course students have an up-to-date view of the many therapy models used by marriage and family therapists. Prerequisite: MFTH 503. (4)

### **MFTH 510: Human Sexuality, Sex Therapy, and Couples Therapy**

This course will explore a sex positive approach to sex therapy, minimizing the negative messages around various forms of sexual expression. Basic principles and strategies of treatment for common sexual dysfunctions will be considered. The nature of sexual health, a brief review of the anatomy and physiology of the sexual response cycle and the biological and psychological determinants of sexual functioning will be considered. Students will learn to conduct a sexual history, considering the impact of larger contextual issues. Models of couples therapy will also be taught with attention to addressing sexual issues as another form of couple process. (4)

### **MFTH 511: Systemic and Mental Health Assessment, Diagnosis, and Treatment**

This course is designed to provide both a traditional and relational (systemic) understanding of the major behavior health disorders described in the DSM-5, including information on epidemiology, etiology, treatment models, and techniques for these disorders. Students will gain an understanding of the process of traditional assessment using the DSM-5, as well as other forms of assessment and diagnosis of behavioral health disorders. Attention will be given to contextual considerations as it relates to assessment and diagnosis. (4)

### **MFTH 512: Professional Studies in Marriage and Family Therapy**

This course teaches AAMFT professional ethics and Washington State laws which affect the clinical practice of marriage and family therapists. Topics will include family law, legal responsibilities, rules of confidentiality, licensure and certification, contributing to the professional community, crisis intervention, and the intersection of marriage and family therapists and the larger mental health community. Students will consider the impact of their personal values on ethical decision-making. (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 598: Non-thesis Research Project**

Students will work independently with faculty to develop, design, and complete (including a publishable research paper) a research project targeted for journal publication. (4).

## **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)

## **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)

## **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: FYEP190: Inquiry Seminar**

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 201: 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. Students register in 201A for 1 hour; 201B for 2 hours; 201C for 3 or 4 hours. (1 to 4)

## **MUSI 202: Private Instruction: Piano - AR**

Private instruction for Piano. Special fee in addition to tuition. Students register in 202A for 1 hour; 202B for 2 hours; 202C for 3 or 4 hours. (1 to 4)

## **MUSI 203: Private Instruction: Organ - AR**

Private instruction for Organ. Special fee in addition to tuition. Students register in 203A for 1 hour; 203B for 2 hours; 203C for 3 or 4 hours. (1 to 4)

## **MUSI 204: Private Instruction: Voice - AR**

Private instruction for Voice. Special fee in addition to tuition. Students register in 204A for 1 hour; 204B for 2 hours; 204C for 3 or 4 hours. (1 to 4)

## **MUSI 205: Private Instruction: Violin/Viola - AR**

Private instruction for Violin/Viola. Special fee in addition to tuition. Students register in 205A for 1 hour; 205B for 2 hours; 205C for 3 or 4 hours. (1 to 4)

## **MUSI 206: Private Instruction: Cello/Bass - AR**

Private Instruction for Cello/Bass. Special fee in addition to tuition. Students register in 206A for 1 hour; 206B for 2 hours; 206C for 3 or 4 hours. (1 to 4)

## **MUSI 207: Private Instruction: Flute - AR**

Private instruction for Flute. Special fee in addition to tuition. Students register in 207A for 1 hour; 207B for 2 hours; 207C for 3 or 4 hours. (1 to 4)

## **MUSI 208: Private Instruction: Oboe/English Horn - AR**

Private instruction for Oboe/English Horn. Special fee in addition to tuition. Students register in 208A for 1 hour; 208B for 2 hours; 208C for 3 or 4 hours. (1 to 4)

### **MUSI 209: Private Instruction: Bassoon - AR**

Private instruction for Bassoon. Special fee in addition to tuition. Students register in 209A for 1 hour; 209B for 2 hours; 209C for 3 or 4 hours. (1 to 4)

### **MUSI 210: Private Instruction: Clarinet - AR**

Private instruction for Clarinet. Special fee in addition to tuition. Students register in 210A for 1 hour; 210B for 2 hours; 210C for 3 or 4 hours. (1 to 4)

### **MUSI 211: Private Instruction: Saxophone - AR**

Private instruction for Saxophone. Special fee in addition to tuition. Students register in 211A for 1 hour; 211B for 2 hours; 211C for 3 hours. (1 to 4)

### **MUSI 212: Private Instruction: Trumpet - AR**

Private instruction for Trumpet. Special fee in addition to tuition. Students register in 212A for 1 hour; 212B for 2 hours; 212C for 3 or 4 hours. (1 to 4)

### **MUSI 213: Private Instruction: French Horn - AR**

Private instruction for French Horn. Special fee in addition to tuition. Students register in 213A for 1 hour; 213B for 2 hours; 213C for 3 or 4 hours. (1 to 4)

### **MUSI 214: Private Instruction: Trombone - AR**

Private instruction for Trombone. Special fee in addition to tuition. Students register in 214A for 1 hour; 214B for 2 hours; 214C for 3 or 4 hours. (1 to 4)

### **MUSI 215: Private Instruction: Baritone/Tuba - AR**

Private instruction for Baritone/Tuba. Special fee in addition to tuition. Students register in 215A for 1 hour; 215B for 2 hours; 215C for 3 or 4 hours. (1 to 4)

### **MUSI 216: Private Instruction: Percussion - AR**

Private instruction for Percussion. Special fee in addition to tuition. Students register in 216A for 1 hour; 216B for 2 hours; 216C for 3 or 4 hours. (1 to 4)

### **MUSI 217: Private Instruction: Guitar - AR**

Private instruction for Guitar. Special fee in addition to tuition. Students register in 217A for 1 hour; 217B for 2 hours; 217C for 3 or 4 hours. (1 to 4)

### **MUSI 218: Private Instruction: Harp - AR**

Private instruction for Harp. Special fee in addition to tuition. Students register in 218A for 1 hour; 218B for 2 hours; 218C for 3 or 4 hours. (1 to 4)

### **MUSI 219: Private Instruction: Harpsichord AR**

Private instruction for Harpsichord. Special fee in addition to tuition. Students register in 219A for 1 hour; 219B for 2 hours; 219C for 3 or 4 hours. (1 to 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: Introduction to Music Education**

Introduction to the profession. History and philosophy of music education. Developmental characteristics of students and learning styles. Introduction to national and state standards. Lesson design with emphasis on writing objectives. 15 hour practicum required. Music education majors only. (3)

## **MUSI 241: String Lab I**

Methods and materials of teaching and playing string instruments in the public schools. Intended for music education majors. (1)

## **MUSI 242: String Lab II**

Methods and materials of teaching and playing string instruments in the public schools. Prerequisite: MUSI 241. Intended for music education majors. (1)

## **MUSI 243: Woodwind Lab I**

Group instruction on flute, clarinet, and saxophone; methods and materials of teaching and playing single reeds in the public schools. Intended for music education majors. (1)

## **MUSI 244: Woodwind Lab II**

Group instruction on oboe and bassoon; methods and materials of teaching and playing double reed instruments in the public schools. Intended for music education majors. Prerequisite: MUSI 243. (1)

## **MUSI 245: Brass Lab I**

Group Instruction on trumpet and horn; methods and materials of teaching and playing high brass instruments in the public schools. Intended for music education majors. (1)

## **MUSI 246: Brass Lab II**

Group instruction on trombone, euphonium, and tuba; methods and materials of teaching and playing low brass instruments in the public schools. Intended for music education majors. (1)

### **MUSI 247: Percussion Lab**

Methods and materials of teaching and playing percussion instruments in the public schools. (1)

### **MUSI 248: Voice Lab**

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 320: On Creativity - AR**

On Creativity is an exploration through readings and projects of the creative impulse, the creative state, the creative process, and the creative act in all fields of human activity from the arts to science to business. Open to all students. May not be repeated for credit. (4)

### **MUSI 321: Guitar Lab**

Group instruction on acoustic guitar; methods and materials of teaching and playing guitar in the public schools. Intended for music education majors. (1)

### **MUSI 327: Composition AR**

A systematic approach to contemporary musical composition; student create and notate works for solo, small and large ensembles. May be repeated for additional credit. Private instruction; special fee in addition to tuition. Students register in 327A for 1 hour; 327B for 2 hours; 327C for 3 or 4 hours.

### **MUSI 328: Electronic Media**

Application of electronic media and techniques to compositional process. Private instruction; special fee in addition to tuition. May be repeated for credit. Students register in 328A for 1 hour; 328B for 2 hours; 328C for 3 or 4 hours. (1 to 4)

## **MUSI 329: Songwriting and Audio Production - AR**

A systematic approach to the creation and recording of popular and commercial music. May be repeated for additional credit. Private instruction; special fee in addition to tuition. Students register in MUSI 329A for 1 hour; MUSI 329B for 2 hours; MUSI 329C for 3 or 4 hours (1 to 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: Managing the Classroom and Curriculum**

Classroom management, classroom technology, and assessment. Unit and lesson planning with introduction to the edTPA. 15 hour practicum required. Prerequisite: MUSI 240. (3)

## **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). Prerequisite: completion of or concurrent enrollment in EDUC 390: Inquiry into Learning I. (2)

## **MUSI 345: Conducting I - AR**

Introduction to basic patterns, gestures, and conducting techniques. (1)

## **MUSI 346: Conducting II**

Continuation of MUSI 345; observation of advanced conducting students in laboratory ensemble. (1)

## **MUSI 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**

Laboratory experience in accompanying representative vocal and instrumental solo literature in the soloist's private lesson studio. Prerequisite: consent of instructor. (1)



## **MUSI 352: Organ Improvisation - AR**

Basic techniques of improvisation, particularly as related to human 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 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 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. Students register in 399A for 1 hour; 399B for 2 to 4 hours. Prerequisite: consent of instructor is required. (1 to 4)

## **MUSI 401: 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. Students register in 401A for 1 hour; 401B for 2 hours; 401C for 3 or 4 hours. (1 to 4)

## **MUSI 402: Private Instruction: Piano - AR**

Private instruction for Piano. Special fee in addition to tuition. Students register in 402A for 1 hour; 402B for 2 hours; 402C for 3 or 4 hours. (1 to 4)

## **MUSI 403: Private Instruction: Organ - AR**

Private instruction for Organ. Special fee in addition to tuition. Students register in 403A for 1 hour; 403B for 2 hours; 403C for 3 or 4 hours. (1)

## **MUSI 404: Private Instruction: Voice AR**

Private instruction for Voice. Special fee in addition to tuition. Special fee in addition to tuition. Students register in 404A for 1 hour; 404B for 2 hours; 404C for 3 or 4 hours. (1)

## **MUSI 405: Private Instruction: Violin/Viola - AR**

Private instruction for Violin/Viola. Special fee in addition to tuition. Students register in 405A for 1 hour; 405B for 2 hours; 405C for 3 or 4 hours. (1 to 4)

## **MUSI 406: Private Instruction: Cello/Bass - AR**

Private instruction for Cello/Bass. Special fee in addition to tuition. Students register in 406A for 1 hour; 406B for 2 hours; 406C for 3 or 4 hours. (1 to 4)

## **MUSI 407: Private Instruction: Flute - AR**

Private instruction for Flute. Special fee in addition to tuition. Students register in 407A for 1 hour; 407B for 2 hours; 407C for 3 or 4 hours. (1 to 4)

### **MUSI 408: Private Instruction: Oboe/English Horn - AR**

Private instruction for Oboe/English Horn. Special fee in addition to tuition. Students register in 408A for 1 hour; 408B for 2 hours; 408C for 3 or 4 hours. (1 to 4)

### **MUSI 409: Private Instruction: Bassoon - AR**

Private instruction for Bassoon. Special fee in addition to tuition. Students register in 409A for 1 hour; 409B for 2 hours; 409C for 3 or 4 hours. (1 to 4)

### **MUSI 410: Private Instruction: Clarinet - AR**

Private instruction for Clarinet. Special fee in addition to tuition. Students register in 410A for 1 hour; 410B for 2 hours; 410C for 3 or 4 hours. (1 to 4)

### **MUSI 411: Private Instruction: Saxophone - AR**

Private instruction for Saxophone. Special fee in addition to tuition. Students register in 411A for 1 hour; 411B for 2 hours; 411C for 3 or 4 hours. (1 to 4)

### **MUSI 412: Private Instruction: Trumpet - AR**

Private instruction for Trumpet. Special fee in addition to tuition. Students register in 412A for 1 hour; 412B for 2 hours; 412C for 3 or 4 hours. (1 to 4)

### **MUSI 413: Private Instruction: French Horn - AR**

Private instruction for French Horn. Special fee in addition to tuition. Students register in 413A for 1 hour; 413B for 2 hours; 413C for 3 or 4 hours. (1 to 4)

### **MUSI 414: Private Instruction: Trombone - AR**

Private instruction for Trombone. Special fee in addition to tuition. Students register in 414A for 1 hour; 414B for 2 hours; 414C for 3 or 4 hours. (1 to 4)

### **MUSI 415: Private Instruction: Baritone/Tuba - AR**

Private instruction for Baritone/Tuba. Special fee in addition to tuition. Students register in 415A for 1 hour; 415B for 2 hours; 415C for 3 or 4 hours. (1 to 4)

### **MUSI 416: Private Instruction: Percussion - AR**

Private instruction for Percussion. Special fee in addition to tuition. Students register in 416A for 1 hour; 416B for 2 hours; 416C for 3 or 4 hours. (1 to 4)

### **MUSI 417: Private Instruction: Guitar - AR**

Private instruction for Guitar. Special fee in addition to tuition. Students register in 417A for 1 hour; 417B for 2 hours; 417C for 3 or 4 hours. (1 to 4)

### **MUSI 418: Private Instruction: Harp - AR**

Private instruction for Harp. Special fee in addition to tuition. Students register in 418A for 1 hour; 418B for 2 hours; 418C for 3 or 4 hours. (1 to 4)

### **MUSI 419: Private Instruction: Harpsichord - AR**

Private instruction for Harpsichord. Special fee in addition to tuition. Students register in 419A for 1 hour; 419B for 2 hours; 419C for 3 or 4 hours. (1 to 4)

### **MUSI 420: Private Instruction: Pedagogy - AR**

Methods and materials for teaching specific instrumental media in the studio; special fee in addition to tuition. Students register in MUSI 420A for 1 hour and 420B for 2 hours. (1 or 2)

### **MUSI 421: 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. Students are registered in 421A for 1 hour; 421B for 2 hours; 421C for 3 or 4 hours. 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 to 4)

### **MUSI 427: Advanced Orchestration/Arranging - AR**

Continuation of MUSI 336 on an individual basis. Prerequisite: MUSIC 336 or consent of instructor. May be repeated for additional credit. Private instruction; special fee in addition to tuition. Students are registered in 427A for 1 hour; 427B for 2 hours; 427C for 3 or 4 hours. (1 to 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: K-12 General Music Methods**

Introduction to methods and materials for teaching general music courses in K-12 schools. Music education majors only. Prerequisites: MUSI 340, EDUC 391, and EDUC 361. (2)

### **MUSI 441: Advanced Elementary Music Methods**

Exploration of Orff, Kodaly, Dalcroze, and Gordon approaches. Elementary choral methods and materials. Child voice and changing voice. 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 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 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)

## **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 499: Capstone: Senior Project - SR**

A culminating project of substantial proportions, presented in a public forum, undertaken in the senior year. For the Bachelor of Arts degree, the project integrates musical studies with a broader liberal arts context; for the Bachelor of Musical Arts degree, the project integrates musical studies with the cognate field; for Bachelor of Music Education and Bachelor of Music degrees, the project consists of a juried recital. Private instruction; special fee in addition to tuition. Students register first in 499A for 1 hour and then in the next term 499B for 2 to 4 hour option. Prerequisite: consent of instructor. (1 to 4)

## **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**

To provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title 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 289: 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 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 321: Speak Up, Speak Out: Norwegian Literature as Social Criticism - C, LT**

The focus of this course is Norwegian literature of social criticism and advocacy for social change. Students in the course build their competency in interpretation of literature as artistic and socially grounded expressions of human experience. The course is taught in English.

## **NORW 322: Imag(in)ing Norway in Fiction and Film - C, LT**

The course focuses on the ways Norway is imagined in fiction and film. Through studying cultural images as sites of textual meaning, students develop skills in interpreting literary and film texts as media that create and critique culture. The course is taught in English. (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**

To provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title 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 388: 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 389: 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 487: 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 488: 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 489: 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 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)

### **NORW 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)

### **NORW 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)

### **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: FYEP190: Inquiry Seminar**

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. Includes a clinical practicum 50 hours. Prerequisites: BIOL 205, 206; CHEM 105, PSYC 101. Prerequisite or corequisites: BIOL 201, PSYC 320. (4) (2 credits didactic, 1 credit lab, 1 credit clinical)

## **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) (4 credits didactic)

## **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) (3 credits didactic, 1 credit lab)

## **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) (4 credits didactic)

## **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) (1 credit didactic, 1 credit lab)

## **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) (4 credits didactic)

## **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. Includes a clinical practicum of 84 hours. Prerequisites: prior or concurrent enrollment in NURS 320 and 330, achievement of Junior I status. (4) (2 credits didactic, 2 credits clinical)

## **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. Includes a clinical practicum of 84 hours. Prerequisites: prior or concurrent enrollment in NURS 330, achievement of Junior I status. (4) (2 credits didactic, 2 credits clinical)

### **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) (4 credits didactic)

### **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. Prerequisites for majors: NURS 270, achievement of Junior II status. (4) (4 credits didactic)

### **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. Includes a clinical practicum of 84 hours. Prerequisites: NURS 320, 330, 340, 350, achievement of Junior II status. (4) (2 credits didactic, 2 credits clinical)

### **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. Includes a clinical practicum of 84 hours. Prerequisites: NURS 320, 330, 340, 350, achievement of Junior II status. (4) (2 credits didactic, 2 credits clinical)

### **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. (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) (4 credits didactic)

### **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. Includes a clinical of 84 hours. Prerequisites: prior or concurrent enrollment in NURS 420, achievement of Senior I status. (5) (3 credits didactic, 2 credits clinical)

### **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. Includes a clinical practicum of 84 hours. Prerequisites: NURS 360, 370, and 380, achievement of Senior I status. (4) (2 credits didactic, 2 credits clinical)

### **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) (1 credit seminar)

### **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. Prerequisites for majors: NURS 260, Senior II status. (2) (2 credits didactic)

### **NURS 478: Elective Clinical Experience**

An exploration and application of nursing knowledge and roles in a selected clinical environment. Each credit requires a minimum of 42 hours of clinical. Pass/fail option. Open to students who have completed their junior-level nursing courses and have permission of the dean of the School of Nursing. (1 to 4) (1 to 4 clinical credits)

### **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) (1 credit didactic, 1 credit seminar)

### **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 499: Capstone: Nursing Synthesis - SR**

Synthesis of core knowledge, competencies, professional values, and leadership skills in nursing situations mentored by a professional nurse preceptor. Includes a clinical practicum 252 hours. Prerequisites: NURS 420, 430, 440, 441, prior or

concurrent enrollment in NURS 460 and 480, and achievement of Senior II status. (6) (1 credit didactic, 5 credits clinical)

### **NURS 523: Roles of the Advanced Nurse**

Facilitates the development and transition into the advanced nursing roles through analysis of ethical, professional, social and practice perspectives. (3) (3 credits didactic)

### **NURS 524: Advanced Health Promotion**

Identification of health risks and protective strategies for diverse populations. (2) (2 credits didactic)

### **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) (3 credits didactic)

### **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) (3 credits didactic)

### **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) (3 credits didactic)

### **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) (3 credits didactic)

### **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. Includes clinical practicum of 120 hours. Prerequisite: NURS 523. (3) (1 credit didactic, 2 credits clinical)

### **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. Includes clinical of 240 hours. Prerequisite: NURS 531 (or as a corequisite). (6) (2 credits didactic, 4 credits clinical)

### **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. Prerequisite: NURS 531. Prerequisite or corequisite: NURS 530. (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. Includes clinical practicum of 30 hours. (2) (1.5 credits didactic, 0.5 credits clinical)

## **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 561: Management of Mental Health Conditions in Primary Care**

Evaluation and management of common mental health issues in primary care including mood disorders, anxiety, ADHD, substance use/abuse, suicidal ideation and self injurious behavior, etc. Assessment tools, primary care management and criteria for referral to be included. (2)

## **NURS 562: Primary Care Management of Women and Children**

This course covers common problems unique to women and children including pregnancy, postpartum care, gynecological conditions, perimenopausal, menopausal care, well child & adolescent care, preventive care, and common behavioral and developmental problems in children & adolescents (developmental delay, learning disabilities, autism, school issues, etc.), and cultural variations in parenting. Family and role transitions across the lifespan are explored. Includes clinical practicum of 120 hours. Prerequisite: NURS 584, NURS 585. (4) (2 credits didactic, 2 credits clinical)

## **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) (3 credits didactic)

## **NURS 582: Advanced Health Assessment**

Development and performance of the skills needed for advanced health assessment of individuals, families, or communities throughout the lifespan. Includes clinical practicum of 30 hours. Prerequisite: basic health assessment skills. (3) (2.5 credits didactic, 0.5 credits clinical)

## **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. Prerequisite or corequisite: NURS 580. (3) (3 credits didactic)

## **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. Includes clinical practicum of 180 hours. Prerequisites: NURS 582 and prerequisite or corequisite NURS 583. (5) (2 credits didactic, 3 credits clinical)

## **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. Includes clinical practicum of 180 hours. Prerequisite: NURS 584. (5) (2 credits didactic, 3 credits clinical)

## **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. Includes clinical practicum of 60-480 hours. Prerequisite:

Completion of all core requirements. (1 to 6)

### **NURS 594: Family Nurse Practitioner Clinical Capstone**

This clinical course and seminar are designed as the culminating clinical course in the Family Nurse Practitioner program. Students will demonstrate the ability to provide novice-level primary care to chronic, complex patients with multiple co-morbidities. Professional practice issues including conflict resolution, contract negotiation and obligations for certification and licensure are included. Students will develop an individual learning plan for clinical practicum that includes identifying gaps in Family Nurse Practitioner competencies. This course includes 120 clinical hours. Prerequisite: NURS 582, 584, 585, N561 (MH), N562 WH/Peds. (3) (1 credit didactic, 2 credits clinical)

### **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) (2 credits didactic)

### **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) (1 to 4 credits didactic)

### **NURS 623: Information Systems and Patient Care Technology**

This course is designed to provide the student with the knowledge and skills regarding the uses of information technology to support evidence-based nursing practice. The course focuses on the development of knowledge and technical skills to use data management systems and technological resources for decision-making, implementation of quality improvement initiatives, and evaluation of patient care technologies. The course includes use of systems analysis, consumer use of informatics for health care information, and consideration of ethical, regulatory, and legal issues. (3) (3 credits didactic)

### **NURS 625: Applied Epidemiology and Biostatistics for Nursing Practice**

Application of epidemiology and biostatistics to guide evidence based practice in health care, analysis of epidemiological, biostatistical, environmental, and other appropriate data related to individual, aggregate, and population health. Using public data sources to understand and to address health concerns, students will design population-based health promotion and disease prevention activities to support national and international goals of improving global health. (3) (3 credits didactic)

### **NURS 627: Policy and Politics: Implications for Health Care**

Principles of policy and the influence of the political process as a systematic approach to health care in the United States and internationally. The interdependence of policy and practice will be evaluated, with a focus on the challenges of engaging and influencing health policy locally, nationally and globally. Students will analyze the ethical, legal, economic, and sociocultural factors influencing policy development. Health policy frameworks are analyzed from governmental, organizational, and clinical practice perspectives. (3) (3 credits didactic)

### **NURS 630: Analytical Methods for Evidence-Based Practice**

Use of analytical methods required to evaluate research to guide evidence based practice. Students locate, critically evaluate and synthesize evidence from qualitative and quantitative studies that support improvement of outcomes in diverse populations. Students will identify appropriate practice questions and determine the appropriate method(s) to design and evaluate outcomes. Prerequisite: statistics course. (3) (3 credits didactic)

## **NURS 631: Translating Research: Improving Practice and Outcomes**

Students will develop strategies for translating research findings into sustainable improvements in patient and clinical outcomes for a diverse population. The use of information technology and inter-professional collaboration will be emphasized. Models used to guide the process of implementing and evaluating evidence-based practice change will be examined. (3) (3 credits didactic)

## **NURS 651: Psychopharmacology Across the Lifespan**

Focuses on the principles of psychiatric pharmacotherapy across the lifespan, biological mechanisms of action of psychotropic drugs and the role of the advanced practice psychiatric nurse prescriber. The neurobiological underpinnings of symptom etiology and treatment will form the basis of clinical decision-making in all phases of psychopharmacological treatment, for child/adolescent, adult, and geriatric populations. Prerequisite: NURS 583. (3)

## **NURS 652: Management of Substance-related and Addictive Disorders**

Provides an integrated approach to the neurobiology, assessment, diagnosis, and clinical management of substance-related and addictive disorders across the lifespan. Prerequisite: approval of course faculty. (2)

## **NURS 653: PMHNP I: Psychopathology, Assessment, Diagnosis and Management Across the Lifespan**

Provides an integrated approach to the assessment, diagnosis, and clinical management of psychopathology across the lifespan. An in-depth exploration of the neurobiological underpinnings of mental health problems and psychiatric disorders will serve as the framework of the course. Students will apply principles of neurodevelopment to the assessment, diagnosis, and treatment of individuals across the lifespan with anxiety disorders; depressive disorders; obsessive-compulsive and related disorders; bipolar and related disorders; sleep-wake disorders; feeding and eating disorders; elimination disorders; and trauma - and stressor-related disorders. The role and scope of advanced psychiatric nursing practice including foundational legal and ethical issues are incorporated throughout the course. Prerequisites: NURS 580, 582. Corequisite: NURS 651 (7) (Didactic 3.5 credits, lab/seminar 0.5 credits, clinical 3 credits) (180 hours clinical)

## **NURS 654: PMHNP II: Psychopathology, Assessment, Diagnosis and Management Across the Lifespan**

Provides an integrated approach to the assessment, diagnosis, and clinical management of complex psychopathology across the lifespan. Students will apply concepts covered in PMHNP I to the assessment, diagnosis and treatment of individuals across the lifespan with schizophrenia spectrum and other psychotic disorders; neurocognitive disorders; disruptive, impulse control and conduct disorders; personality disorders; dissociative disorders; somatic symptoms and related disorders; and sexual, gender, and paraphilic disorders. The role and scope of advanced psychiatric nursing practice is expanded from what is covered in PMHNP I to include forensic mental health care. Prerequisite: NURS 653. (6) (Didactic 2.5, lab/seminar 0.5 credits, clinical 3 credits) (180 hours clinical)

## **NURS 655: PMHNP III: Psychotherapies Across the Lifespan**

Examines methods and major conceptual frameworks of group and family psychotherapy. Group dynamics, systems theory and group therapy models will be applied to the treatment of psychiatric disorders in a variety of settings. An overview and critical analysis of family theories and conceptual models will inform psychotherapy with children, adolescents, adults, elders, and their families. Prerequisite: NURS 654. (4) (Didactic 2 credits, clinical 2 credits) (120 hours clinical)

## **NURS 656: PMHNP IV: Psychotherapies Across the Lifespan**

An overview of the major schools of personality theory, psychological development, and derived individual psychotherapy treatment modalities, to better understand the dynamics of the patient and the therapeutic 1:1 relationship. Students will engage in the therapy process with individuals across the lifespan by implementing selected psychotherapeutic techniques. Prerequisite: NURS 655. (4) (Didactic 2 credits, clinical 2 credits) (120 hours clinical)

## **NURS 657: PMHNP Capstone**

In this culminating clinical course students will demonstrate increased competency and accountability in the provision of



comprehensive psychiatric-mental health care. Students will gain expertise by working with an identified population of choice and implementing selected psychotherapeutic and pharmacological interventions. Students will develop an individual learning plan to address any gaps in the attainment of required Psychiatric Mental Health Nurse Practitioner competencies. Professional practice issues including contract negotiation and requirements for certification and licensure are included. Prerequisite: NURS 656. (4) (Seminar 1 credit, clinical 3 credits ) (180 hours clinical)

### **NURS 681: D.N.P. Scholarly Proposal Seminar: Planning**

Development, planning and refinement of student's D.N.P. scholarly proposal. A D.N.P. scholarly project must evaluate outcomes of practice, practice patterns, policies and/or systems of care within a practice setting, health care organization, or community. Students will complete 30 clinical hours related to project planning. Prerequisites: NURS 630, 631. (2) [1.5 didactic and 0.5 clinical]

### **NURS 682: D.N.P. Scholarly Project: Implementation I**

Collaboration with key stakeholders to implement student's evidence-based D.N.P. project. Students will incorporate change theory and other relevant theories to guide implementation and overcome anticipated and emerging barriers. Students will complete 120 clinical hours related to project implementation. Prerequisite: NURS 683. (3) [1 credit didactic and 2 credits clinical]

### **NURS 683: D.N.P. Scholarly Project: Implementation II**

D.N.P. students will complete the implementation phase of their scholarly project. Seminar is dedicated to review and critique of the implementation process and proposed evaluation strategy. Students will complete 30 clinical hours related to project completion. (2) [1.5 seminar and 0.5 clinical]

### **NURS 684: D.N.P. Scholarly Project: Evaluation and Dissemination**

D.N.P. students will systematically organize and interpret data employing quantitative and/or qualitative methodologies to evaluate the project's impact on health outcomes. Students will disseminate their findings through an oral presentation to the key stakeholders and by submitting an abstract to a relevant professional organization. Students will complete 120 + clinical hours related to project evaluation and dissemination. Prerequisite: NURS 683. (4) [2 credits didactic and 2 credits clinical]

### **NURS 690: Doctor of Nursing Practice Clinical Practicum**

The D.N.P. student will develop further practice or D.N.P. competencies through clinical practicum experience. May be repeated up to 3 times. Pass/Fail grading. Prerequisite: consent of the dean and associate dean of graduate nursing programs. (1 to 4) [1 cr equals 60 clinical practicum hours]

### **NURS 695: Transition to D.N.P. Practice**

Transition and socialization into the Doctorate of Nursing Practice role, to include the D.N.P.'s professional responsibility and accountability for social justice locally and globally. The D.N.P. scholarship portfolio will be completed and evaluated. The portfolio will include reflection on evidence that demonstrates the student is a clinical scholar and documents competency in all domains of D.N.P. practice as outlined in the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Nursing Practice and the D.N.P. Core Competencies by the National Association of Nurse Practitioner Faculties (NONPF). Prerequisites or corequisites: Taken concurrently with NURS 684 and NURS 699, all other DNP coursework must be completed. Prerequisites: NURS 623, 625, 627, 630, 631, 681, 683. Corequisites: NURS 684, 699. (1) (1 credit didactic)

### **NURS 699: D.N.P. Scholarly Project: Capstone**

Development and submission of a manuscript related to the D.N.P. Scholarly Project for publication in a peer-reviewed, professional journal or other approved scholarly venue. The course includes an intensive, systematic approach to the publication process. Capstone course. Prerequisites: NURS 681, 682, and 683. Corequisite: NURS 684. (2) (2 credits didactic)

### **NURS 901P: Pharmacotherapeutic Update for Prescribers**

A variety of pharmacotherapeutic topics of interest to all ARNP specialties will be presented.

## **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 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 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 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)

**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)

**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: FYEP190: Inquiry Seminar**

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)

## **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 politics & government 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 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)

### **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 499A: Capstone: Advanced Seminar in Philosophy - SR**

Exploration in seminar format of an important philosophical topic, 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. (2)

## **PHIL 499B: Capstone: Advanced Seminar in Philosophy - SR**

Continuation of PHIL 499A with the focus on the student's individual research project, preparation, and presentation of paper. Prerequisite: PHIL 499A. May be repeated once for credit. (2)

## **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 or equivalent by math placement exam. (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. Prerequisites: MATH 128 or MATH 140 (or equivalent by placement exam) with a C- or higher. Prerequisite or corequisite: PHYS 135. (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. Prerequisite: PHYS 125 with a C- or higher. Prerequisite or corequisite: PHYS 136. (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) MATH 152 is strongly recommended. Prerequisite: MATH 151 with a C- or higher. Prerequisite or corequisite: PHYS 163. (4)



## **PHYS 154: General Physics II - NS, SM**

A calculus-level survey of the general fields of physics, including electricity and magnetism, and optics. Prerequisites: MATH 152 with a C- or higher, PHYS 153 with a C- or higher. Prerequisite or corequisite: PHYS 164. (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: FYEP190: Inquiry Seminar**

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 with a C- or higher (or permission of instructor), MATH 151, 152 with C- or higher. Prerequisite or corequisite: MATH 253. (4)

## **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 with a C- or higher and MATH 253 with a C- or higher. (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 with a C- or higher. (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 with a C- or higher, and MATH 253 with a C- or higher. (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 with a C- or higher. (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 with a C- or higher and MATH 253 with a C- or higher. (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 with a C- or higher and CHEM 115 with a C- or higher. (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 with a C- or higher and MATH 253 with a C- or higher. (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: MATH 253 with a C- or higher. Prerequisite or corequisite: PHYS 154 or permission of the instructor. (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 with a C- or higher. (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. Prerequisites: PHYS 223 with a C- or higher and 356 with a C- or higher, or permission of the instructor. (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 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 with a C- or higher; 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 with a C- or higher. (1)

## **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 231: Current International Issues - SO**

A survey course in international relations with emphasis on current events. (4)

## **POLS 283: Racial and Ethnic Politics - A**

What is the role of racial and ethnic identities in American political life? This course examines racial and ethnic divisions in U.S. politics and society emphasizing that we cannot fully understand the country's politics without a deeper understanding of the causes, effects, and meanings of these divisions and the roles race and ethnicity play in our politics. (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)

## **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 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. May be cross-listed with GLST 325. (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 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 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)

### **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 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 450: Internship in Politics**

Internship in the political dimensions of non-governmental organizations. 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 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)

### **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)

### **PPAP 301: The Book in Society**

A critical study of the history of book culture and the role of books in modern society. (4)

### **PPAP 302: Publishing Procedures**

A workshop introduction to the world of book publishing, involving students in decisions about what to publish and how to produce it. (4)

### **PPAP 321: The Art of the Book I - AR**

This studio course explores the history, aesthetics, and creative dimensions of book design and typography. Requires permission from the Printing and Publishing director in the Department of English and instructor. (4)

### **PPAP 322: The Art of the Book II - AR**

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

### **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 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: Industrial/Organizational Psychology**

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, organizational attitudes and behavior, leadership, 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 410: Psychological Testing**

Survey of standardized tests; methods of development, standardization, limitations and interpretations of tests. Prerequisites: PSYC 101, STAT 232, or consent of instructor. (4)

## **PSYC 415: Abnormal Psychology**

Models of psychopathology. Diagnosis and treatment of abnormal behaviors. 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: STAT 232. (4)

## **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: STAT 232. (4)

## **PSYC 448: Cognitive Psychology**

The study of human thought. Topics include attention, perception, memory, knowledge and concept formation, language, problem-solving, and reasoning. Prerequisites: STAT 232. (4)

## **PSYC 481: Research Seminar**

An advanced course providing students the opportunity to design and conduct ongoing research and review current research in a psychology subdiscipline. May be repeated for credit. Prerequisite: PSYC 242 and consent of instructor. (4)

## **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)

## **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 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)

## **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)

## **RELI 190: FYEP190: Inquiry Seminar**

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 non-western perspectives and issues in eco-justice. Critical evaluations of literature, arts, ethics, conceptual frameworks, history, and spirituality. Cross-listed with ENVT 239. (4)

### **RELI 246: 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 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 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)

## **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 RC or RG as appropriate. RELI 347 for cross-cultural GenEd and RELI 357 for alternative perspective GenEd. 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 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 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 491: Independent Study**

For religion majors only and consent of the department is required. (1 to 4)

## **RELI 498: Research in Religion**

First half of the religion capstone sequence (followed by RELI 499). Intended for and required of majors. Introduces students 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. Does not fulfill the Religion GenEd requirement, and does not count toward the minor. Prerequisite: successful completion of two (2) RELI courses (C- or higher), one of which must be an upper-division course. (4)

## **RELI 499: Capstone: Research Seminar - SR**

Second half of the religion capstone sequence. Intended for and required of majors. Discussion of common readings and a major research and writing project with public presentation around the student's area of interest. Does not fulfill the Religion GenEd

requirement, and does not count toward the minor. Prerequisite: RELI 498. (4)

### **SCAN 150: Scandinavian Cultures and Societies - C**

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: FYEP190: Inquiry Seminar**

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 286: Sámi Culture in Global Indigenous Contexts - A or C**

Through a variety of media students will be introduced to the Indigenous Sámi of northern Scandinavia and Russia, and will develop an understanding of Sámi culture, history, and worldviews, as well as of contemporary issues concerning the Sámi and other Indigenous peoples, including peoples in the United States. 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. (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. Course may be repeated for credit for different topic areas. When topic is "Scandinavian Migrant Literatures" receives Alternative Perspective (A) GenEd. (4)

### **SCAN 363: Culture, Gender and the Wild - C, LT**

Students will study how understandings of nature and the wild are constructed in literature using the hierarchic languages of gender, race, and culture. A comparative approach will examine Nordic texts in larger global contexts. All readings in English (except for Norwegian majors). (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: Diversity and Difference in Nordic Literatures - C, LT**

This course investigates the ways that diversity and difference are suppressed, managed, expressed, and celebrated across contemporary and recent Nordic literatures. Students will also develop skills in research and theoretically informed analysis. 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)

### **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)

### **SIGN 101: Sign Language - A**

An introduction to the structure of American Sign Language and to the world of the hearing impaired. Basic signing skills and sign language vocabulary; finger spelling; the particular needs and problems of deaf people. (4)

### **SIGN 102: Sign Language - A**

An introduction to the structure of American Sign Language and to the world of the hearing impaired. Basic signing skills and sign language vocabulary; finger spelling; the particular needs and problems of deaf people. (4)

### **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: FYEP190: Inquiry Seminar**

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 210: Gender and Society - A, SO**

An examination of gender as a social construction and a system of stratification. Focus is on the structural aspects of gender and upon the intersection of gender with other social categories, such as race, class, and sexuality.

### **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 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 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. Prerequisite: 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 378: Consumption**

An examination of the relationship between goods, individuals, and society. The course deconstructs the social bases of consumption to better understand the role consumption plays in shaping our identities and maintaining social distinctions. The course also addresses the relationship between consumption and social problems like consumer debt, inequality, and sustainability. Prerequisite: SOCI 101 or consent of instructor. (4)

## **SOCI 384: Criminal Justice**

An examination of the American Criminal Justice System. This course will address law enforcement, the court system and correctional system, along with attention to race, class, and gender inequalities. Prerequisite: SOCI 101 or consent of instructor. (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 410: Social Stratification A, SO**

An examination of the cultural and structural causes of social stratification and its consequence, social inequality. The course focuses on stratification and inequality on the basis of race, class, and gender, exploring what social forces shape individuals' differentiated access to society's valued resources. 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, one additional sociology course, and junior or senior standing; or consent of instructor. (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 494: 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. Prerequisites: SOCI 101 or WMGS 201 or consent of instructor. Recommended: junior or senior standing. (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. Prerequisite: 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)

### **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: FYEP190: Inquiry Seminar**

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 329: Compassionate Practice: Spirituality and Contemplation in the Helping Professions**

An introduction to spirituality and contemplation designed for students who anticipate their career in the helping professions including, but not limited to, social work, psychology, nursing, sociology, and education. Students will have an opportunity to explore and develop their own spiritualities and also learn to incorporate spirituality and contemplation in their professional client assessment, and personal, professional development. (4)

### **SOCW 345: Gerontology**

Explore the reality of growing order in America and around the world. Learn about adult development, needs and services for older adults, and advocacy with them. Consider providers of services to elderly adults. Ponder how society cares for older people. Calculate the fate of Social Security as baby boomers age. Explore gerontology as a field of social work practice. Service Learning is a vital component. (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)

### **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)

### **SPED 190: FYEP190: Inquiry Seminar**

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. Overview of legal issues, characteristics, and current issues. Fulfills alternative assessment requirement. (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 335: Educational Assessment and Evaluation**

Develops a knowledge of commonly used assessment instruments in P-12 schools and how data is used to drive instruction and management. (2)

## **SPED 376: Instructional Methodologies for Inclusive Classrooms**

Provides accommodations and remediation strategies connected to instructional models for the diverse learning needs of students. (3)

## **SPED 377: Instructional Methodologies for Inclusive Classrooms**

Provides accommodations and remediation strategies connected to instructional models for the diverse learning needs of students. (3)

## **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: Collaboration, Team Building, and Supervision**

Focuses on approaches and methodologies for establishing connections with communities, families, and various instructional staff members, including paraeducators. (2)

## **SPED 415: Working with Families of Young Children**

This course provides 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 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 423: Methods of Teaching Students with Mild Disabilities**

Focus on instructional strategies and service delivery models effective in teaching students with mild disabilities, included: individualized education programs, curriculum assessment, specially designed instruction and curriculum modification. (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. (3)

### **SPED 431: Issues in Autism Spectrum Disorders**

This course will provide an overview of Autism Spectrum Disorder for educators as well as other related professionals who may work with or serve children and families with this diagnosis. This course will explore the characteristics of children, youth and adults with autism, evidence-based practices for prevention and intervention, problems and issues in the field, methods of positive behavior support and collaborating with families. Prerequisite: SPED 315 or permission of the instructor. (2)

### **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 children with special needs. Focus on instructional methods, materials, curriculum, and assessment of this population. (2)

### **SPED 454: Moderate and Low Incidence Disabilities**

Exploration of the issues related to identification of and service delivery to this population. Specialized instruction, management techniques, and issues of transitioning from schools to community. A field experience component will be required. (3)

### **SPED 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: Student 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 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)

### **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 577: The Inclusive Classroom**

Introduction to the principles and practices of inclusive education. (2)

### **SPED 583: Current Issues in Exceptionality**

The characteristics of exceptional students and current issues involving the educator's role in dealing with their special needs. (2)

### **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)

### **STAT 145: Statistics for Biologists MR, NS**

An introduction to statistics with a focus on topics and data relevant to biologists. Descriptive statistics and data representations, correlation and regression, experimental design, basic probability, binomial and normal distributions, confidence intervals, hypothesis testing, chi-squared test, ANOVA. Cross-listed with MATH 145. Prerequisite: MATH 140 or proficiency through MATH 140 as determined by the math placement exam. (4)

### **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 and Social Work 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 and social work 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 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)

## **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: FYEP190: Inquiry Seminar**

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 215: Voice and Movement I - AR**

This course introduces Fitzmaurice Voicework, which is a combination of modified yoga, Shiatsu, and Reichian bodywork combined with classical voice training techniques, to promote awareness of an actor's voice and body. Material is explored through partnered work, observation, and discussion. (4)

## **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 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: Theatrical Production - AR**

Basic theory and procedure of all backstage elements in the theatre, costumes, scenery, props, lights, makeup, and management. (4)

## **THEA 260: Stagecraft - AR**

This course will be a combination of lecture and hands on experience in the execution of scenic designs for the stage. It will provide students with instruction on safety procedures, construction techniques and materials, theatrical rigging, welding, and organizational planning of theatrical production. (4)

## **THEA 265: Fundamentals of Design - AR**

This course introduces the basic skills needed for scenic, lighting, and costume design. Students will learn to apply the elements of design and composition to exercises in research, hand drafting, renderings, and model building, for the express purpose of communication and collaboration. (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 275: Scenic Painting**

Students will learn the color theory and techniques used for painting scenery in theatrical applications. (2)

## **THEA 280: Computer-Aided Drafting**

Introduces the use of Vectorworks to create light plots or scenic draftings for theatrical applications. Prerequisite: THEA 265. (2)

## **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)

## **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 290: Stage Management**

Introduces the study and practice of stage management with an emphasis on understanding the basic functions of the stage manager in the theatrical production phase. (2)

## **THEA 315: Voice and Movement II**

Builds on the basics of Voice and Movement I, as new methods of voice and movement are explored for creative inspiration and character development. Aspects of speech and text are an integral part of the course, as the student studies the International Phonetic Alphabet. Prerequisites: THEA 215. (4)

## **THEA 320: Makeup I**

This course will familiarize the student with the basic techniques in theatrical makeup application. (2)

## **THEA 321: Makeup II**

Builds on techniques introduced in Makeup I. Specialized work in planning and application of techniques, from straight makeup through aging, three-dimensional and special effects. Prerequisite: THEA 320. (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 346: The Audition**

Teaches audition techniques necessary to successful auditions for work in professional theatre productions. Audition material, techniques and research into challenges and opportunities in a professional career in the theatre and related fields are studied. (2)

## **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**

Examines the controllable properties of light and to apply them to the functions of theatrical lighting. Students will learn to express their ideas through research, critical analysis, presentation, and practical lab exercises. (4)

## **THEA 360: Theatre History I - AR**

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 - AR**

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 380: Directing I**

Introduces the process of making choices about scripts, script analysis, casting, focus of scenes, and the mood, rhythm, pace and main idea of productions. This is a participatory course that includes readings, attendance at plays, exercise work, and scene direction. Prerequisite: THEA 250. (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 390: Visual History: Period Costume and Décor**

Surveys the architecture, interiors, clothing, culture, and aesthetic of the western world from the Greek era to the present. Students will be able to identify period through exposure to art, historical documents, and popular perspectives. (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**

Studies the process used by scenic designers to create a physical environment for the stage. Students will learn to analyze a theatrical text, formulate and express an approach through research, and execute their ideas through models and simple drafting. Prerequisite: THEA 265. (4)

## **THEA 480: Directing II**

Builds on techniques learned in Directing I to develop stage productions. This includes interpreting text, analyzing premise, developing visual concepts, translating words and concepts into actions, and the process of communication between actors and designers. The course culminates in the direction of a one-act play. Prerequisite: THEA 370. (4)

## **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 496: Advanced Scenographic Design**

Each student will assume the role of lighting, scenic, or costume designer and collaboratively work to develop a design concept for a theatrical work. The students will complete a design process with advanced renderings, models, drafting, paperwork, and documentation. Prerequisites: THEA 265, THEA 453, and either THEA 355 or 455. (4)

## **THEA 499: Capstone - SR**

This will serve as the culminating project for the theatre major. With approval and guidance from the theatre faculty, the student will develop and execute a substantial individual project that will reflect both the academic and practical knowledge gained through the study of the art of theatre. (2)

## **WMGS 190: FYEP190: Inquiry Seminar**

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 gender and sexuality. Themes include the social construction of gender, intersectionality, power and privilege, and feminist praxis. 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 301: Feminist and Gender Theories**

This course for majors and minors explores feminist and gender theories from global and diverse perspectives. Activities and assignments enable students to develop interdisciplinary research and practice within social justice frameworks. Prerequisites: WMGS 201, major/minor status, or permission of instructor. (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**

During their culminating seminar, Women's and Gender Studies majors will develop an academic project that applies feminist theories and methodologies to their experiences in a community-based practicum. Prerequisites: WMGS 301 and at least 16 hours of WMGS coursework. (4)

### **WRIT 101: FYEP 101:Writing Seminar - 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)