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Undergraduate and Graduate Catalog 2026-27

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2026-27 Academic Calendar

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

2025-26 End of term dates

- May 22, 2026 – Friday, Spring Semester ends
- May 25, 2026 – Monday, Memorial Day Holiday

Summer Sessions 2026

- Term I: Monday, June 1 – Friday, June 26
- Juneteenth: Friday, June 19th *(No classes)*
- Independence Day: Friday, July 3 *(No classes)*
- Term II: Monday, July 6 – Friday, July 31
- Accelerated BSN Full Summer Term: Tuesday, May 26 – Friday, August 28
- Summer Session Diploma Dates: Undergraduate Friday, July 31; Accelerated BSN Friday, August 28

  **Summer Term I and II grades are due 5 business days after the end of the term. Accelerated BSN Full Term grades are due before the first day of the Fall Semester.*

Fall Semester 2026

- Opening Convocation: Tuesday, September 8 at 10 a.m.
- Classes Begin: Tuesday, September 8 at 12:15 p.m.
- Mid-Semester Break: Friday, October 23 *(No classes)*
- Veterans Day: Wednesday, November 11
  (Observance during Well-being Break)
- Thanksgiving Break: Wednesday, November 25 at 1:45 p.m. – Sunday, November 29
  Classes resume on Monday, November 30 at 8:15 a.m.
- Classes End: Saturday, December 12 *(Saturday classes take final exam this day)*
- Final Examinations: Monday, December 14 – Friday, December 18
- Fall Semester Ends: Friday, December 18
- Final Grades Due: Wednesday, December 23 at 5:00 p.m.

January Term 2027

- Classes Begin: Monday, January 4
- Martin Luther King, Jr. Day: Monday, January 18 *(No classes)*
- Classes End: Friday, January 29
- Final Grades Due: Friday, February 5 at 5:00 p.m.

Spring Semester 2027

- Classes Begin: Monday, February 8
- Presidents' Day: Monday, February 15 *(No classes)*
- Easter Break: Friday, March 26 *(No classes)*
- Spring Break: Monday, March 29 – Friday, April 2nd
- Classes End: Saturday, May 22 *(Saturday classes take final exam this day.)*
- Final Examinations: Monday, May 24 – Wednesday, May 26
- Commencement Ceremonies: Thursday, May 27 – Friday, May 28
- Spring Semester Ends: Friday, May 28
- Final Grades Due: Friday, June 4 at 5:00 p.m.

Graduate Programs

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

Summer Session 2026

- Session Begins: Tuesday, May 26
- Juneteenth: Friday, June 19 *(No classes)*
- Independence Day: Friday, July 3 *(No classes)*
- Sessions Ends: Friday, August 21 *(Diploma date for graduate students)*

- Final Grades Due: Friday, August 28 at 5:00 p.m.

Fall Semester 2026

- Classes Begin: Tuesday, September 2 at 11:50 a.m.
- Mid-Semester Break: Friday, October 23 *(No classes)*
- Veterans Day: Wednesday, November 11
  (Observance during Well-being Break)
- Thanksgiving Break: Wednesday, November 25 at 1:45 p.m. – Sunday, November 29
- Fall Semester Ends: Friday, December 18
- Final Grades Due: Wednesday, December 23 5:00 p.m.

January Term 2027

- Classes Begin: Monday, January 4
- Martin Luther King, Jr., Day: Monday, January 18 *(No classes)*
- Classes End: Friday, January 29
- Final Grades Due: Friday, February 5 at 5:00 p.m.

Spring Semester 2027

- Classes Begin: Monday, February 8
- Presidents' Day: Monday, February 15 *(No classes)*
- Easter Break: Friday, March 26
- Spring Break: Monday, March 29 – Friday, April 2nd *(No classes)*
- Spring Semester Ends: Friday, May 28
- Final Grades Due: Friday, June 4 at 5:00 p.m.

University Information

Mission

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

Diversity Statement

Diversity is "the condition of difference necessary to all life and creativity." Martusewicz, Edmundson, and Lupinacci, 2011

At PLU, diversity is intrinsic to the vitality of learning, resilience, and growth.

Thus, we will:

- Be responsive to how intersections and context impact how power is experienced
- Act upon the fact that diversity and inclusion efforts must address and account for all differences born out of power and oppression
- Collectively reimagine models and practices to create inclusive environments where all members of the PLU community can learn, live, work, and — most importantly — thrive.

For more information on PLU's Diversity & Inclusion work, visit: www.plu.edu/diversity-inclusion/.

PLU Strategic Planning

https://www.plu.edu/strategic-planning/

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 Health Professions, the College of Liberal Studies, the College of Natural Sciences, and the College of Professional Studies. 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.

Accreditation and Institutional Research

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.

Current and historical documents related to the University's accreditation can be found on the Accreditation webpage. Inquiries regarding PLU's accreditation status by NWCCU should be directed to the NWCCU accreditation liaison officer at PLU.

To submit a comment or concern, or for more information about the NWCCU and the accreditation process, individuals may visit the NWCCU website or use the contact information below:

Northwest Commission on Colleges and Universities
8060 165th Ave NE, Suite 100
Redmond, WA 98052
(425) 558-4224
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

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

Music: National Association of Schools of Music

Nursing: Commission on Collegiate Nursing Education

Social Work: Council on Social Work Education

Certification

Chemistry: (including certified Biochemistry and Chemical Physics Options) – American Chemical Society

Approval

Education: State of Washington Professional Educator Standards Board

Institutional Research and Analytics Information

To view information on enrollment, retention of First-Year students and faculty, go to: www.plu.edu/institutional-research/

ILOs, Values, and Principles of General Education

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

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

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

- **Values**

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

- **Knowledge**

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

- **Skills and Abilities**

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

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

Adopted by the Faculty Assembly, December 10, 2004

Writing Throughout the Curriculum

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

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

Academic Program

Pacific Lutheran University uses a 4-1-4 calendar, which consists of two 15-week semesters bridged by a four-week January Term. The January Term's intensive, four-week format is designed to offer students a unique pedagogical opportunity. It supports study away, in-depth focus on a single theme or topic, and the use of student-centered and active-learning pedagogies. The January Term's intensive format also supports other pedagogical activities that contribute to building an intentional culture of learning inside and outside the classroom. It offers an opportunity for an intensive First-Year Experience Program (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 2.00 grade point average. 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

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 PLU International Honors Program (IHON) is an alternative General Education program with distinct requirements. For more information, see the IHON information page.

The following are the specific elements of the PLU General Education Program.

1. **The PLU Core (15-19)**
    - **First-Year Experience Program (9)**
        - **FYEP 101 (FW) (4):** Students will learn strategies for writing, thinking, speaking, and reading. They 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.
        - **FYEP 102 (FD) (4):** Students will engage with themes and questions related to Diversity, Justice, and Sustainability, and their intersections, via the methods and topics of a particular discipline or field of study. FYEP 102 is the first course in the PLU Diversity Requirement.
        - **PLUS 100 (1):** Students will establish goals and develop a plan for success; including, identifying resources, developing strategies, and honing skills and capacities for community connections, academic support, and personal wellness.
    - **The Academic Study of Religion (RL) (4):** Students will engage in critical and empathetic analysis of religious traditions.
    - **Fitness and Wellness (FT) (2):** Students will develop skills for lifelong physical and mental wellness.
    - **Global Engagement (GE) (4):** Students will learn about the factors that shape human experience in transnational, cross-cultural, or non-US contexts. Study away and world language courses with these emphases will also meet this requirement. Global Engagement is the second course in the PLU Diversity Requirement.
2. **The Distributive Core: Ways of Being and Knowing (24):**
    - **Creative Expression (CX) (4):** Students will learn artistic processes and evaluate print, visual, and performing arts.
    - **Engaging the Natural World (NW) (4):** Students will learn methods to develop and test theories and understandings of the physical and natural phenomena that shape our world. A lab, field experience, or applied component is required.
    - **Interpreting Text (IT) (4):** Students will learn to analyze text, examining their constructions and the cultural, social, philosophical, and/or historical contexts from which they stem.
    - **Examining Self and Society (ES) (4):** Students will explore methods and models for understanding human behavior within a variety of cultural, social, or structural contexts, both contemporary and historical.
    - **Exploring Values and Worldviews (VW) (4):** Students will learn how beliefs and values inform action and shape how individuals and groups interpret reality and human experience.
    - **Quantitative Reasoning (QR) (4):** Students will develop skills to interpret quantitative information and use it to create and critique logic and data-driven arguments.
3. **Integrative Learning (1-4)**
    - **Culminating Experience (SR) (1-4):** Students will participate in a culminating experience that provides an opportunity to apply what they have learned throughout their time at PLU to a project, activity, or experience defined by their major department. Students will successfully complete one culminating experience course to satisfy their general education graduation requirements.

Total Program Specific Semester Hours: 40-47

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

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

The First-Year Experience

- FYEP 101, FYEP 102, PLUS 100 and a PLU January Term course must be completed by all students entering PLU as first-year students with fewer than 30 semester hours.
- FYEP 101, 102, and PLUS 100 must be taken in the student's first year at PLU.
- FYEP 101 is usually taken in the student's first semester at PLU.
- PLUS 100 must be taken in the student's first semester. Failing or withdrawing from PLUS 100 will result in the student retaking the course.
- The FYEP 102 may not concurrently count for any other general education requirement, but it may concurrently count for a requirement in a major or minor.
- All first-year students must take a four-semester hour January term course.
- Transfer students are typically not eligible to participate in the First-Year Experience Program regardless of their class standing at matriculation.
- Students who do not successfully complete FYEP 101 must take an approved writing course. Contact the Director of Core Curriculum for a list of current courses.
- Students who do not successfully complete FYEP 102 must take an approved diversity course in order to meet the two-course PLU Diversity Education requirement. The two diversity courses must be from different program prefixes.

The Academic Study of Religion

- All students take four semester hours focused on the Academic Study of Religion (RL).
- The course used to satisfy the RL requirement may not concurrently count for any other general education requirement.
- Transfer students entering as juniors or seniors must take four semester hours from the Academic Study of Religion (RL); this requirement must be completed at PLU and may not be met by courses taken at another university.

Fitness and Wellness

A. Fitness and Wellness (FT) – two different fitness and wellness activity courses, of which one must be FTWL 100. FTWL 250 may not be used to meet the general education fitness and wellness requirement.
B. The courses used to satisfy the FT requirement may not concurrently count for any other GenEd requirement.

Global Engagement

- Global Engagement is the second course in the PLU Diversity Requirement.
- Students must complete four semester hours from Global Engagement (GE).
- Some Global Engagement courses may concurrently count toward Ways of Being and Knowing.
- Only approved study away courses will meet the Global Engagement requirement. Approval is indicated by the GE attribute on the course.
- Transfer students entering as juniors or seniors must take four semester hours from Global Engagement (GE); this requirement must be completed at PLU and may not be met by courses taken at another university.

Ways of Being and Knowing: The Distributional Core

- The six Ways of Being and Knowing requirements must be taken from six different program prefixes.
- All students will take one course in the Academic Study for Religion (RL). An additional Religion course may be used to satisfy one of the Ways of Being and Knowing.
- Engaging the Natural World (NW) courses require a lab, field experience, or applied learning component.
- If the student scores a 70 or higher on the Mathematics Placement Evaluation, that student will have their Quantitative Reasoning (QR) requirement met.

The Senior Culminating Experience

- Students are required to complete at least one senior culminating experience course (SR).
- Senior culminating experience courses may be between one and four semester hours.
- With approval of the student's major department, an interdisciplinary culminating experience course such as the Global Studies Research Seminar may fulfill this element.

International Honors Program

25 semester hours

The International Honors Program (IHON) is a sequenced, integrated alternative to the General Education (GenEd) program at PLU, with an emphasis on discussion. To satisfy regular GenEd requirements, students take courses offered by PLU departments and programs. IHON is different; the program as a whole meets some of these requirements through courses specifically designed for IHON students. IHON students are therefore exempt from having to complete the following GenEd courses: Creative Expression (4); Examining Self and Society (4); Exploring Values and Worldviews (4); Interpreting Text (4); Global Engagement (4); The Academic Study of Religion (4). In addition, FYEP 102 is satisfied by taking IHON 112.

International Honors students must complete the remaining semester hours of the General Education Program prior to graduation from the University: First-Year Experience Program: FYEP 101 (4); PLUS 100 (1); Fitness and Wellness (2); Quantitative Reasoning (4); and Engaging the Natural World (4). Students must also complete the senior Culminating Experience requirement (1-4). For a full description of IHON and for details about applying to the program, go to the International Honors Program section of this catalog.

PLU Success Program

253.535.7549	**advising@plu.edu**

The PLU Program is built upon a foundation within a set of courses that focus specifically on transitioning into PLU. All the courses focus on building and sustaining success at PLU. For further questions, contact the Center for Student Success.

PLU Success (PLUS) - Undergraduate

PLUS 100 : Transitions to PLU

Specifically designed for first-year students. Affirming students' past experiences, this course assists an individual student's successful navigation of the complex transition to Pacific Lutheran University. Students will identify resources, develop strategies, and hone skills and capacities for college success; including, understanding the roles and responsibilities of university students, faculty, and staff, and alumni/community partners. Community connections, academic support, and personal wellness will be explored within the context of the PLU values of diversity, justice, and sustainability (DJS). Course topics include increasing hope, understanding vocation, appreciating liberal arts, developing metacognition, maximizing campus resources, creating an academic plan, and learning professional communication skills. (1)

PLUS 110 : College Learning Strategies

Effective strategies for college learning. Emphasizes a metacognitive and self-regulated approach to deep learning through reading, note taking, test preparation and test taking strategies. Coursework supplemented by two individual academic counseling appointments. (1)

PLUS 115 : 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. (1)

PLUS 287 : Special Topics in PLU Success

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

PLUS 288 : Special Topics in PLU Success

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

PLUS 289 : Special Topics in PLU Success

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

PLUS 320 : Effective Tutoring Methods

Typically offered during Summer Session II, this course is designed to train peer tutors in the application of learning theory to one-on-one and group tutoring situations. The online course will be followed by an on-site practical workshop at the beginning of the semester. Enrollment with instructor's permission. (0-1)

PLUS 387 : Special Topics in PLU Success

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

Courses that Fulfill General Education Program Elements (GenEd)

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

1. **The PLU Core**
    - FYEP 101 (FW)
    - FYEP 102 (FD)
    - PLUS 100
    - The Academic Study of Religion (RL)
    - Fitness and Wellness (FT)
    - Global Engagement (GE)
2. **The Distributive Core: Ways of Being and Knowing**
    - Creative Expression (CX)
    - Engaging the Natural World (NW)
    - Interpreting Text (IT)
    - Examining Self and Society (ES)
    - Exploring Values and Worldviews (VW)
    - Quantitative Reasoning (QR)
3. **Integrative Learning**
    - Culminating Experience (SR)
4. **International Honors Program**
    - International Honors 100-Level (H1)
    - International Honors 200-Level (H2)
    - International Honors 300-Level (H3)

Academic Study of Religion (RL)

HIST 261	Islamic Civilizations - RL
HIST 323	The Middle Ages - IT, RL
RELI 131	The Religions of South Asia - RL, VW, GE
RELI 211	Religion and Literature of the Hebrew Bible - RL, IT
RELI 212	Religion and Literature of the New Testament - RL, IT
RELI 215	Religions of the Ancient Mediterranean - RL, VW, GE
RELI 216	Jesus and the Movies - RL, IT
RELI 220	Early Christian History - RL, IT
RELI 221	Medieval Christian History - RL, IT
RELI 223	American Christianity - RL, VW
RELI 224	Always Reforming: The Lutheran Heritage - RL, VW
RELI 226	Christian Ethics - RL, VW
RELI 227	Introduction to Christian Theologies - RL, VW
RELI 229	Health and Healing in Christian History - RL, IT
RELI 230	Religion and Culture - RL, VW, GE
RELI 232	The Buddhist Tradition - RL, VW, GE
RELI 233	The Religions of China - RL, IT, GE
RELI 235	Islamic Traditions - RL, VW, GE
RELI 236	Native American Religious Traditions - RL, VW, GE
RELI 237	Judaism - RL, IT, GE
RELI 239	Environment and Culture - RL, VW
RELI 240	African American Religious Traditions - RL, VW, GE
RELI 241	Islam in the United States - RL, VW, GE
RELI 245	Global Christian Theologies - RL, VW, GE
RELI 257	Christian Theology - RL, VW, GE
RELI 299	Religious Literacy and Healthcare - RL, VW
RELI 299A	Religious Literacy and Healthcare I - RL, VW
RELI 299B	Religious Literacy and Healthcare II - RL, VW
RELI 330	Hebrew Bible Studies - RL, IT
RELI 331	New Testament Studies - RL, IT
RELI 342	City of Gods: Ordinary Life and Religion in Late Antiquity - RL, VW
RELI 361	Church History Studies - RL, IT
RELI 364	Theological Studies - RL, VW
RELI 365	Climate Justice - RL, VW
RELI 366	Race, Gender, and Christianity - RL, VW, GE
RELI 367	Major Religious Thinkers, Texts, and Genres - RL, VW
RELI 368	Feminist, Womanist, Latinx, and Queer Theologies - RL, VW, GE
RELI 390	Topics in Comparative Religions - RL, IT, GE
RELI 393	Topics in Comparative Religions - RL, VW, GE
RELI 396	Health, Healing, and Religious and Cultural Diversity - RL, VW, GE
RELI 397	Indigenous Religions and Cultures of the Pacific Northwest - RL, VW, GE

Creative Expression (CX)

ARTD 101	Drawing I - CX
ARTD 102	2D Design/Color Theory - CX
ARTD 110	Graphic Design 1 - CX
ARTD 180	Art History I: Prehistory to the Medieval World - CX
ARTD 181	Art History II: 1350 to 1900 - CX
ARTD 201	Drawing II: Figure Drawing - CX
ARTD 202	3D Design - CX
ARTD 220	Photography I: BW Photography - CX
ARTD 230	Ceramics 1 - CX
ARTD 315	The Art of the Book I - CX
ARTD 320	Photography 2: Digital Photography - CX
ARTD 355	3D Digital Modeling - CX
ARTD 379	Monuments and Memory in Art - CX
ARTD 380	Modern Art - CX
ARTD 383	Studies in Art History - CX
ARTD 384	Gender and Identity in Art - CX
COMA 120	Introduction to Media Studies - CX
DANC 240	Dance Concert Ensemble - CX
ENGL 225	Autobiographical Writing - CX
ENGL 227	Introduction to Creative Writing - CX
ENGL 313	The Art of the Book I - CX
ENGL 314	The Art of the Book II - CX
ENGL 323	Writing in Professional and Public Settings - CX
ENGL 329	Intermediate Fiction Writing - CX
ENGL 337	Intro to Screenwriting - CX
HIST 121	History in Video Games - CX
MUSI 101	Introduction to Music - CX
MUSI 103	History of Jazz - CX
MUSI 106	Music of Scandinavia and the Nordic Region - CX, GE
MUSI 120	Music and Culture - CX, GE
MUSI 125	Ear Training I - CX
MUSI 126	Ear Training II - CX
MUSI 201	Private Instruction: Jazz - CX
MUSI 202	Private Instruction: Piano - CX
MUSI 203	Private Instruction: Organ - CX
MUSI 204	Private Instruction: Voice - CX
MUSI 205	Private Instruction: Violin/Viola - CX
MUSI 206	Private Instruction: Cello/Bass - CX
MUSI 207	Private Instruction: Flute - CX
MUSI 208	Private Instruction: Oboe/English Horn - CX
MUSI 209	Private Instruction: Bassoon - CX
MUSI 210	Private Instruction: Clarinet - CX
MUSI 211	Private Instruction: Saxophone - CX
MUSI 212	Private Instruction: Trumpet - CX
MUSI 213	Private Instruction: French Horn - CX
MUSI 214	Private Instruction: Trombone - CX
MUSI 215	Private Instruction: Baritone/Tuba - CX
MUSI 216	Private Instruction: Percussion - CX
MUSI 217	Private Instruction: Guitar - CX

MUSI 218	Private Instruction: Harp - CX
MUSI 219	Private Instruction: Harpsichord CX
MUSI 225	Ear Training III - CX
MUSI 327	Classical Music Composition - CX
MUSI 329	Popular Songwriting and Media Music - CX
MUSI 345	Conducting I - CX
MUSI 351	Collaborative Piano Studies - CX
MUSI 353	Solo Vocal Literature - CX
MUSI 355	Diction I (English/Italian) - CX
MUSI 360	Choir of the West - CX
MUSI 361	University Chorale - CX
MUSI 362	Knights Chorus - CX
MUSI 363	University Singers - CX
MUSI 366	Opera - CX
MUSI 370	University Wind Ensemble - CX
MUSI 371	University Concert Band - CX
MUSI 375	University Jazz Ensemble - CX
MUSI 380	University Symphony Orchestra - CX
MUSI 381	Chamber Ensemble - CX
MUSI 383	Piano Ensemble - CX
MUSI 390	Intensive Performance Study: Ensemble Tour - CX
MUSI 395	Music Centers of the World - CX
MUSI 401	Private Instruction:Jazz CX
MUSI 402	Private Instruction: Piano - CX
MUSI 403	Private Instruction: Organ - CX
MUSI 404	Private Instruction: Voice CX
MUSI 405	Private Instruction: Violin/Viola - CX
MUSI 406	Private Instruction: Cello/Bass - CX
MUSI 407	Private Instruction: Flute - CX
MUSI 408	Private Instruction: Oboe/English Horn - CX
MUSI 409	Private Instruction: Bassoon - CX
MUSI 410	Private Instruction: Clarinet - CX
MUSI 411	Private Instruction: Saxophone - CX
MUSI 412	Private Instruction: Trumpet - CX
MUSI 413	Private Instruction: French Horn - CX
MUSI 414	Private Instruction: Trombone - CX
MUSI 415	Private Instruction: Baritone/Tuba - CX
MUSI 416	Private Instruction: Percussion - CX
MUSI 417	Private Instruction: Guitar - CX
MUSI 418	Private Instruction: Harp - CX
MUSI 420	Private Instruction: Pedagogy - CX
MUSI 430	Piano Literature I - CX
MUSI 431	Piano Literature II - CX
MUSI 451	Piano Pedagogy I - CX
MUSI 453	Vocal Pedagogy - CX
PPAP 321	The Art of the Book I - CX
PPAP 322	The Art of the Book II - CX
THEA 160	The Theatre Industry - CX
THEA 210	Acting for Non-Majors - CX
THEA 250	Acting I - CX
THEA 252	Fundamentals of Scenic Design - CX
THEA 254	Fundamentals of Lighting Design - CX
THEA 255	Theatrical Production - CX

Culminating Experience (SR)

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
COMA 499	Capstone - SR
CSCI 499A	Capstone: Senior Seminar - SR
CSCI 499B	Capstone: Senior Seminar - SR
DATA 499A	Capstone: Culminating Experience I - SR
DATA 499B	Capstone: Culminating Experience II - SR
ECON 499	Capstone: Senior Seminar - SR
EDUC 450	Seminar - SR
ENGL 424	Seminar: Writing - SR
ENGL 434	Seminar: Writing, Literature, and Public Engagement - SR
ENVT 499A	Capstone: Senior Project - SR
ENVT 499B	Capstone: Senior Project - SR
ESCI 499B	Capstone: Senior Seminar SR
FREN 499	Capstone: Senior Project - SR
GLST 499	Capstone: Research Seminar - SR
GSRS 499	Senior Capstone - SR
HISP 499	Culminating Experience - SR
HIST 499	Seminar: History - SR
IDST 499	Capstone: Research Seminar - SR
KINS 495	Internship - SR
MATH 499A	Capstone: Senior Seminar I - SR
MATH 499B	Capstone: Senior Seminar II - SR
MUSI 480	Capstone in Music Therapy - SR
MUSI 499	Capstone: Senior Project - SR
NURA 497	Capstone - SR
NURA 498	Capstone Seminar - SR
NURT 497	Capstone - SR
NURT 498	Capstone Seminar - SR
PHIL 499	Capstone: Advanced Seminar in Philosophy - SR
POLS 499	Capstone: Senior Seminar - SR
PSYC 499	Capstone: Senior Seminar - SR
RELI 499	Capstone: Research Seminar - SR
SOCI 499	Capstone: Senior Seminar - SR
SOCW 465	Social Work Practice III: Macropractice - SR
THEA 499	Capstone - SR

Engaging the Natural World (NW)

ANTH 101	Introduction to Human Biological Diversity - NW
BIOL 111	Biology and the Modern World - NW
BIOL 116	Introductory Ecology - NW
BIOL 201	Introductory Microbiology - NW
BIOL 205	Human Anatomy and Physiology I - NW
BIOL 206	Human Anatomy and Physiology II - NW
BIOL 225	Molecules, Cells, and Organisms - NW
BIOL 226	Genes, Evolution, Diversity, and Ecology - NW
CHEM 103	Food Chemistry - NW
CHEM 104	Environmental Chemistry - NW
CHEM 115	General Chemistry I - NW
CHEM 116	General Chemistry II - NW
ENVT 104	Conservation of Natural Resources - NW
ESCI 102	General Oceanography - NW
ESCI 103	Earthquakes, Volcanoes, and Geologic Hazards - NW
ESCI 104	Conservation of Natural Resources - NW
ESCI 106	Geology of National Parks - NW
ESCI 107	Global Climate Changes - NW
ESCI 109	The Geology of Energy - NW
ESCI 201	Geologic Principles - NW
PHYS 104	The Science of Sound - NW
PHYS 110	Astronomy - NW
PHYS 125	College Physics I - NW
PHYS 126	College Physics II - NW
PHYS 153	General Physics I - NW
PHYS 154	General Physics II - NW

Examining Self and Society (ES)

ANTH 102	Introduction to Human Cultural Diversity - ES, GE
ANTH 103	Introduction to Archaeology and World Prehistory - ES, GE
ANTH 203	Great Discoveries in Archaeology - ES, GE
ANTH 335	The Aztecs, Mayans, and Their Predecessors - ES, GE
ANTH 343	East Asian Cultures - ES, GE
ANTH 368	Edible Landscapes: The Foraging Spectrum - ES, GE
ANTH 370	The Archaeology of Ancient Empires - ES, GE
DANC 301	Dance and Culture - ES, GE
ECON 101	Principles of Microeconomics - ES
ECON 102	Principles of Macroeconomics - ES
ENGL 328	Theories of Reading and Writing - ES
GLST 210	Contemporary Global Issues: Migration, Poverty, and Conflict - ES, GE
GLST 325	Global Political Thought - ES, GE
GLST 331	International Relations - ES, GE
GLST 332	American Foreign Policy - ES, GE
GLST 357	Global Development - ES, GE
HIST 103	Conflicts and Convergences in the Modern World - ES, GE
HIST 109	East Asian Societies - ES, GE
HIST 218	Women and Gender in World History - ES, GE
HIST 220	Modern Latin American History - ES, GE
HIST 224	Modern European History - ES
HIST 247	U.S. Capitalism: From Railroads to Netflix - ES
HIST 248	Innovation, Ethics, & Society - ES
HIST 305	Slavery in the Americas - ES, GE
HIST 329	Europe and the World Wars: 1914 to 1945 - ES
HIST 333	Colonization and Genocide in Native North America - ES, GE
HIST 346	History of Innovation and Technology - ES
HIST 349	U.S. Civil War and Reconstruction - ES
HIST 351	History of the Western and Pacific Northwest U.S. - ES, GE
HIST 360	The Holocaust: The Destruction of the European Jews - ES, GE
HIST 366	Life in Nazi Germany - ES
NAIS 244	Environmental Justice and Indigenous People - ES, GE
NAIS 250	Introduction to Native American & Indigenous Studies - ES, GE
NAIS 363	Race and Indigeneity - ES, GE
PHIL 248	Innovation, Ethics, & Society - ES
POLS 151	American Government - ES
POLS 231	Current International Issues - ES, GE
POLS 240	Political Activism - ES
POLS 265	Latino Politics - ES, GE
POLS 345	Government and Public Policy - ES
POLS 346	Environmental Politics and Policy - ES, GE
POLS 354	State and Local Government - ES
POLS 361	Political Parties and Elections - ES
POLS 365	Race and Ethnic Politics - ES, GE
PSYC 101	Introduction to Psychology - ES
SOCI 101	Introduction to Sociology - ES
SOCI 210	Gender and Society - ES
SOCI 240	Social Problems - ES
SOCI 332	Race and Racism - ES

SOCW 101	Introduction to Social Work and Social Welfare - ES
SOCW 335	Human Behavior in the Social Environment I - ES
THEA 360	Theatre History - ES
THEA 362	Musical Theatre History - ES
THEA 390	Visual History: Period Costume and Décor - ES

Exploring Values and Worldviews (VW)

CHIN 201	Intermediate Chinese - VW, GE
CHIN 202	Intermediate Chinese - VW, GE
FREN 201	Intermediate French - VW, GE
FREN 202	Intermediate French - VW, GE
FREN 210	French History, Culture, Society - VW, GE
FREN 211	Francophone Africa in Global Context - VW, GE
FREN 301	Advanced French - VW, GE
FREN 310	French History, Culture, Society - VW, GE
FREN 311	Francophone Africa in Global Context - VW, GE
GSRS 201	Introduction to Gender, Sexuality, and Race Studies - VW
GSRS 275	Reproductive Justice - VW
HGST 200	Introduction to Holocaust and Genocide Studies - VW, GE
HISP 201	Intermediate Spanish - VW, GE
HISP 202	Intermediate Spanish - VW, GE
HISP 231	Intensive Spanish (Study Away) - VW, GE
HISP 252	Spanish for Heritage Speakers - VW, GE
HISP 301	Hispanic Voices for Social Change - VW, GE
HISP 321	Iberian Cultural Studies - VW, GE
HISP 322	Latin American Cultural Studies - VW, GE
HISP 331	Intensive Spanish Language and Culture (Study Away) - VW, GE
HISP 351	Hispanic Voices for Social Change for Heritage Speakers - VW, GE
PHIL 121	The Examined Life - VW
PHIL 125	Ethics and the Good Life - VW
PHIL 128	Politics and the Good Society - VW
PHIL 223	Bioethics - VW
PHIL 225	Business Ethics - VW
PHIL 226	Environmental Ethics - VW
PHIL 232	Technology Ethics - VW
PHIL 238	Existentialism and the Meaning of Life - VW
PHIL 311	Topics in Ethics - VW
PHIL 312	Topics in Philosophy and Politics - VW
PHIL 314	Topics in the History of Philosophy - VW
PHIL 327	Environmental Philosophy - VW
RELI 131	The Religions of South Asia - RL, VW, GE
RELI 215	Religions of the Ancient Mediterranean - RL, VW, GE
RELI 223	American Christianity - RL, VW
RELI 224	Always Reforming: The Lutheran Heritage - RL, VW
RELI 226	Christian Ethics - RL, VW
RELI 227	Introduction to Christian Theologies - RL, VW
RELI 230	Religion and Culture - RL, VW, GE
RELI 232	The Buddhist Tradition - RL, VW, GE
RELI 235	Islamic Traditions - RL, VW, GE
RELI 236	Native American Religious Traditions - RL, VW, GE
RELI 239	Environment and Culture - RL, VW
RELI 240	African American Religious Traditions - RL, VW, GE
RELI 241	Islam in the United States - RL, VW, GE
RELI 245	Global Christian Theologies - RL, VW, GE
RELI 257	Christian Theology - RL, VW, GE
RELI 299	Religious Literacy and Healthcare - RL, VW

RELI 299A	Religious Literacy and Healthcare I - RL, VW
RELI 299B	Religious Literacy and Healthcare II - RL, VW
RELI 342	City of Gods: Ordinary Life and Religion in Late Antiquity - RL, VW
RELI 364	Theological Studies - RL, VW
RELI 365	Climate Justice - RL, VW
RELI 366	Race, Gender, and Christianity - RL, VW, GE
RELI 367	Major Religious Thinkers, Texts, and Genres - RL, VW
RELI 368	Feminist, Womanist, Latinx, and Queer Theologies - RL, VW, GE
RELI 393	Topics in Comparative Religions - RL, VW, GE
RELI 396	Health, Healing, and Religious and Cultural Diversity - RL, VW, GE
RELI 397	Indigenous Religions and Cultures of the Pacific Northwest - RL, VW, GE
SOCW 175	January on the Hill - VW, GE
SOCW 325	Social, Educational, and Health Services in Tobago - VW, GE
SOLU 101	Southern Lushootseed: Introduction to Oral Language - VW, GE
SOLU 102	Southern Lushootseed: Oral Language Dialogue - VW, GE

Fitness and Wellness (FT)

DANC 222	Beginning/Intermediate Musical Theatre Dance - FT
DANC 251	Beginning/Intermediate Ballet - FT
DANC 252	Beginning/Intermediate Contemporary - FT
DANC 254	Beginning/Intermediate Tap - FT
DANC 255	Beginning/Intermediate Hip Hop - FT
FTWL 100	Personalized Fitness Program - FT
FTWL 150	Adaptive Physical Activity - FT
FTWL 151	Beginning Golf - FT
FTWL 155	Bowling - FT
FTWL 158	Jogging and Running for Fitness - FT
FTWL 159	Walking for Health - FT
FTWL 162	Beginning Tennis - FT
FTWL 163	Beginning Badminton - FT
FTWL 164	Pickleball - FT
FTWL 173	Mountaineering - FT
FTWL 177	Weight Training - FT
FTWL 179	Core and Stretch - FT
FTWL 182	Low Impact Aerobics - FT
FTWL 183	Power Aerobics - FT
FTWL 186	Step Aerobics - FT
FTWL 188	Boot Camp Conditioning - FT
FTWL 189	Kickboxing - FT
FTWL 192	Intermediate Tennis - FT
FTWL 197	Advanced Weight Training - FT
FTWL 201	Swimming for Non-Swimmers - FT
FTWL 205	Skin & Scuba Diving - FT
FTWL 207	Basic Sailing - FT
FTWL 212	Conditioning Swimming - FT
FTWL 223	Yoga - FT
FTWL 224	Salsa and Swing Dance - FT
FTWL 225	Ballroom Dance - FT
FTWL 228	Vinyasa Yoga - FT
FTWL 229	Zumba - FT
FTWL 234	Relaxation Techniques - FT
FTWL 241	Co-Ed Basketball - FT
FTWL 244	Co-Ed Volleyball - FT
FTWL 246	Disc Sports - FT
FTWL 248	World Games and Sports - FT
FTWL 276	Special Topics in Physical Activity - FT

Global Engagement (GE)

ANTH 102	Introduction to Human Cultural Diversity - ES, GE
ANTH 103	Introduction to Archaeology and World Prehistory - ES, GE
ANTH 203	Great Discoveries in Archaeology - ES, GE
ANTH 335	The Aztecs, Mayans, and Their Predecessors - ES, GE
ANTH 343	East Asian Cultures - ES, GE
ANTH 368	Edible Landscapes: The Foraging Spectrum - ES, GE
ANTH 370	The Archaeology of Ancient Empires - ES, GE
CHIN 101	Elementary Chinese - GE
CHIN 102	Elementary Chinese - GE
CHIN 201	Intermediate Chinese - VW, GE
CHIN 202	Intermediate Chinese - VW, GE
CHIN 301	Composition and Conversation - IT, GE
CHIN 302	Composition and Conversation - IT, GE
CHIN 371	Chinese Literature in Translation - IT, GE
COMA 304	Intercultural Communication - IT, GE
DANC 301	Dance and Culture - ES, GE
ECON 333	Economic Development - GE
EDUC 385	Comparative Education - GE
ENGL 216	Topics in Literature - IT, GE
ENGL 217	Topics in Literature - IT, GE
ENGL 232	Women's Literature - IT, GE
ENGL 380	Studies in Global Anglophone Literature - IT, GE
ENGL 394	Studies in Literature and the Environment IT, GE
ENGL 395	Studies in Literature, Gender, and Sexuality - IT, GE
ENGL 396	Studies in Literature, Race, and Ethnicity - IT, GE
ENGL 397	Literatures of Genocide and the Holocaust - IT, GE
FREN 101	Elementary French - GE
FREN 102	Elementary French - GE
FREN 201	Intermediate French - VW, GE
FREN 202	Intermediate French - VW, GE
FREN 203	Topics in French Literature - IT, GE
FREN 204	Postcolonial Francophone Fictions and Criticism - IT, GE
FREN 205	French/Francophone Film - IT, GE
FREN 206	French/Francophone Feminisms - IT, GE
FREN 210	French History, Culture, Society - VW, GE
FREN 211	Francophone Africa in Global Context - VW, GE
FREN 301	Advanced French - VW, GE
FREN 310	French History, Culture, Society - VW, GE
FREN 311	Francophone Africa in Global Context - VW, GE
FREN 404	Postcolonial Francophone Fictions and Criticism - IT, GE
FREN 405	French/Francophone Film - IT, GE
FREN 406	French/Francophone Feminisms - IT, GE
GLST 210	Contemporary Global Issues: Migration, Poverty, and Conflict - ES, GE
GLST 325	Global Political Thought - ES, GE
GLST 331	International Relations - ES, GE
GLST 332	American Foreign Policy - ES, GE
GLST 357	Global Development - ES, GE
HGST 200	Introduction to Holocaust and Genocide Studies - VW, GE
HISP 103	Accelerated Elementary Spanish - GE

HISP 201	Intermediate Spanish - VW, GE
HISP 202	Intermediate Spanish - VW, GE
HISP 231	Intensive Spanish (Study Away) - VW, GE
HISP 252	Spanish for Heritage Speakers - VW, GE
HISP 300	Spanish Conversation - IT, GE
HISP 301	Hispanic Voices for Social Change - VW, GE
HISP 321	Iberian Cultural Studies - VW, GE
HISP 322	Latin American Cultural Studies - VW, GE
HISP 325	Introduction to Hispanic Literary Studies - IT, GE
HISP 331	Intensive Spanish Language and Culture (Study Away) - VW, GE
HISP 351	Hispanic Voices for Social Change for Heritage Speakers - VW, GE
HISP 423	Special Topics in Iberian Literature & Cultures - IT, GE
HISP 433	Special Topics in Latin American Literatures & Cultures - IT, GE
HIST 103	Conflicts and Convergences in the Modern World - ES, GE
HIST 107	Ancient Near East - IT, GE
HIST 109	East Asian Societies - ES, GE
HIST 218	Women and Gender in World History - ES, GE
HIST 220	Modern Latin American History - ES, GE
HIST 237	History at the Movies - IT, GE
HIST 305	Slavery in the Americas - ES, GE
HIST 308	Modern Imperialism - IT, GE
HIST 333	Colonization and Genocide in Native North America - ES, GE
HIST 335	Slavery, Pirates, and Dictatorships: The History of the Caribbean - IT, GE
HIST 337	The History of Mexico - IT, GE
HIST 338	Modern China - GE
HIST 348	Lewis and Clark: History and Memory - IT, GE
HIST 351	History of the Western and Pacific Northwest U.S. - ES, GE
HIST 360	The Holocaust: The Destruction of the European Jews - ES, GE
IHON 328	Exploring Justice - H3, GE
KINS 315	Body Image - GE
LTST 241	Introduction to Latino Studies - IT, GE
LTST 341	Latino/a/x Experiences in the U.S. - IT, GE
LTST 342	U.S. Latino/a/x Literary and Cultural Studies - IT, GE
MUSI 106	Music of Scandinavia and the Nordic Region - CX, GE
MUSI 120	Music and Culture - CX, GE
NAIS 244	Environmental Justice and Indigenous People - ES, GE
NAIS 250	Introduction to Native American & Indigenous Studies - ES, GE
NAIS 261	Stories, Resistance, and Resilience: World Indigenous Literatures - IT, GE
NAIS 286	Sámi Film and the Indigenous North - IT, GE
NAIS 321	Visual Sovereignty and Indigenous Film - IT, GE
NAIS 363	Race and Indigeneity - ES, GE
NURA 390	Diversity & Population Health - GE
NURA 404	Healthcare Diversity - GE
NURT 390	Diversity & Population Health - GE
NURT 404	Healthcare Diversity - GE
POLS 231	Current International Issues - ES, GE
POLS 265	Latino Politics - ES, GE
POLS 346	Environmental Politics and Policy - ES, GE
POLS 365	Race and Ethnic Politics - ES, GE
PSYC 335	Cultural Psychology - GE
RELI 131	The Religions of South Asia - RL, VW, GE
RELI 215	Religions of the Ancient Mediterranean - RL, VW, GE
RELI 230	Religion and Culture - RL, VW, GE

RELI 232	The Buddhist Tradition - RL, VW, GE
RELI 233	The Religions of China - RL, IT, GE
RELI 235	Islamic Traditions - RL, VW, GE
RELI 236	Native American Religious Traditions - RL, VW, GE
RELI 237	Judaism - RL, IT, GE
RELI 240	African American Religious Traditions - RL, VW, GE
RELI 241	Islam in the United States - RL, VW, GE
RELI 245	Global Christian Theologies - RL, VW, GE
RELI 257	Christian Theology - RL, VW, GE
RELI 366	Race, Gender, and Christianity - RL, VW, GE
RELI 368	Feminist, Womanist, Latinx, and Queer Theologies - RL, VW, GE
RELI 390	Topics in Comparative Religions - RL, IT, GE
RELI 393	Topics in Comparative Religions - RL, VW, GE
RELI 396	Health, Healing, and Religious and Cultural Diversity - RL, VW, GE
RELI 397	Indigenous Religions and Cultures of the Pacific Northwest - RL, VW, GE
SOCW 175	January on the Hill - VW, GE
SOCW 325	Social, Educational, and Health Services in Tobago - VW, GE
SOLU 101	Southern Lushootseed: Introduction to Oral Language - VW, GE
SOLU 102	Southern Lushootseed: Oral Language Dialogue - VW, GE

International Honors (H1, H2, H3)

Origins of the Modern World - H1

IHON 111	Transformative Texts from Ancient Worlds - H1
IHON 112	Transformative Texts in a Globalizing World - H1

200-Level Courses - H2

IHON 201	Reading as Equipment for Living - H2
IHON 253	Gender, Sexuality and Culture - 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	Exploring Justice - H3, GE
IHON 329	Public Thinking - H3

Interpreting Text (IT)

CHIN 301	Composition and Conversation - IT, GE
CHIN 302	Composition and Conversation - IT, GE
CHIN 371	Chinese Literature in Translation - IT, GE
COMA 303	Gender and Communication - IT
COMA 304	Intercultural Communication - IT, GE
ENGL 213	Topics in Literature: Themes and Authors - IT
ENGL 214	Introduction to Major Literary Genres - IT
ENGL 216	Topics in Literature - IT, GE
ENGL 217	Topics in Literature - IT, GE
ENGL 232	Women's Literature - IT, GE
ENGL 234	Environmental Literature - IT
ENGL 241	American Traditions in Literature - IT
ENGL 251	British Traditions in Literature - IT
ENGL 360	Studies in British Literature - IT
ENGL 370	Studies in American Literature - IT
ENGL 380	Studies in Global Anglophone Literature - IT, GE
ENGL 394	Studies in Literature and the Environment IT, GE
ENGL 395	Studies in Literature, Gender, and Sexuality - IT, GE
ENGL 396	Studies in Literature, Race, and Ethnicity - IT, GE
ENGL 397	Literatures of Genocide and the Holocaust - IT, GE
FREN 203	Topics in French Literature - IT, GE
FREN 204	Postcolonial Francophone Fictions and Criticism - IT, GE
FREN 205	French/Francophone Film - IT, GE
FREN 206	French/Francophone Feminisms - IT, GE
FREN 404	Postcolonial Francophone Fictions and Criticism - IT, GE
FREN 405	French/Francophone Film - IT, GE
FREN 406	French/Francophone Feminisms - IT, GE
HISP 300	Spanish Conversation - IT, GE
HISP 325	Introduction to Hispanic Literary Studies - IT, GE
HISP 423	Special Topics in Iberian Literature & Cultures - IT, GE
HISP 433	Special Topics in Latin American Literatures & Cultures - IT, GE
HIST 107	Ancient Near East - IT, GE
HIST 237	History at the Movies - IT, GE
HIST 251	Colonial American History - IT
HIST 308	Modern Imperialism - IT, GE
HIST 323	The Middle Ages - IT, RL
HIST 332	Tudor England - IT
HIST 335	Slavery, Pirates, and Dictatorships: The History of the Caribbean - IT, GE
HIST 337	The History of Mexico - IT, GE
HIST 348	Lewis and Clark: History and Memory - IT, GE
LTST 241	Introduction to Latino Studies - IT, GE
LTST 341	Latino/a/x Experiences in the U.S. - IT, GE
LTST 342	U.S. Latino/a/x Literary and Cultural Studies - IT, GE
NAIS 261	Stories, Resistance, and Resilience: World Indigenous Literatures - IT, GE
NAIS 286	Sámi Film and the Indigenous North - IT, GE
NAIS 321	Visual Sovereignty and Indigenous Film - IT, GE
POLS 372	Constitutional Law - IT
POLS 373	Civil Rights and Civil Liberties - IT
RELI 211	Religion and Literature of the Hebrew Bible - RL, IT

RELI 212	Religion and Literature of the New Testament - RL, IT
RELI 216	Jesus and the Movies - RL, IT
RELI 220	Early Christian History - RL, IT
RELI 221	Medieval Christian History - RL, IT
RELI 229	Health and Healing in Christian History - RL, IT
RELI 233	The Religions of China - RL, IT, GE
RELI 237	Judaism - RL, IT, GE
RELI 330	Hebrew Bible Studies - RL, IT
RELI 331	New Testament Studies - RL, IT
RELI 361	Church History Studies - RL, IT
RELI 390	Topics in Comparative Religions - RL, IT, GE

Quantitative Reasoning (QR)

CSCI 115	Solve It With the Computer - QR
CSCI 144	Introduction to Computer Science - QR
MATH 105	Mathematics of Personal Finance - QR
MATH 107	Mathematical Explorations - QR
MATH 115	College Algebra and Trigonometry - QR
MATH 123	Modern Elementary Mathematics I: Number Sense and Algebraic Sense - QR
MATH 124	Modern Elementary Mathematics II: Measurement, Geometric Sense, Statistics and Probability - QR
MATH 128	Linear Models and Calculus: An Introduction - QR
MATH 140	Precalculus - QR
MATH 145	Statistics for Biologists - QR
MATH 151	Calculus I - QR
MATH 152	Calculus II - QR
MATH 242	Introduction to Mathematical Statistics - QR
SOCI 301	Quantitative Research Methods - QR
STAT 145	Statistics for Biologists - QR
STAT 231	Introductory Statistics - QR
STAT 232	Introductory Statistics for Psychology Majors - QR
STAT 242	Introduction to Mathematical Statistics - QR

Undergraduate Admission

253.535.7151	**admission@plu.edu**	**www.plu.edu/admission/**

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

Entrance Requirements
In evaluating applications, the Office of Admission interprets grade point average in relation to the quality of the curriculum that the applicant has pursued in high school. 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)
- **World Language:** two years
- **Social Studies:** two years
- **Laboratory Sciences:** two years
- **Fine, Visual, or Performing Arts:** one year

Application Procedures

Students interested in PLU are encouraged in apply to early action admission (nonbinding). There are two early action deadline dates. Early Action I is November 1 and Early Action II is December 1. Students who complete their application materials prior to one of these dates can expect an admission decision and notification of academic scholarship eligibility within four weeks. The priority deadline for regular admission is February 1. Applications received after that date will be reviewed on a rolling basis.

Credentials required are:

- **Formal Application:** Submit a Common App online at www.commonapp.org. There is no application fee – it is free to apply to PLU.
- **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.
- **Personal Essay:** Applicants will also include one essay with their application. Choice of topics is included in the application.

Pacific Lutheran University (PLU) is test optional. Students may decide for themselves whether they wish to have their ACT or SAT test scores considered as part of their application for admission.

PLU Scholarship Opportunities: Scholarship information, including academic merit based and artistic achievement scholarships, may be found at www.plu.edu/admission/scholarships. Students are also encouraged to indicate their intent to apply for financial aid via the FAFSA.

Transfer Students

Entrance Requirements

Transfer students who began their higher education at other regionally-accredited colleges or universities are encouraged to apply for admission with advanced standing. 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, and an essay. For applicants with less than sophomore standing (30 semester hours or 45 quarter hours), secondary school records are required.

PLU does not have a world language entrance requirement. However, we strongly recommend that students applying to PLU should have taken at least two years of a world language in high school or one year in college. Students with prior background in languages are encouraged to continue their language studies at PLU. Before enrolling in a language course, students should consult with Language Placement Guide found on the Language Resource Center webpage.

Application Procedures

Students are admitted for either a fall or spring semester start.

PLU has two transfer admission decision priority dates for fall semester – April 1 and July 1. Students who complete their application materials prior to one of these dates can expect an admission decision notification of academic scholarship eligibility and an official report of transferable credits within four weeks. The admission decision priority dates for a spring semester start are October 1 and December 1.

Credentials required are:

- **Formal Application:** The PLU Transfer Application for Admission can be found at www.plu.edu/transfer/apply.
- **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 official copies delivered electronically by the college/university or delivered in person to the Office of Admission in an official sealed envelope. 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.
- **Personal Essay:** Applicants will also include one essay with their application. Essay topic choices are included in the application.

Academic Recommendation(s) are optional. You may decide for yourself if you want to include an academic recommendation as part of your application. However, if you are applying for admission to our Nursing or Social Work programs, you will be required to submit academic recommendations for those programs.

International Students

Application Procedures
International students who are qualified academically, financially, and in English proficiency are encouraged to join the University community. Interested students can apply for admission for Fall Semester or Spring Semester. Students interested in PLU are encouraged in apply to early action admission (nonbinding). There are two early action deadline dates. Early Action I is November 1 and Early Action II is December 1. Students who complete their application materials prior to one of these dates can expect an admission decision and notification of academic scholarship eligibility within four weeks. The priority deadline for regular admission is February 1. Applications received after that date will be reviewed on a rolling basis. Spring Semester Applications will be due December 1st.

Credentials required are:

- A completed International Student Application
- 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.
- A completed International Student Declaration of Finances
- Personal Essay on one of the topics listed on the application form.
- Academic recommendations are optional. However, if you are applying for admission to Nursing or Social Work programs, you will be required to submit academic recommendations for those programs. The academic recommendation must be from a qualified person familiar with your academic record such as a principal, teacher/professor, or counselor.

PLU English Proficiency Policy

Undergraduate General Admission Only

You must meet PLU's general English proficiency requirement through one of the following means:

- TOEFL:79
- TOEFL ITP Plus for China: CEFR Level C1
- IELTS: 6.5
- PTE: 56
- Duolingo English Test: 115
- Completion of one College level English class w/ B or better (Semester System)
- Completion of two College level English classes w/ B or better (Quarter System)
- SAT (English): 500
- ACT (English): 21
- GCE O-Level (English): B
- Completion of pre-approved non-PLU ESL program (CEFR B2 Level)
- A secondary school diploma from an institution in Nordic countries (Norway, Sweden, Denmark, Finland, Iceland) and Netherlands (with a high school English score of 7 or higher).
- A secondary school diploma from an institution in the *United States, Australia, Bahamas, Canada, Ireland, Jamaica, New Zealand, Trinidad and Tobago, United Kingdom, Botswana, Gambia, Ghana, Kenya, Lesotho, Liberia, Malawi, Mauritius, Namibia, Nigeria, Seychelles, Sierra Leone, South Africa, Swaziland, Tanzania, Uganda, Zambia,*

Zimbabwe, Anguilla, Antigua and Barbuda, Barbados, Belize, Bermuda, British Virgin Islands, Cayman Islands, Dominica, Fiji , Gibraltar, Grenada , Guyana, Malta , Montserrat, Papua New Guinea, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Solomon Islands, Tonga, Turks and Caicos Islands, Vanuatu where English is the general medium of instruction.

- Official documentation from the applicant's secondary diploma granting institution (if the institution is in a country other than those listed in the two bullet points above) verifying that all instruction is in English may be accepted on a case by case basis upon review by your PLU admission counselor. A minimum of two years of enrollment at the institution is required. Acceptable documentation must be one of the following:
    - Official or attested letter from the school principal, guidance counselor, English Teacher, Registrar or Controller of Examinations office.
    - Official transcripts, attested mark sheets or diploma statements are also accepted if English is stated as the medium of instruction.

Evaluation of Credits

The Office of Academic Records 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. AP credits are subject to the 32 semester hour Exam and Military Credit Limitation. Inquiries should be addressed to the Office of Admission.
- **International Baccalaureate (IB):** A maximum of 32 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. IB credits are subject to the 32 semester hour Exam and Military Credit Limitation. 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 32 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.

For further details, and to see individual course policy charts, please visit the College-Level Credits policy webpage.

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 an Associate in Art for Transfer degree (AA-T) 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 three requirements: The Academic Study of Religion (four semester hours), Global Engagement (four semester hours), and the Culminating Experience (one to four semester hours).
- Students admitted to PLU as a transfer student with no more than 15 quarter hours remaining to the completion of an Associate of Arts DTA (AA-DTA) at a Washington State Community or Technical College (CTC) upon their start at PLU may qualify for reverse transfer benefit. This process will allow students to complete their remaining AA-DTA requirements with appropriate PLU coursework within one academic year from their first term at PLU. Interested students initiate this process within the first term of enrollment. Successful completion of the Reverse Transfer process will award the student the same benefits as completing the AA-DTA prior to enrollment at PLU.

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. 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 32 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.

Exam and Military Credit Limitation

The University allows up to 32 semester hours of combined exam and military credit. This includes, but is not limited to, College-level Examination Program (CLEP), Advanced Placement (AP), International Baccalaureate (IB), PLU exam credit, Cambridge International Examinations (A-level Exams), Global Assessment Certificate Program (GAC), and military credit. Of the allowed 32 semester hours, military credit may account for a maximum of 20 semester hours.

Finalizing an Offer of Admission

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.

Enrollment Deposit Refund Policy: Enrollment deposit refunds are process **only** as part of the **formal application withdrawal process.**

- For a fall semester deposit refund, you must withdraw your fall application and decline your admission to PLU by **May 1**.
- For a spring semester deposit refund, you must withdraw your spring application and decline your admission to PLU by **January 1**.

Final Official Transcripts: Final **official** transcripts from high school and any college/university attended are required to start classes. This includes transcripts for credit by exam (AP, IB, CLEP, etc.).

High school transcripts must show your graduation date and should be sent in the month of June, but **no later than August 1**. They can be mailed or delivered electronically by the high school or delivered in person to the Office of Admission (Hauge Admin 109) in an official sealed envelope.

College/University transcripts must show final grades for all courses enrolled and should be sent **no later than August 1**. They can be mailed or delivered electronically by the college/university or delivered in person to the Office of Admission in an official sealed envelope.

Pre-Enrollment Requirements: Before enrolling for classes, each new student **must** submit a Student Financial Agreement, Meningococcal Release Acknowledgement, and MMR Immunization Verification form.

Time Limits

An undergraduate student’s degree requirements are valid for seven years. The seven-year period begins when a student matriculates and has a PLU transcript record. Students who leave and return to PLU after the seven-year period must re-enter the University and meet the requirements of the most current PLU catalog in order to earn a degree. Students that leave for a semester or longer must complete the University’s re-entry process to return.

Undergraduate Academic Policies and Procedures

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 Academic Records and the Office of the Provost.

Philosophy of Student Conduct

www.plu.edu/srr/

www.plu.edu/srr/code-of-conduct/

Academic Integrity

www.plu.edu/srr/student-code-of-conduct/

Academic Advising

www.plu.edu/academic-advising/

Academic Standing Policy

The following terms are used to describe academic standing at PLU; separate progression and retention policies may be in place in individual programs; please see the individual program section of the catalog for details. Academic standing is determined by the Academic Performance and Integrity Committee, 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 Academic Performance and Integrity Committee. 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 Academic Performance and Integrity Committee 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.

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. Requests for substitutions or waivers of a course or policy requirement in a major or minor are approved by the relevant department chair. Requests for substitutions or waivers of a general education requirement or other academic policy require approval of the deciding official. 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 Academic Records.

- **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 fitness and wellness. The minimum full-time course load is 12 semester hours. The minimum full-time load for graduate students is 8 semester hours. A normal course load during the January Term is 4 semester hours with a maximum of 5 semester hours. For undergraduate students, a normal course load during a Summer Term is 4 semester hours with a maximum of 5 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 obtain the approval of their academic advisor as well as meet with Student Financial Services to confirm tuition costs.
- 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 32 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 Office of Academic Records website, 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 Academic Records by the add/drop deadline for the appropriate term. There is both tuition and a separate fee charged for PLU credit by exam.

- CLEP subject examinations may be used to satisfy general university requirements as determined by the Office of Academic Records.
- CLEP subject examinations may be used to satisfy requirements for majors, minors or programs as determined by the various colleges, schools, and departments.
- CLEP examinations are subject to recommendations by faculty review.
- Official CLEP score reports 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 course listed as a prerequisite if taken after a higher-level course, except by permission. For example, a student who has completed MATH 152 cannot later receive credit for MATH 151.

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 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 Student Financial Services 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. 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 Office of Academic Records 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 Banner unless an error was made in assigning the original grade. The error must be reported to the Office of Academic Records 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. To receive credit, all work must be completed and a passing grade recorded. In-Progress grades from Spring Semester and the Summer Term are due six weeks into the Fall semester. In-Progress grades from Fall Semester and J-term are due six weeks into the Spring Semester. For those capstone courses that are designed to extend two semesters, the in-progress grade for the first semester course is due at the same time as the second semester course grade. If a final grade is not submitted by the deadline, the in-progress grade will be defaulted to an E or F grade. An in-progress does not entitle a student to attend the class again without re-enrollment and payment of tuition. In-Progress grades may not be assigned an incomplete grade.

No Grade

A temporary grade entered by the Office of Academic Records 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. 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, no additional general education requirements will be added.
- **96 Semester Hours Maximum:**
  Students who complete a bachelor's degree, excluding the Bachelor of Applied Science, 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 The Academic Study of Religion (RL); four hours in Global Engagement (GE); and the Culminating Experience (SR).
- **Applied Science Degrees:**
  Students with a Bachelor of Applied Science degree seeking a second bachelor's with PLU will have a course by course evaluation completed to determine final transfer credit and course applicability.

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

An undergraduate student's degree requirements are valid for seven years. The seven-year period begins when a student matriculates and has a PLU transcript record. Students who leave and return to PLU after the seven-year period must re-enter the University and meet the requirements of the most current PLU catalog in order to earn a degree. Students that leave for a semester or longer must complete the University's re-entry process to return.

Transfer of Credit

Transfer of Credit from Other Colleges/Universities

The Office of Academic Records 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 (sealed by the institution and submitted directly from the institution to PLU or submitted electronically by the institution or their authorized vendor to PLU). 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 Academic Records. Not all courses offered by other colleges and universities are transferable to PLU. Guidance is available through the Transfer Equivalency Guides.
- **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. The maximum transfer of graduate credit from a PLU partnership program is 32 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).
- **Semester Hours Minimum:**
  Transfer courses must be a minimum of 2.67 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, fitness and wellness 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.
- **32-Hour Residency Rule:**

At least 32 semester hours must be completed in residence at PLU.

- **Unaccredited Schools:**
  Credits from unaccredited schools or non-traditional programs are subject to review by the appropriate academic departments and the Office of Academic Records and are not normally transferable to PLU.
- **Graduate Programs:**
  Graduate courses completed within PLU partnership programs that have been approved by the appropriate academic department and the Office of Academic Records are transferrable to an undergraduate PLU degree.

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. AP credits are subject to the 32 semester hour Exam and Military Credit Limitation. Inquiries should be addressed to the Office of Academic Records.
- **International Baccalaureate (IB):**
  The IB Diploma meets 32 semester hours toward General Education; including, FYEP 101 (4), FYEP 102 (4), Creative Expression (4), Engaging the Natural World (4), Examining Self and Society (4), Exploring Values and Worldviews (4), Interpreting Text (4), and Quantitative Reasoning (4). A maximum of four semester hours per course may be granted for Higher Level courses identified on an IB Certificate if a grade of 4 or higher is awarded. IB credits are subject to the 32 semester hour Exam and Military Credit Limitation. Students are advised to contact the Office of Academic Records 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.
- **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 Associate of Arts-Transfer 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 The Academic Study of Religion (RL); four semester hours in Global Engagement (GE); and the one to four semester hour Culminating Experience (SR).
- **Students admitted to PLU as a transfer student with no more than 15 quarter hours remaining to the completion of an Associate of Arts DTA (AA-DTA) at a Washington State Community or Technical College (CTC)** upon their start at PLU may qualify for reverse transfer benefit. This process will allow students to complete their remaining AA-DTA requirements with appropriate PLU coursework within one academic year from their first term at PLU. Interested students initiate this process within the first term of enrollment. Successful completion of the Reverse Transfer process will award the student the same benefits as completing the AA-DTA prior to enrollment at PLU.
- **Cambridge International Examinations (A-level exams):**
  A maximum of 32 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 Academic Records 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 or school to receive credit by examination.

- **Military and 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. 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 32 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 Academic Records for specific details.

Exam and Military Credit Limitation

The University allows up to 32 semester hours of combined exam and military credit. This includes, but is not limited to, College-level Examination Program (CLEP), Advanced Placement (AP), International Baccalaureate (IB), PLU exam credit, Cambridge International Examinations (A-level Exams), Global Assessment Certificate Program (GAC), and military credit. Of the allowed 32 semester hours, military credit may account for a maximum of 20 semester hours.

Graduation and Commencement

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

Graduation Application Deadlines

Degree Completion Term	Application Deadlines
December 2026	October 1, 2026
January 2027	December 1, 2026
May 2027 & August 2027	March 1, 2027

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). The actual term of degree completion recorded is the graduation date on the permanent records.

Commencement

Degrees are formally recognized at Spring commencement. In order to participate in commencement, students must have graduated the previous December or January Term or be a current May or August graduation candidate on track to complete all degree requirements by the degree deadline. August candidates may be contacted by the Academic Records Office to verify their degree plan. Exception: Students in a program with eight semesters followed by student teaching may participate in commencement prior to their student teaching and seminar if all other requirements have been satisfied. Participation in a commencement ceremony and/or inclusion of a student's name in the commencement bulletin does not indicate that a degree has been or will be awarded. Graduation (the formal awarding of a degree once all requirements are met) is separate from commencement.

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 32 semester hours at PLU to be eligible for graduation honors. Study Away courses at a PLU-approved program count toward the 32-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, Spring, and Summer full terms. To be eligible, a student must have attained a term grade point average of 3.50 with a minimum of 12-graded semester hours (applicable to undergraduate level only).

Honor Societies

The University has chapters of a number of national honor societies, including the following:

Alpha Kappa Delta (Sociology & Criminal Justice)	Phi Alpha (Social Work)
Alpha Psi Omega (Theatre)	Phi Alpha Theta (History)
Beta Gamma Sigma (Business)	Psi Chi (Psychology)
Chi Alpha Sigma (Athletics)	Sigma Tau Delta (English)
Iota Iota Iota (Triota) (Gender, Sexuality, and Race Studies)	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). Students may contact their academic advisor, the Academic Advising Office, or the Office of Academic Records 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/ 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 Academic Records to drop a student. In most cases, adding and dropping can be accomplished using Banner Self-Service. See the January Term and Summer class schedules online for the add/drop/withdraw periods for those terms. Registration changes may result in additional tuition charges and fees and may also affect the student's financial aid (if applicable). A late registration fee is charged for any adding registration changes after the printed deadline dates.

Withdrawal from a Course

A student may withdraw from a class after the add/drop deadline and before the withdrawal deadline published in the important dates section on the Office of Academic Records 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 late registration fee is assessed. The Course Withdrawal form is found on the Office of Academic Records website.

Withdrawal from the University (all classes)

Students may withdraw from the University (all registered classes in a term) before the withdrawal deadline published in the important dates section on the Office of Academic Records website. Students must complete and sign the Notification of Student Withdrawal form. Additionally, a student may be administratively withdrawn from the University if it is determined that they have not attended any classes in that term. Partial tuition refunds may be available depending on when the student withdraws. 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.

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.

Limitations: All Baccalaureate Degrees

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

Total Required Hours and Cumulative GPA

A minimum of 128 semester hours must be completed with a grade point average (GPA) of 2.00. A 2.50 is required in the Schools of Business and Education, plus the Departments of Economics, History, Kinesiology, Sociology & Criminal Justice, 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.

32-Hour Residency Rule

At least 32 semester hours must be completed in residence at PLU.

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.

Music Ensembles: 8-Hour Rule

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

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.

Fitness and Wellness Courses: 8-Hour Rule

Two different one-semester hour courses (FTWL 100–259), which must include FTWL 100, are required for graduation. No more than eight of the one-semester hour FT activity courses may be counted toward graduation. Students are encouraged to select a variety of activities at appropriate skill levels. All fitness and wellness 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.

Undergraduate Programs and Curricula

Academic Structure

College of Health Professions

- Kinesiology
- Nursing
- Social Work

College of Liberal Studies

- Economics
- English
- Gender, Sexuality, & Race Studies
- Global & Cultural Studies
- History
- Holocaust & Genocide Studies
- Individualized Major
- Native American & Indigenous Studies
- Philosophy
- Political Science
- Publishing & Printing Arts
- Religion
- Sociology, Criminal Justice, & Anthropology

College of Natural Sciences

- Biology
- Chemistry
- Computer Science
- Data Science
- Earth Science & Environmental Studies
- Mathematics
- Physics
- Psychology
- STEM Education

College of Professional Studies

- Business
- Communication, Media, & Design Arts
- Education

Innovation Studies

Music, Theatre, & Dance

Other Academic Programs

- Engineering Dual-Degree
- International Honors Program
- Military Science
- Wang Center for Global Education (Study Away)

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.)
- Bachelor of Social Work (B.S.W.)

Majors - Undergraduate

- Art History (B.A.)
- Biology (B.A., B.S.)
- Biochemistry (B.S.)
- Business Administration (B.B.A.)
  - ***Concentrations***
    - Accounting
    - Finance
    - Management
    - Marketing
    - Individualized
- Chemistry (B.A., B.S.)
- Chemical Physics (B.S.)
- Chinese Studies (Interdisciplinary B.A.)
- Communication (B.A.C.)
  - ***Concentrations***
    - Film & Media Studies
    - Strategic Communication
- Computer Science (B.A., B.S.)
- Criminal Justice (B.A.)
- Earth Science (B.A.)
- Economics (B.A.)
- Elementary Education (B.A.E.)
  - ***Endorsements***
    - English Language Learners (ELL)
    - Reading
    - Special Education
- Engineering Dual-Degree: (Physics B.A.; Chemistry B.A.)
- English (B.A.)
  - ***Emphases***
    - Creative Writing

            - Literature
            - Professional, Public, & Digital Literacies
    - Environmental Studies (Interdisciplinary B.A.)
    - French & Francophone Studies (B.A.)
    - Gender, Sexuality, and Race Studies (Interdisciplinary B.A.)
    - Global Studies (Interdisciplinary B.A.)
        - ***Concentrations***
            - Development and Social Justice
            - International Affairs
            - Transnationalism and its Consequences
    - 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, Applied (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)
    - Music Therapy (B.S.)
    - Nursing (B.S.N)
    - Outreach Education (B.A.E.)
    - Philosophy (B.A.)
    - Physics (B.A., B.S.)
    - Physics, Applied (B.S.)
    - Political Science (B.A.)
    - Psychology (B.A., B.S.)
    - Religion (B.A.)
    - Social Work (B.S.W)
    - Sociology (B.A.)
    - Studio Arts (B.A., B.F.A)
        - ***Concentrations (B.F.A.)***
            - Graphic Design
    - Theatre (B.A.)
    - Theatre (B.F.A.)
        - ***Concentrations***
            - Acting/Directing
            - Design/Technical
            - Musical Theatre

Minors

- Actuarial Science
- Anthropology
- Art History
- Biology
- Business Administration
- Business Administration, Specialized
- Business Administration, Specialized Marketing
- Business Nonprofit Leadership
- Chemistry
- Chinese

- Chinese Studies
- Communication
- Computer Science
- Conflict Resolution
- Criminal Justice
- Critical Race Studies
- Dance
- Data Science
- Earth Science
- Economics
- Engineering & Industry
- Environmental Studies
- Exercise and Sport Psychology
- French & Francophone Studies
- Gender & Sexuality Studies
- Global Studies
- Health Services
- Hispanic Studies
- History
- Holocaust and Genocide Studies
- Innovation Studies
- Kinesiology
- Latino Studies
- Literature, Culture, & Power
- Mathematics
- Music – General
- Music – Specialized
- Music – Specialized, Jazz
- Native American & Indigenous Studies
- Peace Corps Prep Certificate
- Philosophy
- Physics
- Political Science
- Pre-Law
- Psychology
- Public Affairs
- Publishing and Printing Arts
- Religion
- Social Work
- Sociology
- Statistics
- STEM Education
- Studio Arts
- Theatre
- Writing

Academic Internship/Cooperative Education

253.535.7415	www.plu.edu/career	career@plu.edu

Academic Internship/Cooperative Education courses are unique opportunities for “hands-on” job experience with directed academic learning. Students gain an appreciation of the relationship between theory and application, and learn firsthand about new developments in a particular field. An academic internship/cooperative education experience enables students to gain skills and competencies, apply academic learning to the workplace, and receive training from professionals in the industry.

The program features cooperation between the University and employers. The office of Alumni & Student Connections assists students with the internship/cooperative education search process and ensures that experiences are approved by the appropriate academic parties. Students may participate in an academic internship experience internationally when arranged and approved through the Wang Center for Global Education.

Academic Internships/Cooperative Education (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)

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 Advanced Internship

A supervised educational experience in a work setting on a full-time basis. Student must work at least 360 hours in their internship. Intended for students enrolled in a major or who are seeking a professional experience. Requires the completion of a Learning Agreement in consultation with a faculty sponsor. (12)

COOP 477 : International Work Experience

To be arranged and approved through the Wang Center for 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)

Biology

253.535.7561	www.plu.edu/biology/	biology@plu.edu
Amy Siegesmund, Ph.D., Chair		

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.

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.

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) 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.

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, 354, 355, 356, 357, 358, 359, or 453
        - Ecology and Evolution (one course): BIOL 362, 363, 367, 368, 369, 461, or 462
- NSCI 350 may count as an upper-division biology course that does not satisfy any of the distribution requirements listed above. A student cannot use both NSCI 350 and BIOL 491 or BIOL 495 to satisfy their total number of upper-division biology courses.
- **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, 354, 355, 356, 357, 358, 359, or 453
        - Ecology and Evolution (one course): BIOL 362, 363, 367, 368, 369, 461, or 462
- NSCI 350 may count as an upper-division biology course that does not satisfy any of the distribution requirements listed above. A student cannot use both NSCI 350 and BIOL 491 or BIOL 495 to satisfy their total number of upper-division biology courses.
- 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)

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 School of Education section of the catalog for biology courses required for certification.

Minor

20 semester hours including:

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

Biology (BIOL) - Undergraduate Courses

BIOL 111 : Biology and the Modern World - NW

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 - NW

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 201 : Introductory Microbiology - NW

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 - NW

The first half of a two-course sequence. Students are introduced to human form and function and, in particular, to the integration and connections between the cellular function and the synergetic functions of the body's organ systems. Topics include chemistry, cellular biology, tissues, the integument, and the anatomy and physiology of four systems: skeletal, muscular, nervous, and endocrine. Laboratory includes anatomical structure identification on preserved human cadavers, dissection of preserved organs, and experiments in physiology. Not intended for biology majors. Prerequisite: PLU Math

placement in MATH 140 or higher; or completion of MATH 115 with a C or higher. (4)

BIOL 206 : Human Anatomy and Physiology II - NW

The second half of a two-course sequence. The integration and connections between the cellular function and the synergetic functions of the body's organ systems are further expanded. Topics include metabolism, temperature regulation, inheritance, and the anatomy and physiology of five systems: circulatory, respiratory, digestive, urinary, and reproductive. Laboratory includes cat and preserved organ dissection, anatomical structure identification on human cadavers and physiology experiments. Not intended for biology majors. Prerequisite: BIOL 205 with a C- or better. (4)

BIOL 225 : Molecules, Cells, and Organisms - NW

An introduction to the concepts and study of the molecular, cellular, and organismal levels of biological organization. Includes biological molecules, cell structure and function, energy transformation, the central dogma of molecular biology, mitotic and meiotic division, cell signaling, homeostasis, and vertebrate systems. Includes laboratory. Prerequisite: Math placement in MATH 140 or higher; or completion of MATH 115 with a C or higher. One year of high school chemistry is recommended. (4)

BIOL 226 : Genes, Evolution, Diversity, and Ecology - NW

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 305 : Cadaver Prosection

This course is a practicum in which students dissect a human cadaver and prepare anatomical specimens for use in Pacific Lutheran University Human Anatomy and Physiology classes. Students will learn proper dissection techniques and pertinent details of the human form needed to complete quality dissection work. Prerequisites: Consent of instructor; and students must have successfully completed BIOL 205/206 or BIOL 352. Prospective students must apply for placement in the course during the semester preceding enrollment. (1)

BIOL 330 : Genetics

Basic concepts considering the molecular basis of gene expression, recombination, genetic variability, as well as cytogenetics and Mendelian and transmission genetics. Laboratory includes molecular biology techniques and problem solving exercises. Prerequisite: BIOL 226. (4)

BIOL 341 : Developmental Biology

Explore the embryonic and larval development in multicellular organisms, especially within the animal kingdom. Through vivid illustrations and examples from popular model organisms, we will examine the molecular building blocks, dynamic cellular interactions, and the intricate formation of specialized tissues leading to fully developed organisms. In the laboratory, students will engage in hands-on primary research, designing their own projects to foster creativity and critical thinking. The lab will feature a blend of descriptive and quantitative experiments, providing a deep understanding of the

processes that underpin animal development. 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 Vertebrate Anatomy

An evolutionary approach to the study of structural and functional relationships in the vertebrate body. Includes examination and dissection of major organs and organ systems using preserved animal specimens. The course emphasizes the analysis of similarities and differences across groups to assess the significance of adaptations and explore the historical and present diversity of vertebrate morphology. Prerequisite: BIOL 226. (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 358 : Physiology of Food Production

Feeding a growing global population depends on growing enough food for billions of people and plants are at the core of achieving that goal. This plant physiology course focuses on internal and external factors that affect plant growth and productivity, such as soil nutrients, irrigation, and efficiency of photosynthesis. Explore the cellular and molecular mechanisms that control plant responses and learn how climate change affects food production. Relies significantly on primary literature. Includes laboratory. Prerequisite: BIOL 226. (4)

BIOL 359 : Biology of Reproduction

This course will explore human reproduction focusing on anatomical and physiological aspects but also examining its influence on behavior and society. Although the main attention will be focused on humans, examples will be drawn from other vertebrate species ranging from the effects of testosterone on songbird vocalizations to the estrous cycle in rats to seasonal reproduction in sheep in order to provide comparative perspectives. 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 363 : Tropical Marine Ecology

The study of the ecology of major tropical marine habitats and how they are impacted by human activities. Lab, field trips, research project, and term project, in addition to lecture. This course is taught abroad in J-term. Prerequisite: BIOL 226. (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 330 and CHEM 331 with 333, or consent of instructor. (4)

BIOL 443 : Plant Development and 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

Explores the physical, cellular, and molecular components of innate and adaptive immune responses. Emphasizes an integrated approach to exploring immunological concepts within the context of human health and disease. Prerequisites: BIOL 330 and at least one upper-level biology course. (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 in mammalian cell culture. Prerequisite: BIOL 330. (4)

BIOL 453 : Human 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 330, 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 and applications of evolutionary thinking. 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 guides students in developing a comprehensive portfolio demonstrating their mastery of departmental learning outcomes and preparing them for post-graduation opportunities. Through thoughtful selection of key artifacts, students will highlight their academic and co-curricular achievements, reflecting on how each artifact aligns with departmental learning outcomes. Students will articulate these connections through reflective essays and curate professional materials, such as resumes, cover letters, and personal statement, for use in professional pursuits. The course culminates with a synthesis of these reflections and experiences connecting the student's academic journey at PLU to their professional aspirations. Meets the culminating experience requirement. Prerequisites: Consent of instructor; and students must have successfully completed, with a C- or better, at least two upper-division classes in addition to BIOL 330 prior to enrolling in Capstone. (2)

Business

253.535.7244	www.plu.edu/busa/	business@plu.edu
Woojun Lee, Ph.D., Dean	Juanita Reed, M.Ed., Associate Dean	

Mission

The PLU School of Business is a community of compassionate faculty, staff, and administrators who provide an excellent business education in a student-centered learning environment grounded in the liberal arts 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 and supplemental foundation 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, 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.

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 the Legal Environment (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)

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, marketing, and individualized.

The School of Business offers the option of designing an individual concentration if the student has unique interests that are not satisfied through the other concentration options.

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 and Data Analytics (4)
- BUSA 321: Intermediate Accounting I (4)
- BUSA 322: Intermediate Accounting II (4)
- BUSA 422: Advanced Accounting (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 337: International Finance and Risk Management (4)
- BUSA 437: Advanced Corporate Finance (4)
- BUSA 438: Financial Institutions and Markets (4)
- And 4 credits from the following:
    - BUSA 432: Financial Derivatives and Trends (4)
    - ECON 344: Econometrics (4)
- Recommended:
    - MATH 151/152 as a substitute for MATH 128
    - ECON 302
    - Minor in economics, data science, mathematics

Management

16 semester hours from the following in a purposeful selection:

- BUSA 340: Nonprofit Management (4)
- BUSA 342: Human Resource Management (4)

- BUSA 352: Global Management (4)
- BUSA 358: Entrepreneurship (4)
- BUSA 442: Leadership and Change (4)
- BUSA 444: Project Management (4)
- Approved BUSA Special Topics courses

Management students are encouraged to tailor their course of study in consultation with their faculty advisor to gain the knowledge and skills needed for the type of organization or function they envision will fit their post-graduation interests.

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 366: Multicultural 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
- Endorsement of a business faculty sponsor
- Requires approval of the dean or his/her designate

Guidelines for Designing an Individual Concentration

- No more than two courses from one of the existing concentrations
- Internship does not apply to the individualized concentration
- Up to four credits of upper-division credit may be used from a discipline outside of Business
- Independent study is a rare option only used when existing courses do not meet the needs of the program of study
    - Only 4 semester hours of independent study, if approved, may apply to the concentration

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 Course (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.

BUSA Course: This is any Business course that builds skills. For Business majors, this is an elective that does not also apply to the concentration or 16 credits of elective. For Business minors, it is any Business core course or elective that does not apply to their minor. For other majors, it is any Business course (excluding 201 and 495) as described above.

Elective: There are two major ways to think about this elective. It could (a) be a course that builds professional skills to apply in non-profit organizations or (b) it could be a course that increases understanding of the forces and environments impacting non-profit organizations. For example:

- An elective that develops the skills and abilities that help you succeed in a non-profit organization. In essence, this could be any Business class for Business majors. The elective could be from another minor or major. It could also be an elective of interest from other departments.
- An elective that increases understanding of world and organizational forces influencing non-profits such as broad global trends and influences or cultures and society.

Note: The NPLM elective must be 200-level or above. For Business majors, this elective does not also apply to the concentration or 16 credits of elective.

Courses used for General Education Program Elements may not be used to fulfill the elective hours.

Internship: 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 366: Multicultural Marketing
    - BUSA 460: International Marketing
    - BUSA 467: Marketing Research
    - BUSA 468: Marketing Management

Certificates

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.

Experiential Certificates
0-1 semester hours

The School of Business offers certificates in the following areas:

- Certificate in Diversity and Equity in Business
    - BUSA 300: Certificate in Diversity and Equity in Business (0-1)
- Certificate in Consulting for Business and Entrepreneurship

    - BUSA 401: Certificate in Consulting for Business and Entrepreneurship (0-1)
- Certificate in Consultative Engagements and Professional Sales
    - BUSA 402: Certificate in Consultative Engagements and Professional Sales (0-1)

The certificate program and courses are open to all students of PLU. Credits may be applied towards graduation (e.g. the 128 credit requirement for PLU). A student may enroll for more than one certificate course.

Note that for business students (major or minor), certificate credits cannot be applied towards fulfillment of the requirements of the Business program major and/or the requirements of any minors in the School of Business. Students who declared a Business major and/or minor still need to complete all the major and/or minor requirements as listed in this catalog.

Business (BUSA) - Undergraduate Courses

BUSA 201 : Introduction to Business in the Global Environment

Introduces global business as a connected form of decision-making and problem solving across disciplines such as marketing, accounting, finance, operations, and management. Introduces value-generating innovation and explores ethical, cultural, operational, and legal issues in both smaller entrepreneurial organizations and larger global entities. Provides opportunity to explore potential disciplines and 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, costing systems, budgeting, and performance evaluation. Familiarity with Microsoft Excel or other spreadsheet software is expected. 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 300 : Certificate in Diversity and Equity in Business

This course leads to a certificate in Diversity and Equity in Business. The course introduces students to historical and emergent perspectives on business and social justice. Students will learn to see their role as future business leaders and , in particular, explore historical and present case examples of inequity in business. Students will also explore the issues of diversity and justice through interaction and engagement with community and business leaders and seek to address inequity and inequality in business. A certificate will be awarded upon the successful completion of the course with a Pass grade. Prerequisites: Sophomore level standing. Open to Sophomore, Junior, and Senior students. (0 to 1)

BUSA 302 : Business Finance

Introduces principles used in financing and investment decisions to maximize stakeholders' value. Covers the fundamental process of ethical planning for, acquiring, and allocating funds by a business enterprise. Explores general financial

decision tools including time value of money, basic bond valuation, basic stock valuation, the cost of capital, capital budgeting, working capital management, and other key finance topics. Prerequisites: BUSA 202, ECON 101, and STAT 231. (4)

BUSA 303 : Business Law and the Legal Environment

Explores business law as a management tool for risk decision-making and management of business organizations from formation through capital raising, asset acquisition and protection, business regulation, and bankruptcy. Explore the interrelationship of business management, business ethics, legal risk management, and the global business environment. Prerequisite: BUSA 201. (4)

BUSA 305 : Behavior in Organizations

Working with and leading others in the global environment at individual, group, and organizational levels. Learning skills to organize and manage people with emphasis on individual and team dynamics, personality and values, diversity, motivation, leadership, decision-making, conflict, organizational culture, and change. 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 : Operations and Supply Chain Management

Creating value through the production and distribution of goods, services, and other economic activities with a focus on quantitative problem solving techniques. Operations and supply chain management applications through modeling tools including forecasting, resource allocation, capacity management, quality control, and materials requirement planning. 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 and Data Analytics

Study of the flow of accounting information through an enterprise, systems documentation, internal controls, and database applications in accounting. It also includes data analytics and visualization in Excel, Access, and other data analytic tools. 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 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; nonprofit financial literacy; management and leadership challenges unique to the sector such as HRM strategies and accountability mechanisms, working with volunteers, fundraising, ethics, stewardship, and compliance/legal issues. Students will have the opportunity to engage with leaders of nonprofit organizations. No prerequisites and open to any major. (4)

BUSA 342 : Human Resource Management

Introduction to the essential skills necessary to hire, retain, and manage the right people for the right job at the right time in organizations. Topics include workforce planning, job analysis and design, staffing, talent and performance management, diversity, compensation, retention, risk management, and employee and labor relations, in the global environment. 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 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 366 : Multicultural Marketing

Application of marketing principles to identify and reach the growing ethnic subcultures in the U.S. Historical context and ethical implications of multicultural marketing activities. Emphasis on practical aspects of multicultural business development. 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 401 : Certificate in Consulting for Business and Entrepreneurship

This course leads to a certificate in Consulting for Business and Entrepreneurship. The course trains students in the art and science of consulting with small businesses and entrepreneurial firms. Students will learn the requisite skills and knowledge through interaction and engagement with industry experts, alumni, and businesses, with the purpose to help nourish businesses in the community. The program provides a focus on women and minority-owned businesses. Students will develop their skills through experiential assignments, helping businesses in the community identify areas for improvement and to generate a plan to develop those areas. A certificate will be awarded upon the successful completion of the course with a Pass grade. Prerequisites: Junior level standing. Open to Junior and Senior students. (0 to 1)

BUSA 402 : Certificate in Consultative Engagements and Professional Sales

This course leads to a certificate in Consultative Engagements and Professional Sales. Students will learn the practical skills to navigate decision steps, ask high-gain questions, explore consequences and payoffs, lead problem-solving sessions, persuade through involvement, and develop trust with clients in for-profit, non-profit, and governmental sectors. Focus on practical career tools. A certificate will be awarded upon the successful completion of the course with a Pass grade. Prerequisites: Junior level standing. Open to Junior and Senior students. (0 to 1)

BUSA 422 : Advanced Accounting

Concentrated study of equity measurement including the accounting aspects of partnerships, corporations, and consolidations. Also includes accounting for multinational corporations. Prerequisite: BUSA 321 and senior standing. (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 432 : Financial Derivatives and Trends

Examines financial derivatives including forward and futures contracts, swaps, and options. Topics include the role of derivative instruments in capital markets; mechanics and basic pricing techniques of forward and futures, swaps, and options; and hedging strategies based on derivatives. Trends of financial markets such as cryptocurrencies and fintech are also discussed. Prerequisite: BUSA 302. (4)

BUSA 437 : Advanced Corporate Finance

This course is structured to build on foundational corporate finance principles, focusing on advanced theories, tools, and applications. Topics of capital structure, corporate valuations, and corporate financing decisions are explored in-depth. Corporate governance and risk management tools are also covered. Prerequisite: BUSA 302. (4)

BUSA 438 : Financial Institutions & Markets

This course covers the role of banks and non-bank financial institutions in the financial system; asset choices of banks and non-bank financial institutions; problems in the management of financial institutions with emphasis on commercial banks. Related seminal theories and empirical methods are incorporated. Prerequisites: BUSA 302. (4)

BUSA 442 : Leadership and Change

Developing leaders and leadership competencies in individual and organizational context with emphasis on creating change in organizations. Learning leadership skills to advance change through systemic learning, respect for diversity, organizational culture change, cross cultural perspective, coaching others, and organizational development. Prerequisite: BUSA 305. (4)

BUSA 444 : Project Management

Applications and experiences in planning, scheduling, organizing, and managing projects for a variety of settings. Emphasis on the project management process and tools. Specific outcomes include understanding concepts, techniques, and decision tools available to project managers, how to apply work breakdown structures and networks to projects, how to recognize and manage problems that can occur on projects, and how to effectively participate as a project team member. Focus is on learning and applying practical tools that are valuable in the workplace. Prerequisite: BUSA 305. (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 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

253.535.7054	www.plu.edu/chemistry/	chair@chem.plu.edu
Tina Saxowsky, Ph.D., Chair		

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, forensics, the environment, biological systems, polymers, or inorganic compounds, and that supports their educational goals, whether toward graduate study, the medical and health professions, biotechnology, forensic science, education, business, or as a complement to other studies. 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 (ACS) and the department offers ACS certified degrees.

Students get hands-on experience using sophisticated instrumentation in coursework and when doing research with faculty. They learn techniques used in the chemical industry, in graduate research, and in analytical or forensics laboratories; including, 500 MHz Fourier transform nuclear magnetic resonance (NMR) spectroscopy, inductively coupled plasma mass spectrometry (ICP-MS), and gas chromatography with mass spectrometry (GC/MS).

Chemistry Major Declaration Process

- Students may only declare one major of those listed within the Chemistry department below.
- Consultation with a 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 chemistry courses and other qualifications as described on the department’s webpage.
- 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. Each department sets the prerequisite requirements for their own classes, so students may need to earn a grade higher than a C- in courses offered by other departments in order to take additional courses offered by that department. For example, students in MATH 151 must earn a grade of C or higher to advance to MATH 152.

Bachelor of Arts Degree

Major in Chemistry
51 semester hours

- **Chemistry Courses**
  33 semester hours
  - CHEM 115, 116, 320, 331, 332, 333, 334 (or 336), 341, 342, 343, 499A, 499B
- **Supporting Courses**
  18 semester hours
  - MATH 151, 152
  - PHYS 153, 154, 163, 164

Bachelor of Science Degree

Major in Biochemistry
72 semester hours

- **Chemistry Courses**
  42 semester hours
  - CHEM 115, 116, 320, 331, 332, 333, 334 (or 336), 341, 343, 410, 420, 499A, 499B
- **Supporting Courses**
  26 semester hours
  - MATH 151, 152

    - PHYS 153, 154, 163, 164
    - BIOL 225, 226
- **Elective Courses**
  4 semester hours
    - 4 credits from CHEM 342 or BIOL 330, 342, 358, 442, 445, 448, or 453

The BS in Biochemistry can lead to ACS Certification if the following courses are included: CHEM 342, 344, and 450.

Major in Chemistry
61 semester hours

- **Chemistry Courses**
  43 semester hours
    - CHEM 115, 116, 320, 331, 332, 333, 334 (or 336), 341, 342, 343, 344, 410, 420, 499A, 499B
    - One of CHEM 405, 450, or 456
- **Supporting Courses**
  18 semester hours
    - MATH 151, 152
    - PHYS 153, 154, 163, 164

The BS in Chemistry can lead to ACS Certification if the following courses are included: CHEM 403, 450, and one of CHEM 405, 440, or 456.

Major in Chemical Physics
74 semester hours

- **Chemistry Courses**
  36 semester hours
    - CHEM 115, 116, 320, 331, 332, 333, 334 (or 336), 341, 342, 343, 344, 410, 499A, 499B
- **Supporting Courses**
  22 semester hours
    - MATH 151, 152, 253
    - PHYS 153, 154, 163, 164
- **Elective Courses**
  16 semester hours
    - 4 credits from PHYS 354, MATH 331, or 351
    - 12 credits from CHEM 420 or PHYS 310, 331, 332, or 336

The BS in Chemical Physics can lead to ACS Certification if the following courses are included: CHEM 403, 420, 450, and either 405, 440, or 456.

Advising Considerations

While MATH 151 and 152 are required for all majors, students can take CHEM 115 concurrently with MATH 140 to begin the major.

Once MATH prerequisites are met, physics should be started as early as possible to prepare students for upper-division chemistry courses.

Students interested in the Biochemistry Major should start biology in the first or second year.

Upper-division electives courses CHEM 450 (required for ACS degree certification) and CHEM 456 are typically offered in Fall or J-term in alternating years. CHEM 440 or CHEM 487 (Special Topics courses) may be offered occasionally and can count as an upper division elective in lieu of CHEM 450 or CHEM 456 for the Major in Chemistry.

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.

Pre-Health Sciences

Students interested in pursuing studies in medicine, dentistry, pharmacy, or other professional health science fields should consult the Pre-Health Sciences section of this catalog.

Chemistry Education

Students interested in a high school chemistry teaching endorsement should plan to complete a B.A. or B.S. in chemistry or biochemistry and then plan to earn a master's degree in education with certification. The degree program is developed through the Department of Chemistry in conjunction with the Department of Education. Go to the School of Education section of this catalog for further information about Secondary Certification and Endorsement Options.

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 corequisite requirements are strictly enforced.

Chemistry (CHEM) - Undergraduate Courses

CHEM 103 : Food Chemistry - NW

Basic chemistry and the scientific method are applied to cooking, baking, and food preparation. This course includes laboratory experiences and written laboratory reports. No prerequisites. (4)

CHEM 104 : Environmental Chemistry - NW

Basic principles of chemistry and reactions, with applications to human activities and the natural environment. Includes laboratory. No prerequisites. Suitable for environmental studies, general science teachers, elementary education, B.A. in geosciences, or fulfilling university general education requirements. (4)

CHEM 105 : Chemistry of Life

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 101 before taking CHEM 105. Prerequisite: Math placement in MATH 140 or higher; or completion of MATH 115 with a C or higher. (4)

CHEM 115 : General Chemistry I - NW

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. Corequisite: MATH 140 or math placement in MATH 151 or higher. Recommended: one year of high school chemistry. (4)

CHEM 116 : General Chemistry II - NW

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 153. (4)

CHEM 342 : Physical Chemistry

A study of the physical properties of atoms, molecules and ions, and their correlation with structure. Classical and modern quantum mechanics, bonding theory, atomic and molecular structure, spectroscopy. Prerequisites: CHEM 115, MATH 152, PHYS 154. (4)

CHEM 343 : Physical Chemistry Laboratory

Experiments in kinetics and thermodynamics. Attention given to data handling, error analysis, instrumentation, computational analysis, and correlation with theory. Prerequisite or 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 343. (4)

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. Prerequisite: CHEM 332. (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. Prerequisite or corequisite: CHEM 341. (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)

Communication, Media, & Design Arts

253.535.7093	www.plu.edu/comm-media-designarts	cmda@plu.edu
Marnie Ritchie, Ph.D., Chair		

The Department of Communication, Media, and Design Arts offers majors in the fields of Communication, Studio Arts, and Art History.

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

Major in Communication
40 semester hours, plus a minor

Concentrations

Students in this program select a concentration in either Film & Media Studies or Strategic Communication.

Film & Media Studies
40 semester hours, plus a minor

- **Communication Core Courses**
  20 semester hours
- COMA 101: Introduction to Communication (4)
- COMA 120: Introduction to Media Studies (4)
- COMA 212: Public Speaking (4)
- COMA 215: Writing in Communication Careers (4)
- COMA 499: Capstone (4)
- **Film & Media Studies Cluster**
  20 semester hours from the following:
- Applied Contexts – maximum 8 hours
  - COMA 226/426: MediaLab (0-2 , repeatable up to 8)
  - COMA 229/429: Student Media (0-2, repeatable up to 8)
- COMA 209: The Public Space
- COMA 248: Innovation, Ethics, and Society (4)
- COMA 301: Media and Cultural Criticism (4)
- COMA 303: Gender & Communication (4)
- COMA 343: Media Writing (4)
- COMA 344: Media Production (4)
- COMA 357: Media Literacy Post-Truth Era (4)
- COMA 401: Contemporary Issues in Media and Visual Culture (4)
- COMA 461: Advertising, PR + Campaigns (4)
- In consultation with advisor, with Communication department chair approval, and based on availability, students may also count the following courses in the Film & Media Studies cluster: ENGL 320: Intermediate Creative Non-Fiction; ENGL 325: Personal Essay; ENGL 327: Intermediate Poetry Writing; THEA 330: Script Analysis; LANG 271: Literature Around the World; and HISP 325: Introduction to Hispanic Literary Studies.

Strategic Communication
40 semester hours, plus a minor

- **Communication Core Courses**
  20 semester hours
- COMA 101: Introduction to Communication (4)
- COMA 120: Introduction to Media Studies (4)
- COMA 212: Public Speaking (4)
- COMA 215: Writing in Communication Careers (4)
- COMA 499: Capstone (4)

- **Strategic Communication Cluster**
  20 semester hours from the following:
- Applied Contexts – maximum 8 hours
  - COMA 226/426: MediaLab (0-2, repeatable up to 8)
  - COMA 229/429: Student Media (0-2, repeatable up to 8)
- COMA 209: The Public Space (4)
- COMA 248: Innovation, Ethics, and Society (4)

- COMA 306: Persuasion (4)
- COMA 343: Media Writing (4)
- COMA 344: Media Production (4)
- COMA 357: Media Literacy Post-Truth Era (4)
- COMA 361: Strategic Communication (4)
- COMA 461: Advertising, PR + Campaigns (4)

Declaration of Major
Students may declare a major in Communication upon enrollment in COMA 101: Introduction to Communication or COMA 120: Introduction to Media Studies.

Minor Requirement for Communication Majors
The Bachelor of Arts in Communication (B.A.C.) requires the completion of a minor.

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

Major in Studio Arts, Concentration in Graphic Design
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/comm-media-designarts/documents 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: Art History I: Prehistory to the Medieval World (4)
  - ARTD 181: Art History II: 1350 to 1900 (4)
  - Upper-division Art History (4)
- **Artistic Practice Courses (16)**
  - ARTD 110: Graphic Design 1
  - ARTD 210: Graphic Design 2
  - ARTD 310: Graphic Design 3
  - ARTD 410: Graphic Design 4
- **Keystone/Capstone Courses (2 to 8)**
  - ARTD 499A: Keystone (1 to 4)
  - ARTD 499B: Capstone (1 to 4)

Bachelor of Arts (B.A.) Degree

Major in Art History
38-40 semester hours

- ARTD 180: Art History I: Prehistory to the Medieval World (4)
- ARTD 181: Art History II: 1350 to 1900 (4)
- ARTD 375: Practicing Art History (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: Art History I: Prehistory to the Medieval World (4)
  - ARTD 181: Art History II: 1350 to 1900 (4)

- Upper-division Art History (4)

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

Courses in teaching methods may not be applied to the major.

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, 315, 320, 330, 350, 355, 365, 370, 410, 420, 425, 430, 450, 465, 466, 470, 483; ENGL 313, 314; PPAP 321, 322
- **History and Theory Courses:** 180, 181, 379, 380, 383, 384, 484

Minors

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.

Communication
16 semester hours

Courses selected in consultation with an advisor. At least 4 of the 16 semester hours must be upper-division (300 or 400-level).

Publishing and Printing Arts
24 semester hours

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

Studio Arts
20 semester hours, including:

- Art History course, chosen from : ARTD 180, 181, 375, 380, 381, 382, or 383 (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.

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. Students pursuing a B.A. in art history may minor in studio arts.

Art & Design (ARTD) - Undergraduate Courses

ARTD 101 : Drawing I - CX

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

ARTD 102 : 2D Design/Color Theory - CX

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 - CX

An introduction to design in the digital age, covering foundational techniques, principles of color theory, composition strategies, and the essential use of digital tools in the design workflow. (4)

ARTD 180 : Art History I: Prehistory to the Medieval World - CX

A survey of the development of art and architecture from the Paleolithic era to the end of the Middle Ages. (4)

ARTD 181 : Art History II: 1350 to 1900 - CX

A survey of the development of art and architecture from the late 14th through the 19th centuries. (4)

ARTD 201 : Drawing II: Figure Drawing - CX

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 - CX

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

Develop creative problem-solving skills with a focus on typography, page layout, and the use of digital tools in the design workflow. This course takes a methodical approach, with projects aimed at mastering these essential elements. Prerequisite: ARTD 110 or consent of instructor. (4)

ARTD 220 : Photography I: BW Photography - CX

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 - CX

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 287 : 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 288 : 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 289 : 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 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 : Graphic Design 3

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

ARTD 315 : The Art of the Book I - CX

This studio course explores the history, aesthetics, and creative dimensions of book design, typography, and printing as it

relates to artist books. Students will learn the basics of letterpress printing and bookbinding. Prerequisite: Declared PPA minor or permission of instructor. Cross-listed with PPAP 321, ENGL 313. (4)

ARTD 320 : Photography 2: Digital Photography - CX

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 355 : 3D Digital Modeling - CX

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 375 : Practicing Art History

Explores the methods used in the study of the history of art and architecture, as well as the history and development of the discipline, through a range of examples from diverse periods and cultures. (4)

ARTD 379 : Monuments and Memory in Art - CX

Explores 20th and 21st-century art's engagement with the past, with the construction of history and with memory and commemorative practice. (4)

ARTD 380 : Modern Art - CX

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 383 : Studies in Art History - CX

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 384 : Gender and Identity in Art - CX

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 387 : Special Topics in Art

This course in 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

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

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

To provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title 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 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 the BA in Studio Arts or Art History and the BFA in Graphic 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)

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 - CX

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 209 : The Public Space

This course engages a social issue in our community. Students work with community stakeholders to conduct research, determine strategy for problem solving, and advocate with decisionmakers using creative media making. (4)

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. (4)

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 226 : MediaLab

Students engage in all aspects of multimedia products for clients in an agency model and in creative media making. Professional standards of production and ethics will be used to evaluate all productions. May be repeated up to 2 semester hours. (0 to 2)

COMA 229 : Student Media

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 up to 2 semester hours. (0 to 2)

COMA 248 : Innovation, Ethics, & Society

A history of innovation, problem solving, and creativity in the global economy, emphasizing the ethical considerations that arise as a result of new products and initiatives, disruptive technologies, globalization, and cultural change. Draws attention to stages in the innovation process and the importance of teamwork, effective communication, and design. (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 291 : Directed Study

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

COMA 301 : Media and Cultural Criticism

This course examines the role of media in producing systems of meanings and artifacts that shape popular culture and ideology. Students learn to use critical perspectives as lenses for studying texts of popular culture and for writing cultural criticism for popular and specialized audiences. (4)

COMA 303 : Gender and Communication - IT

This class provides an overview of how gender and communication relate in social and cultural contexts. Focusing on contemporary American culture, we will explore how communication enables and constrains performances of gender and sexuality in everyday life. The course explores vocabulary, media, institutions, and the body. Prerequisites: COMA 101 or consent of instructor. (4)

COMA 304 : Intercultural Communication - IT, GE

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 306 : Persuasion & Argumentation

Studies how people use reason-giving in social decision making and how people use persuasion as a means of personal and social influence through rhetoric. Examination of genres, forms, techniques of argument and persuasion, and the social implications of each in political, social, and commercial contexts. (4)

COMA 321 : The Book in Society

A critical study of the history of book culture and the role of books in modern society. Cross-listed with PPAP 301, ENGL 311. (4)

COMA 322 : Publishing Procedures

A workshop introduction to the world of book publishing, involving students in decisions about what to publish and how to produce it. Cross-listed with PPAP 302, ENGL 312. (4)

COMA 343 : Media Writing

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 357 : Media Literacy in a Post-Truth Era

This course will examine the phenomenon of "fake news" - and the misappropriation of that term - within the context of revelations surrounding social media, disinformation campaigns, and U.S. presidential elections. Lectures, discussions, viewings, and workshops will support the objective of developing critical media literacy skills within an emerging media landscape where expertise is shunned, facts are disputed, and a "post-truth" era invites controversies about the basic premises of reality. (4)

COMA 361 : Strategic Communication

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 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 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 426 : Advanced MediaLab

Students engage in all aspects of multimedia products for clients in an agency model and in creative media making. Professional standards of production and ethics will be used to evaluate all productions. May be repeated for up to 6 semester hours. (0 to 2)

COMA 429 : Advanced Student Media

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 up to 6 semester hours. (0 to 2)

COMA 461 : Advertising, PR + 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 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. (4)

Computer Science

253.535.7400	www.plu.edu/computer-science/	cs@plu.edu
Laurie Murphy, M.S., Chair		

Our curriculum prepares students to excel in industry as professional software developers, to continue their studies in graduate school, or to apply their computational skills to another field. With a degree in computer science you might find yourself building AI-powered tools, coding software simulations of proteins, or creating the next hit video game. The possibilities are limitless.

Software underpin virtually every industry and organizations increasingly need professionals who can build it well and responsibly. We strive to educate our students to be responsible citizens, critical thinkers, effective communicators, and to value life-long learning. Employers value our students for their technical proficiency, broad education, and excellent communication skills.

The Computer Science program at Pacific Lutheran University provides a broad base 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, including topics in artificial intelligence, machine learning, robotics, and networks, which ensure a depth of knowledge and an understanding of current developments in the field. Students interested in graduate study may also explore PLU's Master of Science in Cybersecurity.

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, 242 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 special topics course (x87, x88, x89) can be used as an elective for the B.A. degree.
- No more than two CSCI special topics courses (x87, x88, x89) can be used as an elective for the B.S. degree.
- For the B.A. degree, at least 12 upper-division hours must be completed at PLU.
- For the B.S. degree, at least 16 upper-division hours must be completed at PLU.

Bachelor of Arts Degree

Major in Computer Science
32 semester hours in CSCI, plus 12 semester hours in mathematics

- CSCI 144, 270, 371; 367 or 390; 499A, and 499B
- 12 additional hours selected from computer science courses numbered above CSCI 300.
- **Required supporting:** MATH 151, 242, and 245

Bachelor of Science Degree

Major in Computer Science

44 semester hours in CSCI, plus 24-26 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 or MATH 356.
- MATH 151, 242, 245, 331
- 8-10 semester hours of a year's sequence of a laboratory science. Choose one of the following options:
  - PHYS 125 and PHYS 126 (with PHYS 135 and PHYS 136)
  - PHYS 153 and PHYS 154 (with PHYS 163 and PHYS 164)

- CHEM 115 and CHEM 116
- BIOL 225 and BIOL 226
- One of ESCI 102-104 or 109 and ESCI 201

Major in Data Science

For information on the Data Science Major, see the Data Science website, **www.plu.edu/computer-science/data-science** or the Data Science catalog listing, **here**.

Minors

Restrictions on Computer Science Minors

At least eight upper-division semester hours must be completed at PLU. All courses counted toward a minor must be completed with a grade of C or higher.

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 499A and 499B).
- **Required supporting:** MATH 128, 151, or equivalent

Minor in Data Science

For information on the Data Science Minor, see the Data Science website, **www.plu.edu/computer-science/data-science** or the Data Science catalog listing, here.

Computer Science (CSCI) - Undergraduate Courses

CSCI 115 : Solve It With the Computer - QR

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 144 : Introduction to Computer Science - QR

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

CSCI 302 : Computer Organization

Introduction to how computer hardware implements high level language statements and data. Topics include data representations, machine level implementation of C programs, and processor architecture (Instruction Set Architecture, sequential, and pipelined processors). Laboratory component includes examining bit-level manipulations of data, reverse engineering binary code to C code, and runtime manipulation of the stack to exploit programming errors. Prerequisite: CSCI 270 or consent of instructor. (4)

CSCI 313 : Artificial Intelligence with Applications in Games

This course offers an in-depth exploration of Artificial Intelligence (AI) with a focus on its application to solving both video and board games. It covers the foundational AI methodologies such as search algorithms, reinforcement learning, and evolutionary strategies. Students will learn to design AI agents capable of strategic thinking and decision-making in diverse gaming environments. Through a combination of theoretical study and practical projects, the course aims to equip students with the skills to analyze situations and develop complex AI solutions. Prerequisite: CSCI 270. (4)

CSCI 330 : Introduction to Machine Learning

An introduction to Machine Learning in the field of Artificial Intelligence (AI), the theory and practice behind the development of software systems that perform tasks that normally require human intelligence. Covers effective machine learning techniques (e.g. neural networks, support vector machine, clustering), usage of machine learning tools, and their application to solve programs in different fields (e.g. business, biology). Ethical and social dilemmas posed by AI will be considered. Prerequisite: CSCI 270. (4)

CSCI 333 : Introduction to Bioinformatics

Introduces the interdisciplinary fields of bioinformatics and computational biology to Computer Science majors. Topics include fundamental bioinformatics programs (e.g. alignment of biological sequences, structure of proteins, DNA, RNA) and practical application of bioinformatics tools. Machine learning techniques (e.g. hidden Markov models, neural networks) and their applications to problems such as protein structure prediction and protein function prediction will also be covered. Ethics will be discussed as well. Prerequisite: CSCI 270 or DATA 233. (4)

CSCI 343 : Programming Language Concepts

A study of the fundamental concepts of computer programming languages. Topics include: a comparison of features of modern languages, criteria for evaluating languages, and an introduction to syntax and lexical analysis including grammars and parsing. The imperative, object-oriented, functional and declarative paradigms will be studied. Prerequisite: CSCI 270. (4)

CSCI 344 : Programming for Robots

This class will cover the basics of using Robotic Operating System (ROS2). Topics covered will include ROS2 basics (packages, nodes, topics, subscribers and publishers, actions), as well as some more advanced uses relevant to robotics (reading and utilizing sensor data, path planning, computer vision). Final projects for this class will include applying what you have learned to create code that runs on real robots. Prerequisites: CSCI 270. (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

Develops competencies associated with problem-solving, algorithms, and algorithm analysis. Includes efficient algorithms, time and space complexity, algorithm design techniques, and advanced data structures. Includes a programming component where students will implement and test algorithms. Prerequisites: CSCI 270 and one of MATH 245, 317, or 318. (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 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 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

An introduction to the principles of computer graphics in two and three dimensions. Topics may include: triangle meshes, transformations, 3D rendering, shader programming, shading techniques, 3D projection, antialiasing, texture mapping, scene graphs, and ray tracing. Course work includes several programming assignments plus a project. Prerequisites: CSCI 270, MATH 331. 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 and MATH 245. Recommended: CSCI 343. (4)

CSCI 487 : 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 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

To provide individual undergraduate students with advanced study not available in the regular curriculum. Proposed project must be approved by the department chair and supervisory responsibility accepted by an instructor. The title will be listed on the student's term-based record as "IS:" followed by the specific title designated by the student. (1 to 4)

CSCI 495 : Computer Science Internship

To permit undergraduate students to relate theory and practice in a work situation. 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. 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)

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

Critical Interdisciplinary Studies

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Lisa Marcus, Ph.D., Chair		

The Critical Interdisciplinary Studies Department (CRIS) is a collective of interdisciplinary programs that practice critical self-reflection, question the norms of academic knowledge production and pedagogy, and are committed to social justice and transformation.

Gender, Sexuality, and Race Studies

The Gender, Sexuality, and Race Studies (GSRS) program at PLU provides students with an innovative curriculum that examines how gender, sexuality, and race are embedded in complex dynamics of power and resistance, offers intersectional and interdisciplinary ways to understand identities and imagine new configurations of power, and provides students with opportunities to develop skills that will prepare them to pursue social justice and work in diverse communities. Accordingly, GSRS graduates will be able to solve problems in diverse environments, work effectively across difference, and lead from an equity mindset, some of the most important skills and abilities desired by employers.

The gender, sexuality, and race studies major is multidisciplinary and interdisciplinary. Conferral of a baccalaureate degree with a major in gender, sexuality, and race studies requires completion of a complementary major or minor from any department or program in the University.

Bachelor of Arts Degree

Major in Gender, Sexuality, and Race Studies
36 semester hours

GSRS Core
16 semester hours

- GSRS 201: Introduction to Gender, Sexuality, and Race Studies (4)
  - Offered every semester
- GSRS 301: Theories of Gender, Sexuality, and Race (4)
  - Offered every Fall semester
- One course from the following:
  - HGST 200: Introduction to Holocaust and Genocide Studies (4)
  - NAIS 250: Introduction to Native American and Indigenous Studies (4)
  - LTST 241: Introduction to Latino Studies (4)
- GSRS 499: Senior Capstone (4)
  - Offered every Spring semester

Electives
20 additional semester hours

- must be selected from GSRS special topic courses or list of GSRS-approved elective courses (see list below);
- must include at least 8 hours in the Gender and Sexuality (GS) distribution
- must include at least 8 hours in the Critical Race Studies (CR) distribution
- must include at least 12 hours of upper-division (300- or 400-level) coursework
- must be selected from at least three departments or programs
- Courses that are not on the approved list, from any discipline, for which at least 60% of the assignments center on women, feminism, gender, race, and/or sexuality may also count for the GSRS major. This allows the integration of gender, sexuality, and race studies perspectives into courses that are not explicitly or entirely structured around those perspectives. Students should consult the GSRS program director about this option before the course begins (when possible) and provide syllabi and assignments to the GSRS Executive Committee for approval upon completion of the course.

Additional GSRS Major Requirement

- A complementary major or minor in another department or program.

GSRS Approved Elective Courses – Gender & Sexuality Distribution

- ARTD 490: Gender and Art
- BIOL 287/387/389 when taught as “Biological Effects of Sex & Gender”
- COMA 303: Gender and Communication
- ENGL 217 when taught as “Queer American Literature:
- ENGL 232: Women’s Literature
- ENGL 348 when taught as “19th Century American Women Writers”; “Anne Frank: Holocaust Icon”
- ENGL 395: Studies in Literature, Gender, and Sexuality
- ENGL 397: Sex, Gender, and the Holocaust
- FREN 306/406: French and Francophone Feminisms
- HISP 433 when taught as “Politics and Gender Identities in Contemporary Southern-Cone Narrative and Cinema”
- HIST 218: Women & Gender in World History
- KINS 315: Body Image
- RELI 330 when taught as “Sex and the Bible”
- RELI 366: Race, Gender, and Christianity
- RELI 368: Feminist, Womanist, Latinx, and Queer Theologies
- RELI 390 when taught as “Women in the Ancient World”
- PSYC 375: Psychology of Women
- SOCI 210: Gender and Society
- SOCI 494: Gender and Violence

GSRS Approved Elective Courses – Critical Race Studies Distribution

- COMA 304: Intercultural Communication
- ENGL 216 when taught as “Literature of the Raj”
- ENGL 217 when taught as “Asian-American Literature”; “Civil Disobedience: American Protest Literature of Race and Justice”
- ENGL 380 when taught as “Global Refugee Literature”
- HIST 305: Slavery in the Americas
- IHON 112: Liberty, Power, and Imagination
- NAIS 363: Race and Indigeneity
- POLS 265: Latino Politics
- POLS 288 when taught as “Latino Experience in America”
- POLS 365: Racial and Ethnic Politics
- POLS 370: Prisons & Prisoners
- PSYC 335: Cultural Psychology
- PSYC 339: Race, Anti-Racism, and Child Development
- RELI 236: Native American Religious Traditions
- RELI 240: African-American Religious Traditions
- RELI 241: Islam in The United States
- RELI 397: Indigenous Religions and Culture of the Pacific Northwest
- SOCI 332: Race and Racism
- SOCI 387 when taught as “Race, Class, Gender, and Crime”
- SOCI 410: Social Stratification

Holocaust & Genocide Studies

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 and other genocides must be studied, its victims must be remembered, human rights and dignity must be honored through our daily beliefs, and yet the search for “lessons” drawn from the Holocaust and genocide is a never-ending process.

Native American & Indigenous Studies

Native American and Indigenous Studies is an interdisciplinary program grounded in a partnership between students, faculty, staff and local communities, with a global Indigenous focus centered in local and regional contexts. We empower students to recognize, honor and value Indigenous ways of knowing, so that they can work in collaboration with Indigenous communities and all their relations.

Minors

Critical Race Studies
20 semester hours, including:

- GSRS 201: Introduction to Gender, Sexuality, and Race Studies (4)

    - Offered every semester
- GSRS 301: Theories of Gender, Sexuality, and Race (4)
    - Offered every Fall semester
- 12 additional semester hours
    - must be selected from GSRS special topics courses or from list of GSRS-approved elective courses
    - must include at least 8 hours in the Critical Race Studies (CR) distribution
    - must be selected from at least two departments or programs
    - must include at least 8 hours of upper-division (300- or 400-level) coursework
    - Courses that are not on the approved list, from any discipline, for which at least 60% of the assignments center on the critical study of race may also count for the Critical Race Studies minor. This allows the integration of Critical Race Studies perspectives into courses that are not explicitly or entirely structured around those perspectives. Students should consult the GSRS program director about this option before the course begins (when possible) and provide syllabi and assignments to the GSRS Executive Committee for approval upon completion of the course.

Gender and Sexuality Studies
20 semester hours, including:

- GSRS 201: Introduction to Gender, Sexuality, and Race Studies (4)
    - Offered every semester
- GSRS 301: Theories of Gender, Sexuality, and Race (4)
    - Offered every Fall semester
- 12 additional semester hours
    - must be selected from GSRS special topics courses or from list of GSRS-approved elective courses
    - must include at least 8 hours in the Gender and Sexuality (GS) distribution
    - must be selected from at least two departments or programs
    - must include at least 8 hours of upper-division (300- or 400-level) coursework
    - 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 Gender and Sexuality Studies minor. This allows the integration of Gender & Sexuality Studies perspectives into courses that are not explicitly or entirely structured around those perspectives. Students should consult the GSRS program director about this option before the course begins (when possible) and provide syllabi and assignments to the GSRS Executive Committee for approval upon completion of the course.

Because of their shared core courses, students may not double-minor in Gender & Sexuality Studies and Critical Race Studies. Majors in Gender, Sexuality, & Race Studies may not minor in either Gender & Sexuality Studies or Critical Race Studies for the same reason.

Holocaust & Genocide Studies
20 semester hours (a minimum of 12 semester hours of upper division) to include:

- HGST 200: Holocaust & Genocide (4)
- HIST 360: The Holocaust (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 Academic Records for inclusion in the student's degree plan.

HGST Approved Elective Courses

- ARTD 383: Studies in Art History: Art and Memory
- HGST 287/288/289: Special Topics in Holocaust and Genocide Studies
- HGST 387/388/389: Special Topics in Holocaust and Genocide Studies
- HGST 291/491: 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 362: Christians in Nazi Germany
- HIST 387/388/389: Special Topics in European History: Holocaust Memories in Berlin, Prague, and Poland
- 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.

Native American & Indigenous Studies
22 semester hours

Core courses
6 semester hours

Students must take the following core courses that introduce the field of Native American and Indigenous Studies and explore key approaches and issues within it.

- NAIS 111: Interconnections (1)
- NAIS 112: Interconnections (1)
- NAIS 250: Introduction to Native American and Indigenous Studies (4)

Northwest Language and Worldview
8 semester hours

Students will take 8 semester hours that explore Indigenous language and worldviews of the Pacific Northwest. Equivalent coursework or demonstrated fluency to an equivalent level in another Indigenous language may be substituted for SOLU 101 and SOLU 102.

- SOLU 101: Southern Lushootseed: Introduction to Oral Language (4)

And one of these three courses exploring Northwest Indigenous language and worldviews.

- NAIS 495: Internship (1-4)
- RELI 397: Indigenous Religions and Cultures of the Pacific Northwest (4)
- SOLU 102: Southern Lushootseed: Oral Language Dialogue (4)

Electives
8 semester hours

Students select 8 semester hours from the following courses that study Indigenous topics and perspectives.

- ENGL 213: Topics in Literature (4)
  (*when the topic is ‘Literature of the PNW’)*
- ENGL 288: Special Topics in English (4)
  (*when the topic is ‘Indigenous Literature of North America’)*
- HISP 322: Latin American Cultural Studies (4)
- HIST 333: Colonization and Genocide in Native North America (4)
- HIST 348: Lewis and Clark: History and Memory (4)
- HIST 351: History of Western and Pacific Northwestern U.S. (4)
- NAIS 230: Indigenous Creation Narratives of the Americas (4)
- NAIS 321: Visual Sovereignty and Indigenous Film (4)
- NAIS 244: Environmental Justice and Indigenous Peoples (4)
- NAIS 286: Sámi Film and the Indigenous North (4)
- NAIS 363: Race and Indigeneity (4)
- NURS 404: Healthcare Diversity (4)
- RELI 227: Introduction to Christian Theologies (4)
  (*when the topic is ‘Native American Theologies’)*
- RELI 236: Native American Religious Traditions (4)
- RELI 397: Indigenous Religions and Culture of the Pacific Northwest (4)
  (*if not used to satisfy the Northwest Language and Worldview requirement above)*
- SOLU 101: Southern Lushootseed: Introduction to Oral Language (4)
  (*if not used to satisfy the Northwest Language and Worldview requirement above)*
- SOLU 102: Southern Lushootseed: Oral Language Dialogue (4)
  (*if not used to satisfy the Northwest Language and Worldview requirement above)*
- Approved Study Away courses (4-8)
    - Up to 8 study away semester hours may be applied toward the minor upon completion of PLU’s semester-long Gateway program in Oaxaca, when accompanied by an internship experience with an Indigenous-led organization. Students may also petition the NAIS program director to count up to 8 study away semester

hours applied toward the minor from our Gateway program in Namibia or from our Featured programs in Australia and New Zealand.

Gender, Sexuality, & Race Studies (GSRS) - Undergraduate Courses

GSRS 201 : Introduction to Gender, Sexuality, and Race Studies - VW

An interdisciplinary introduction to the concepts, themes, topics, and methods that are central to the study of gender, sexuality, race, and their relationship to other identity categories. Central concepts include knowledge production, the social construction of identity, theories of intersectionality, reflecting on power and privilege, and experimenting with different aspects of praxis and activism. Open to all students; required for GSRS majors and minors. (4)

GSRS 275 : Reproductive Justice - VW

This interdisciplinary course provides an introduction to the reproductive justice movement in the United States. Students will learn how individuals and communities negotiate and contest intersecting systems of power that shape reproduction, kinship, and parenthood. Calling on identity and experience, students will analyze and reflect on the ethical and political dilemmas that make up our reproductive lives. (4)

GSRS 287 : Special Topics in Gender, Sexuality, and Race 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)

GSRS 288 : Special Topics in Gender, Sexuality, and Race 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)

GSRS 289 : Special Topics in Gender, Sexuality, and Race 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)

GSRS 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)

GSRS 301 : Theories of Gender, Sexuality, and Race

This course explores theories of gender, sexuality, and race from global and intersectional perspectives. Students will also examine the interdisciplinary applications of such theories as well as their relevance to social justice movements and activist work. Prerequisites: GSRS 201, major/minor status, or permission of instructor; required for GSRS majors and minors. (4)

GSRS 387 : Special Topics in Gender, Sexuality, and Race 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)

GSRS 388 : Special Topics in Gender, Sexuality, and Race 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)

GSRS 389 : Special Topics in Gender, Sexuality, and Race 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)

GSRS 487 : Special Topics in Gender, Sexuality, and Race 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)

GSRS 488 : Special Topics in Gender, Sexuality, and Race 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)

GSRS 489 : Special Topics in Gender, Sexuality, and Race 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)

GSRS 491 : Independent Study

Readings, research projects, or service learning projects in areas of issues of gender, sexuality, and race studies, under the supervision of a faculty member. (1 to 4)

GSRS 495 : Internship

A pragmatic, employer-based experience in which students apply knowledge already acquired, build competence, and test values in settings like those in which they may seek employment. Internships require the approval of a GSRS faculty member who will supervise the work of the agency or organization supervisor who will directly supervise the student. (1 to 4)

GSRS 499 : Senior Capstone - SR

During their culminating seminar, Gender, Sexuality, and Race Studies majors will develop an academic project that applies theories of gender, sexuality, and/or race and feminist, queer, and/or anti-racist methodologies to their experiences in a community-based practicum. Prerequisites: GSRS 301, major status, or permission of instructor. Students are advised to have completed at least twelve hours of cross-listed coursework counting towards the GSRS major in addition to GSRS prerequisites. (4)

Holocaust & Genocide Studies (HGST) - Undergraduate Courses

HGST 200 : Introduction to Holocaust and Genocide Studies - VW, GE

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)

HGST 287 : Special Topics in Holocaust & Genocide 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)

HGST 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)

HGST 387 : Special Topics in Holocaust & Genocide 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)

HGST 491 : Independent Study in Holocaust & Genocide 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)

HGST 495 : Internship in Holocaust & Genocide Studies

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)

Native American & Indigenous Studies (NAIS) - Undergraduate Courses

NAIS 111 : Interconnections

A weekly meeting with program students and faculty to discuss progress, challenges, and the intersection of Indigenous approaches and the university experience. Students are encouraged to attend for no credit in subsequent semesters. Graded A/Pass/Fail. (1)

NAIS 112 : Interconnections

A weekly meeting with program students and faculty to discuss progress, challenges, and the intersection of Indigenous approaches and the university experience. Students are encouraged to attend for no credit in subsequent semesters. Graded A/Pass/Fail. (1)

NAIS 244 : Environmental Justice and Indigenous People - ES, GE

This course examines the struggle against environmental destruction as fundamental to Indigenous experiences, tracing its history as a central feature of settler colonialism in the United States and globally. It focuses on Indigenous responses and decolonial strategies, and on the sometimes rocky relationship between Indigenous people and environmentalist movements. Students read works by Indigenous historians, environmental scholars, and activists, while also addressing real world environmental colonialism in the local community. (4)

NAIS 250 : Introduction to Native American & Indigenous Studies - ES, GE

Introduces students to the scope, methodologies, and intellectual traditions of Native American and Indigenous Studies, focusing on such topics as Indigeneity, settler colonialism, sovereignty, resilience, and the intersectionality of Indigeneity with gender and sexuality. May include community-based service learning components. (4)

NAIS 261 : Stories, Resistance, and Resilience: World Indigenous Literatures - IT, GE

Stories have an immense importance for Indigenous people globally and that importance is reflected in the many Indigenous literatures that have emerged since colonization. This course exposes students to Indigenous literature and critical approaches from around the world, helping them to understand why Indigenous literatures matter. (4)

NAIS 286 : Sámi Film and the Indigenous North - IT, GE

By studying film, video, and television created by this Indigenous Arctic people, students will be introduced to the 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 and how film can express and address these issues. In English. (4)

NAIS 287 : Special Topics in Native American & Indigenous 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)

NAIS 288 : Special Topics in Native American & Indigenous 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)

NAIS 321 : Visual Sovereignty and Indigenous Film - IT, GE

Working with Indigenous and film studies theory, students will develop a familiarity with themes and trends in Indigenous film and related media, while also developing the critical tools and analytical skills necessary to analyze and discuss them and how they relate to broader issues of Indigeneity. (4)

NAIS 363 : Race and Indigeneity - ES, GE

This course examines ways that settler colonial ideologies of race have been developed and applied to Indigenous. Relying on critical readings on the intersection of race and Indigeneity in US and global contexts, this seminar equips students with important intellectual tools to understand the complexities of these intersections. (4)

NAIS 387 : Special Topics in Native American & Indigenous 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)

NAIS 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)

NAIS 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 4)

Southern Lushootseed (SOLU) - Undergraduate Courses

SOLU 101 : Southern Lushootseed: Introduction to Oral Language - VW, GE

Introduction to Southern Lushootseed language. Fundamentals of sound system, grammar, and basic speaking and listening comprehension, as well as cultural dynamics of the language and its users. (4)

SOLU 102 : Southern Lushootseed: Oral Language Dialogue - VW, GE

Continuing development of basic vocabulary, grammar, and speaking, with additional emphasis on dialogue. The course also further develops students' understanding of the cultural contexts of Southern Lushootseed language. (4)

Data Science

253.535.7400	www.plu.edu/data-science/	datascience@plu.edu
Renzhi Cao, Ph.D., Director		

Our society increasingly values decisions that are supported by data. The Data Science Program at Pacific Lutheran University equips students with the knowledge, skills, and habits of mind (e.g. curiosity, skepticism, holding results with intellectual humility) needed to ethically and responsibly harness the power of data.

Data science is a dynamic field that has been reshaping the landscape of science, industry, and daily life. The ubiquity of data in our lives necessitates professionals who can convert this data into actionable insights, communicate those insights to a variety of audiences, and ethically anticipate and respond to potential consequences of the harnessed information – whether the consequences be intended or not. This field is reshaping professions, offering unprecedented opportunities for innovation, and demanding a higher standard of accountability and responsibility for the producer of data grounded insights.

Bachelor of Science Degree

PLU offers a Bachelor of Science degree in Data Science, through partnership between the Mathematics and Computer Sciences Departments, in collaboration with other disciplines across campus. This program helps students develop as responsible stewards and critical thinkers about data, analysis, and their impact on society, while also equipping students with tools to process, visualize, and interpret large datasets. The curriculum combines foundational knowledge, advanced techniques, and critical inquiry to prepare graduates for both immediate employment and further academic pursuits.

Major in Data Science
64 semester hours

28-32 semester hours of mathematics/statistics, 24-28 semester hours of computer science/data science, plus 4-8 semester hours of supporting courses:

- 20 semester hours of required mathematics/statistics courses:
  - MATH 152, 331
  - MATH/STAT 242*, 348, 442**
- 12 semester hours of mathematics/statistics electives from:
  - MATH 253, 318, 422, or MATH/STAT 342
- 20 semester hours of required computer science/data science courses:
  - CSCI 144, 270, 330
  - DATA 233, 499A, 499B
- 8 semester hours of electives from:
  - CSCI 333, 367, 371, or 390
- 4 semester hours of supporting courses from a Domain-Specific Elective.
  - Select at least one option from the list of Domain-Specific Electives that applies data science principles in a disciplinary context or provides deeper study of data science topics (see details below).

*MATH/STAT 145, STAT 231, 232, or SOCI 301 may replace MATH/STAT 242.

**ECON 344 may substitute MATH/STAT 442 if it is not also used as the domain-specific elective.

All courses counted toward the major must be completed with grades of C or higher.

A maximum of eight (8) credits at the 300+ level may be double-counted for other major requirements and a maximum of eight (8) credits may be double-counted for other minor requirements. Petitions to substitute courses may be submitted to the Data Science Director to address double-counting constraints. Students minoring in statistics may not use any of their “8 additional semester hours of statistics” towards the Data Science major.

Minor

The Data Science Minor is ideal for students who would benefit from in-depth experiences managing, analyzing, and visualizing data. The minor is designed for students from virtually any major, although quantitative literacy at or exceeding the level of PLU MATH 140 (Precalculus) is required.

Minor in Data Science
20 semester hours

Computational and Data Science Foundations
8 semester hours

- DATA 133: Introduction to Data Science I or CSCI 144: Introduction to Computer Science (4)
- DATA 233: Introduction to Data Science II (4)

Statistical Foundations
8 semester hours

- Any of MATH/STAT 145, STAT 231, 232, or MATH/STAT 242 (4)
- MATH/STAT 348: Statistical Computing and Consulting (4)

Domain-Specific Electives
4 semester hours

Select at least one option from the list of electives that applies data science principles in a disciplinary context or provides deeper study of data science topics. Details about Domain-Specific Elective Options are given below.

All courses counted toward the minor must be completed with grades of C or higher.

Students may complete requirements for the minor in any order that meets course prerequisites.

A maximum of eight (8) credits may be double-counted for other major and minor requirements, although students minoring in statistics may not use any of their "8 additional semester hours of statistics" toward the Data Science minor.

Students may transfer a maximum of 8 semester hours toward the Data Science minor, unless they have permission from the director.

Domain-Specific Electives

Domain-Specific Elective Options for the Data Science Major and Minor

Domain-Specific Elective courses must go beyond introductory topics and techniques to develop advanced statistical expertise for the respective field where at least one of the following are met:

1. Data are not easily collected (e.g., makes use of intricate study design; requires in-depth survey design), OR
2. Data are not easily managed (e.g., data are messy; data set is excessively large; data are not easily synthesized), OR
3. Data are not easily analyzed by selecting routine analyses from a series of menu items (e.g., arguments must be made for appropriate covariates), OR
4. Data are not easily presented (e.g., requires sophisticated visualization techniques)

Approved courses include***:

- BUSA 310: Information Systems and Database Management (4)
- BUSA 467: Marketing Research (4)
- COMA 461: Advertising, PR + Campaigns (4)
- CSCI 330: Introduction to Machine Learning (4)
- CSCI 333: Introduction to Bioinformatics (4)
- CSCI 367: Databases and Web Programming (4)
- Selected CSCI 387/388/389/487/488/489: Special Topics in Computer Science courses (4)
- ECON 344: Econometrics (4)
- ESCI 331: Maps: Computer-Aided Mapping and Analysis (4)
- MATH/STAT 442: Statistical Modeling (4)
- NURT 318: Research Methods (2) with NURT 319: Healthcare Technology (2)
- POLS 301: Political Science Methods (4)
- PSYC 242: Advanced Statistics and Research Design (4)

***Many of these courses require prerequisites outside of the Data Science major or minor (check the catalog). Courses used as part of other Data Science major requirements may not be double-counted as the Domain-Specific Elective. Students may petition for a course not on this list to satisfy the Domain-Specific Elective.

Data Science (DATA) - Undergraduate Courses

DATA 133 : Introduction to Data Science I

Introduction to computer programming and problem-solving using real datasets from a variety of domains such as science, business, and the humanities. Introduces the basics of data science concepts through computational thinking, modeling and simulation and data visualization using the Python programming language and R statistical software. Intended for students without prior programming experience. Prerequisite: completion of PLU MATH 140 or an equivalent college-level course with a grade of C or better; or PLU mathematics placement into PLU MATH 151 or a higher numbered PLU mathematics course. (4)

DATA 233 : Introduction to Data Science II

Continuation of DATA 133, topics may include data manipulation, cleaning and visualization techniques, machine learning techniques, natural language processing, databases, text mining, data science ethics/privacy, etc. Students will collaborate with the help of version control systems like GitHub. Python is the main programming language used. Prerequisite: DATA 133 or CSCI 144. Recommended: One of MATH/STAT 145, STAT 231, 232, SOCI 301, or MATH/STAT 242. (4)

DATA 287 : Special Topics in Data 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)

DATA 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)

DATA 499A : Capstone: Culminating Experience I - SR

Preparation for oral and written presentation of information learned in individual research under the supervision of an assigned faculty member, possibly in a small group of two or three students. Discussion of methods for collaborating and communicating results of analysis with client and teammates. Discussion of ethical implications of data-based inferences. With DATA 499B, meets the culminating experience (SR) requirement. Prerequisite: MATH/STAT 442 or concurrent enrollment; CSCI 330; and Senior standing, or permission of instructor. (2)

DATA 499B : Capstone: Culminating Experience II - SR

Continuation of DATA 499A with emphasis on oral and written presentation. With DATA 499A, meets the culminating experience (SR) requirement. Prerequisite: DATA 499A. (2)

Economics

253.535.7294	www.plu.edu/economics/	econ@plu.edu
Krisztina Nagy, Ph.D., Chair		

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 32 semester hours

Required Courses for all Economic Majors
20 semester hours

- ECON 101, 102, and 499
- ECON 301 or 302
- STAT 231 or MATH/STAT 242

Additional Required Elective
12 semester hours

- Choose three courses below:
    - ECON 311, 313, 333, 337, 341, 344
    - ECON 301 or 302, if not used to meet the required course above
    - A maximum of 4 credits may be selected from:
        - ECON 287, 387, 487, or 495

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 16 semester hours toward the economics major, unless they have permission from their major advisor. 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.

Minor

20 semester hours

- ECON 101 and 102
- ECON 301 or 302
- 8 additional semester hours of electives
    - 4 hours of which may be from ECON 301 or 302 if not used above
- A maximum of 4 semester hours may be selected from:
    - ECON 287, 387, 487, or 495

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 8 semester hours toward the economics minor, unless they have permission from the chair of the Department of Economics.

Economics (ECON) - Undergraduate Courses

ECON 101 : Principles of Microeconomics - ES

Introduces the study of economic decision making by firms and individuals and analyzes the effect of public policies on these. Economic tools and concepts such as markets, supply and demand, efficiency, and externalities will be applied to contemporary issues such as pollution, international trade, and health care. (4)

ECON 102 : Principles of Macroeconomics - ES

Introduces the economy as a whole and major issues such as inflation, unemployment, economic growth, and international trade. (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 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; ECON 102; MATH 128 or 151. (4)

ECON 311 : Natural Resources Economics

An introduction to the economic principles governing natural resource management, with emphasis on dynamic modeling and optimization. Topics include non-market valuation, renewable and nonrenewable resource use, sustainability, and globalization. Applications include outdoor recreation, mineral extraction, land use, and fisheries. Prerequisite: ECON 101 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 consent of instructor. (4)

ECON 333 : Economic Development - GE

Analysis of the theoretical framework for development with applications to alternative economic development strategies used in 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 consent of instructor. (4)

ECON 337 : International Macroeconomics

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

ECON 341 : Strategic Behavior

An introduction to game theory and analysis of interactive decision processes. Interactive game playing, cases, and examples drawn primarily from economics, but applications include strategic decisions in international relations, environmental resource management, biology, sports, business, and political science. Prisoner's Dilemma, sequential games, Nash equilibrium, mixed and pure strategies, collective action and bidding strategies, bargaining. Prerequisites: ECON 101 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; STAT 231 or equivalent, 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; 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, STAT 231 or MATH/STAT 242, ECON 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)

Education

253.535.7272	www.plu.edu/education/	educ@plu.edu
John Wright, Ph.D., Associate Dean		

Undergraduate Admissions	https://www.plu.edu/education/how-to-apply
B.A.E. – Elementary Education	www.plu.edu/education/programs/bachelor-of-arts-in-education/
B.A.E. – Outreach Education	www.plu.edu/education/programs/bachelor-of-arts-in-education/

Click to view catalog information for specific area:

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

Elementary Certification and Endorsement Options

Elementary Education/Special Education Professional Education

Elementary Education/Reading Professional Education

Elementary Education/English Language Learner (ELL) Professional Education

Certification in Health and Fitness or Music Education

Secondary Certification and Endorsement Options

Outreach Education – **This program is not currently being offered.**

Certification Options for Persons Who Hold a Baccalaureate Degree From a Regionally-Accredited Institution

Education (EDUC) - Undergraduate Courses

EDUC 205 : Multicultural Perspectives in the Classroom

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 327 : Instructional Systems and Design

Explores instructional systems and design and provides a foundation for knowing how to design, plan, adapt, and modify instruction that meets the needs of diverse learners. Careful attention is given to understanding and meeting the needs of historically marginalized students, integrating skills and strategies into lesson design, and using assessment to guide instructional and programmatic decisions. Integrating concepts of anti-racist pedagogy and universal design for learning provides a foundation for the practical work. (3)

EDUC 330 : Professional Practice I

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

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 361 : Teaching and Learning of Science

Provides a hands-on, minds-on course designed to help pre-service elementary teachers learn to teach science to students in grades K-8 in ways that are consistent with what is known about science education and the physical, emotional, and cognitive development of children. The course will focus on inquiry learning and sense-making driven by the Next Generation Science Standards (NGSS) that serve to guide curriculum and instructional development in the state of Washington. (4)

EDUC 370 : Professional Practice II

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

EDUC 372 : Teaching and Learning of Reading

This course focuses on developmental stages of literacy development. Reading components phonemic awareness, phonics, fluency, vocabulary, and comprehension are addressed. Assessments and instructional activities to support students' learning in responsive, differentiated ways are taught and practiced. (4)

EDUC 373 : Teaching and Learning of Mathematics

Provides a hands-on, minds-on course designed to help pre-service elementary teachers learn to teach math to students in grades K-8 in ways that are consistent with what is known about math education and physical, emotional, and cognitive development of children. The course will focus on facilitating student discourse to drive procedural fluency through conceptual understanding grounded in the components of effective teaching and learning as outlined by National Council of Teachers of Mathematics (NCTM) and the Common Core State Standards for math (CCSS-M) that serve to guide curriculum and instructional development in the state of Washington. (4)

EDUC 374 : Management and Student Engagement

Develops management strategies for student engagement and increasing academic achievement (4)

EDUC 375 : Technology Integration

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

EDUC 385 : Comparative Education - GE

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. (2 or 4 credits)

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 and health and fitness education majors. Prerequisite: admission to the School of Education and Kinesiology; completion of MUSI 340 for music education majors, and co-enrollment in KINS 490 for both health and fitness education majors. (3)

EDUC 402 : Internship I

Teacher candidates will be required to complete a minimum of 90 hours of fieldwork in a local school. (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 : Teaching and Learning of 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. (4)

EDUC 405 : Teaching and Learning Art in the Elementary Classroom

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

EDUC 407 : Teaching and Learning of Writing

This course focuses on the multimodal teaching of writers across developmental stages, emphasizing culturally sustaining practices. This includes developmental and writing processes, genre exploration, the role of identity and community in writing, writing strategies and skills, and formative assessment and feedback. (2)

EDUC 423 : Language and Literacy Development for Multilingual Learners

This course examines stages of second language acquisition; including, examining conceptual, pedagogical, and instructional practices to support bilingualism and differentiate content instruction according to language proficiency. (2)

EDUC 428 : Assessments in Literacy

This course introduces frameworks for understanding reading difficulties and responsive assessment. Teacher candidates learn how to administer and interpret literacy assessments in order to identify areas of instructional focus and indicate those in professional reports communicated across various stakeholders. Purposes, advantages, and limitations of standardized and other assessment tools are explored. (2)

EDUC 429 : Diversity Responsive Children's Literature

Explores diversity responsive children's literature and why these texts are imperative for all readers. Emphasizing identifying, selecting, and evaluating high-quality, diversity responsive books across genres and formats (e.g. novels in verse, graphic novels, print/digital) as well as strategies for advocacy and use in K-6 classrooms. (2)

EDUC 438 : Learner-Centered Literacy Instruction

Focuses on learner-centered literacy instruction, fostering student agency, and literacy identities. Special attention is placed on instructional strategies and methods that cultivate deep comprehension, intrinsic motivation, perspective taking,

and critical thinking. (2)

EDUC 450 : Seminar - SR

A seminar for all education students focusing development of professionalism and competence in inquiry and reflective practice. (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. (10-15)

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 : Linguistics and Language Acquisition

Investigation of how young children acquire their first language and what they know as a result of this learning. This course explores first language acquisition and development; including, phonology, syntax, morphology, pragmatics, and semantics. These concepts are examined in relation to standard language ideologies and supporting linguistic justice. (2)

EDUC 491 : Independent Study

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

EDUC 495 : Internship

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

EDUC 497 : Special Project

Individual study and research on education problems or additional laboratory experience in public school classrooms. Prerequisite: consent of the dean. (1 to 4)

Educational Psychology (EPSY) - Undergraduate 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)

Special Education (SPED) - Undergraduate Courses

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 307 : Foundations in Special Education

Provides an overview of foundational Special Education concepts, laws, and processes and is taken by all undergraduate education majors. Key content will include historical foundations leading to current laws and policies including ADA, IDEA, and 504, as well as the ways current laws influence policies and processes. This preparatory course will provide a foundation for future discussion and topic exploration in theory and practice. (4)

SPED 342 : Methods of Assessment for Students with Disabilities

Provides the beginning special education candidate with the background, theories, and practice knowledge of assessment. This course will cover the basic core skills, terminology, and practice of assessments and evaluation across all categories of IDEA, using a multidisciplinary approach. Principles of RTI, MTSS, and PBIS will be covered using an embedded case study model. Principles of reducing potential bias will be explored across all categories and methods of assessment. (4)

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 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 409 : Current Trends in Special Education

Provides special education undergraduate candidates with specific, current, and relevant information regarding students with disabilities who required specialized programming. This course will explore topics related to specialized supports and plans pertinent to academics, behavior, mental health, and social-emotional needs. This course will also cover topics related to transition planning for students and collaboration with outside community agencies. The course will also cover current pertinent issues related to law, policies, and practice. All topics will be covered with a focus on inclusion and evidence-based and culturally relevant practices. (4)

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. (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 454 : Methods and Assessment of Students with Complex Support Needs

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 is included. (3)

SPED 487 : 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 488 : 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 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)

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

Major in Education

68-70 semester hours depending on specific program

Eligibility Requirements for Entrance to B.A.E. Program

The School of Education offers direct admission for the Bachelor of Arts in Education (B.A.E.) program. This allows students to pursue Elementary Education (K-8) at the time they are officially enrolled at PLU. **No additional application or interview is necessary for the B.A.E. program.** The education program which culminates in a B.A.E. degree and Washington State Teaching certificate begins in **Fall of the junior year.**

Entrance Requirements:

- Evidence of verbal and quantitative ability as illustrated by scores 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 to register.
- Official transcripts of all college/university work (must be from a regionally accredited college/university; foreign transcripts must have a professional evaluation for regional university equivalency)
- Junior standing (60 or more semester hours)
- Cumulative grade point average (GPA) of 2.75
- Psychology 101 or equivalent with a grade of C or higher
- Writing 101 or equivalent with a grade of C or higher
- MATH 123 or equivalent with a grade of C or higher

Continuation in a program of study in the school 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 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; and MUSI 341 or equivalent.

Note: Each endorsement requires passing the designated WEST-E or NES. Refer to the student handbook for testing timelines. *The WEST-E or NES 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 all required state tests. The B.A.E. requirements are separate from the teacher certification.

Residency Teaching Certificate

Candidates who successfully complete a program of professional studies in the school, who meet all related academic requirements for a degree or a certificate, and who meet all state requirements will be recommended by the school 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 Pre-Residency Clearance 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 school. State requirements are subject to immediate change. Candidates should meet with school advisors each semester and the certification officer for updates in program or application requirements.

Note: The school 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.

B.A.E. Curricula

Elementary Certification and Endorsement Options

Elementary Education/Special Education Professional Education

Elementary Education/Reading Professional Education

Elementary Education/English Language Learner (ELL) Professional Education

Health and Fitness or Music Education

Secondary Certification and Endorsement Options

Outreach Education

Preparation for Teaching in Private and/or Christian School

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.

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 School of Education 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, go to the Graduate and Post-Baccalaureate section of this catalog or www.plu.edu/education/ppd/

Additional Endorsement Options for Educators
www.plu.edu/education/ppd/add-on-endorsements/

Engineering Dual-Degree Program

PLU Requirements

253.535.7653	www.plu.edu/physics/dual-degree/	nsci@plu.edu
Bogomil Gerganov, Ph.D., Director		

Students in the Dual Degree Program may earn a Bachelor of Arts in Physics or Chemistry from PLU, as specified below:

Bachelor of Arts Degree

Major in Physics
48 semester hours

- PHYS 153, 154, 163, 164, 223, 499A*, 499B*
- **Plus:** three courses in physics or engineering from:
    - PHYS 310, 331, 336, 401
    - ENGR 240, 333, 334, 355
    - PHYS 354 or MATH 351
    - CHEM 341 or CHEM 342 or MATH 331 or 356 may be counted as a substitution for one course
    - The particular courses chosen will depend on the intended subdiscipline and the engineering school's entrance requirements. Students should consult with the Dual Degree program director before choosing their electives.
- **Required supporting courses:** MATH 151, 152, 253; CSCI 144 or DATA 133; ENGR 131

*Senior project courses from the dual degree engineering school will substitute for the courses PHYS 499A and 499B.

Major in Chemistry
51 semester hours

- **Chemistry Courses**
  33 semester hours
    - CHEM 115, 116, 320, 331, 332, 333, 334 (or 336), 341, 342, 343, 499A*, 499B*
- **Supporting Courses**
  18 semester hours
    - MATH 151, 152
    - PHYS 153, 154, 163, 164

*Senior project courses from the dual degree engineering school will substitute for the courses CHEM 499A and 499B.

Additional pre-engineering courses beyond those listed above for the Bachelor of Arts in Physics or Chemistry are required for admission into affiliate Dual Degree program and vary depending on the affiliate.

Students must consult with the Dual Degree program director for a complete list of current pre-engineering requirements. Please see https://www.plu.edu/physics/dual-degree/ for additional information about program requirements.

The Engineering School Program

Students are also required to enroll in an ABET-accredited engineering program and complete upper-level project-based coursework in that program 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, Washington University in St. Louis, and Washington State University in Pullman, WA to facilitate the transfer process into the institution. Between these universities, 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, Washington University, and Washington State University can be found at those institutions' websites: undergrad.admissions.columbia.edu/apply/combined-plan, engineering.wustl.edu/prospective-students/dual-degree/Pages/default.aspx, and https://vcea.wsu.edu/dual-degree.

Academic Expectations

Columbia University strongly recommends 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 also strongly recommends 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 three full-time years at PLU before transferring. All applicants who began college in Fall 2019 or later will be considered under a competitive review process.

For Washington University in St. Louis, the required grade point average is 3.25, both overall and in science and mathematics courses. Washington University also considers applicants under a competitive review process.

For Washington State University (WSU) – Pullman campus, students who earn a 2.6 grade point average in transferred major courses and a grade of at least a "C" in each of these courses, will be guaranteed admission into the Mechanical Engineering major. Students area expected to have completed at least 60 semester credits of coursework before transferring to WSU. They also must submit a University Writing Portfolio (USP) in fulfillment of the WSU university writing proficiency graduation requirement. To this end, **students interested in transferring to WSU should save samples of writing from coursework completed at PLU.**

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/ .

English

253.535.7241	www.plu.edu/english/	english@plu.edu
Solveig Robinson, Ph.D., Chair		

Bachelor of Arts Degree

All majors must complete one of the Concentrations below. Students may complete more than one Concentration.

Major in English *(Literature Concentration)*
At least 36 semester hours in English (excluding FYEP 101) with at least 20 hours upper division, distributed as follows:

ENGL 227: Introduction to Creative Writing CX
4 semester hours

ENGL 275: Literary Passages: An Introduction to Literatures in English
4 semester hours

The department recommends that students take ENGL 227 and 275 within their first two semesters as a declared major.

ENGL 300: Living Stories
4 semester hours

Must be taken before, and not concurrently with, the Senior Capstone (ENGL 434). Students are recommended to take ENGL 300 in their sophomore or junior year.

Literature Courses
16 semester hours (excluding ENGL 275; 12 semester hours upper division), distributed as follows:

- National and Global Traditions (at least 4 semester hours)
  - ENGL 360: Studies in British Literature IT
  - ENGL 370: Studies in American Literature IT
  - ENGL 380: Studies in Global Anglophone Literature IT,GE
- Themes in Literature (at least 4 semester hours)
  - ENGL 334: Studies in Lit for Young Readers IT
  - ENGL 394: Studies in Literature and the Environment IT,GE
  - ENGL 395: Studies in Literature, Gender, and Sexuality IT,GE
  - ENGL 396: Studies in Literature, Race, and Ethnicity IT,GE
  - ENGL 397: Literatures of Genocide and the Holocaust IT,GE

Writing
4 semester hours (excluding ENGL 227)
Any writing course from the 200-400 levels

Electives
0 to 8 semester hours

Any English-designated courses (100 to 400 level): literature, writing, or publishing and printing arts.

Capstone Senior Seminar

ENGL 434: Writing, Literature, and Public Engagement
4 semester hours
Prerequisites: ENGL 227, 275, and 300.

The capstone seminar, generally taken in the senior year, includes a capstone presentation consistent with the general university requirements.

Major in English *(Creative Writing Concentration)*
At least 36 semester hours in English (excluding FYEP 101) with at least 20 semester hours upper division, distributed as follows:

ENGL 227: Introduction to Creative Writing CX
4 semester hours

ENGL 275: Literary Passages: An Introduction to Literatures in English
4 semester hours

The department recommends that students take ENGL 227 and 275 within their first two semesters as a declared major.

ENGL 300: Living Stories
4 semester hours

Must be taken before, and not concurrently with, the Senior Capstone (ENGL 434). Students are recommended to take ENGL 300 in their sophomore or junior year.

Writing Courses
16 semester hours (excluding ENGL 275; 12 semester hours upper division), distributed as follows:

- Creative Writing; 12 semester hours in 2 of 3 major genres (poetry, fiction, creative nonfiction):
  - Poetry:
    - ENGL 327: Intermediate Poetry Writing
    - ENGL 339: Special Topics in Creative Writing (when taught on poetry)
  - Fiction:
    - ENGL 329: Intermediate Fiction Writing CX
    - ENGL 337: Introduction to Screenwriting CX
    - ENGL 339: Special Topics in Creative Writing (when taught on fiction)
  - Creative Nonfiction:
    - ENGL 225: Autobiographical Writing CX
    - ENGL 320: Intermediate Creative Nonfiction
    - ENGL 339: Special Topics in Creative Writing (when taught on creative nonfiction)
- Professional, Public, and Digital Literacies; 4 semester hours, any course specified in the PPDL Concentration, excluding ENGL 337

Upper Division Literature
4 semester hours
Any 300-400 level English-designated literature course

Electives
0 to 8 semester hours
Any English-designated courses: literature, writing, or publishing and printing arts.

Capstone Senior Seminar

ENGL 424: Seminar: Writing
4 semester hours
Prerequisites: ENGL 227, 275, 300, and two intermediate-level writing workshop courses.

The capstone seminar, generally taken in the senior year, includes a capstone presentation consistent with the general university requirements.

Major in English *(Professional, Public, and Digital Literacies Concentration)*
At least 36 semester hours in English (excluding FYEP 101) with at least 20 semester hours upper division, distributed as follows:

ENGL 227: Introduction to Creative Writing CX
4 semester hours

ENGL 275: Literary Passages: An Introduction to Literatures in English
4 semester hours

The department recommends that students take ENGL 227 and 275 within their first two semesters as a declared major.

ENGL 300: Living Stories
4 semester hours

Must be taken before, and not concurrently with, the Senior Capstone (ENGL 434). Students are recommended to take ENGL 300 in their sophomore or junior year.

Writing Courses
16 semester hours (12 semester hours upper division)

- ENGL 311: The Book in Society (PPAP)
- ENGL 312: Publishing Procedures (PPAP)
- ENGL 323: Writing in Professional & Public Settings CX
- ENGL 328: Theories of Reading and Writing ES
- ENGL 336: Digital Writing and Storytelling

- ENGL 337: Intro to Screenwriting CX
- ENGL 387: Topics in Rhetoric, Writing, and Culture
- ENGL 393: The English Language

Students may satisfy 4 credits of this concentration with COMA 215 (Writing for Communication Careers), COMA 343 (Media Writing), or, with the Chair's approval, another appropriate Communication Course.

Upper Division Literature
4 semester hours
Any 300-400 level English-designated literature course

Electives
0 to 8 semester hours
Any English-designated courses: literature, writing, or publishing and printing arts.

Capstone Senior Seminar

ENGL 434: Seminar: Writing, Literature, and Public Engagement
4 semester hours
Prerequisites: ENGL 227, 275, and 300.

The capstone seminar, generally taken in the senior year, includes a capstone presentation consistent with the general university requirements.

Minors

- **Literature, Culture, and Power**
  Study of literature in its cultural and historical contexts; focusing on the ways literature both challenges and perpetuates systems of power; may include themes like environment, race and ethnicity, or gender and sexuality.

  20 semester hours (excluding FYEP 101), with at least 12 semester hours in upper-division courses, distributed as follows:

  - Literature Courses (12 semester hours)
  - Writing Course (4 semester hours)
  - Literature or Writing Course (4 semester hours)

- **Writing**
  20 semester hours (excluding FYEP 101), with at least 12 semester hours in upper-division courses, distributed as follows:

  - Writing Courses (12 semester hours)
  - Literature Course (4 semester hours)
  - Literature or Writing Course (4 semester hours)

- **Publishing and Printing Arts**
  20 semester hours.

See separate listing under Publishing and Printing Arts.

English majors with a Literature concentration may complete a complementary Writing minor. English majors with a Writing concentration (Creative Writing or Professional, Public, and Digital Literacies) may complete a complementary Literature, Culture, and Power minor. All majors may also complete a minor in Publishing and Printing Arts (PPAP).

Prospective Teachers

Students preparing to teach English in secondary schools should arrange for an advisor in both English and Education. Please also see the School 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 School of Education or a Bachelor of Arts in Education with a teaching major in English. See course requirements in the School 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. 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, 235, 235, 334, 348, 394, 395, 396, 397, 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 School 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 213 : Topics in Literature: Themes and Authors - IT

A variable-content course that focuses on the act of reading and interpreting texts. (4)

ENGL 214 : Introduction to Major Literary Genres - IT

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 - IT, GE

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 - IT, GE

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 225 : Autobiographical Writing - CX

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 Creative Writing - CX

A beginning workshop in creative writing, focusing on the major genres of poetry, short fiction, and creative nonfiction. Includes a study of techniques and forms to develop critical standards and an understanding of the writing process. (4)

ENGL 232 : Women's Literature - IT, GE

An introduction to fiction, poetry, and other literatures by women writers. Includes an exploration of women's ways of reading and writing. (4)

ENGL 234 : Environmental Literature - IT

Examines representations of nature in literature, and the ways in which humans define themselves and their relationship with nature through those representations. Focuses on major texts from various cultures and historical periods. Includes poetry, fiction, and non-fiction. (4)

ENGL 241 : American Traditions in Literature - IT

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 - IT

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 275 : Literary Passages: An Introduction to Literatures in English

An introduction to literatures in English from around the globe, focusing on the imaginative, critical, and social power of reading and literary study. This theme-based course is centered around an in-depth study of one of Shakespeare's plays, with other readings branching out from this seed text. Students will encounter texts from a variety of historical and geographic contexts, exploring how literary form and genre develop over time and within specific communities. Organizing themes may include: Race and Empire, Nature and the Human, Language and Power, and Gender and Sexuality. Required for all English major and strongly recommended for first-years. (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 : Living Stories

A gateway course for the intermediate-level courses in each of the English major concentrations, 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, with a special focus on storytelling. Required for all English majors before taking senior seminar ENGL 424 or 434. Strongly recommended for sophomore or junior year. (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 PPAP 301, COMA 321. (4)

ENGL 312 : Publishing Procedures

A workshop introduction to the world of book publishing, involving students in decisions about what to publish and how to produce it. Cross-listed with PPAP 302, COMA 322. (4)

ENGL 313 : The Art of the Book I - CX

This studio course explores the history, aesthetics, and creative dimensions of book design, typography, and printing as it relates to artist books. Students will learn the basics of letterpress printing and bookbinding. Prerequisites: Declared PPA minor or permission of instructor. Cross-listed with PPAP321, ARTD 315. (4)

ENGL 314 : The Art of the Book II - CX

This course allows students to further explore book design, typography, and printing as it relates to book arts through independent projects and demonstrations. Prerequisite: PPAP 321 / ARTD 315 / ENGL 313 with a B grade or better or permission of instructor. Cross-listed with PPAP 322. (4)

ENGL 320 : Intermediate Creative Nonfiction

Intermediate-level writing workshop that focuses on the analysis and writing of creative nonfiction. Course may focus on one or more specific sub-genres (personal essay, lyric essay, place-based writing, free-lance writing, memoir, biography,

environmental writing, social justice writing, etc.). Prerequisite: ENGL 227. (4)

ENGL 323 : Writing in Professional and Public Settings - CX

Students working in professional settings analyze the rhetorical demands of their job-related writing. (4)

ENGL 327 : Intermediate Poetry Writing

An intermediate-level workshop that focuses on the analysis and writing of poems. Prerequisite: ENGL 227. (4)

ENGL 328 : Theories of Reading and Writing - ES

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 - CX

An intermediate-level workshop that focuses on the analysis and writing of fiction. Prerequisite: ENGL 227. (4)

ENGL 336 : Digital Writing and Storytelling

Students analyze and practice various genres of creative and professional digital writing, visual rhetoric and narrative, and storytelling in the context of Internet and print history and culture. Students read theory, engage in research, collaborate in workshops, and learn project development. (4)

ENGL 337 : Intro to Screenwriting - CX

Introduces students to the elements of screenwriting; including, structure, character, dialogue, and setting. Students will learn to critically read and evaluate scripted media and to produce their own original scripts. Prerequisite: ENGL 227. (4)

ENGL 339 : Special Topics in Creative Writing

Intermediate-level writing workshop that focuses on the analysis and writing of fiction, poetry, or nonfiction in a particular style or genre. Course topic varies by year. May be repeated once for credit. Prerequisite: ENGL 227 or instructor approval. (4)

ENGL 360 : Studies in British Literature - IT

Study of specific historical periods, literary movements, socio-cultural issues and themes, or major authors in British literature. Emphasis is on careful interpretation of literary texts with attention to their contexts. Course content varies. Course is repeatable once with different topic. (4)

ENGL 370 : Studies in American Literature - IT

Study of specific historical periods, literary movements, socio-cultural issues and themes, or major authors in American literature. Emphasis is on careful interpretation of literary texts with attention to their contexts. Course content varies. Course is repeatable once with different topic. (4)

ENGL 380 : Studies in Global Anglophone Literature - IT, GE

Study of specific historical periods, literary movements, socio-cultural issues and themes, or major authors in global Anglophone literature. Emphasis is on careful interpretation of literary texts with attention to their contexts. Course content varies. Course is repeatable once with different topic. (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 394 : Studies in Literature and the Environment IT, GE

Study of literature and media on landscape, human/animal categories, conservation, sustainability, climate, and planet. Approaches may involve ecocritical, ecofeminist, animal studies, or green standpoints. Texts come from genres and movements including ecopoetics, realist fiction, speculative fiction, sf, creative nonfiction, blogs, film, performance, and public art. Course content varies. Course is repeatable once with different topic. (4)

ENGL 395 : Studies in Literature, Gender, and Sexuality - IT, GE

Study of literature through the lens of gender and sexuality. Students practice feminist and queer approaches to literature from a range of historical periods, genres, and 13 national/global contexts. Additionally, this course creates a venue for students and faculty to study literature written by and about sexual and gendered minority communities, including women writers of color and LGBTQ authors. Course content varies. Course is repeatable once with different topic. (4)

ENGL 396 : Studies in Literature, Race, and Ethnicity - IT, GE

Study of literature through the lens of race and ethnicity. Students explore English-language texts written by authors of color, and/or writers from marginalized ethnic, immigrant, or indigenous communities. Focus may be on specific authors, themes, genres, or historical periods. Course content varies. Course is repeatable once with different topic. (4)

ENGL 397 : Literatures of Genocide and the Holocaust - IT, GE

Study of representations and narratives that attempt to engage and make sense of the Holocaust and other genocides. Texts may include a variety of literature written in multiple genres (poetry, fiction, creative nonfiction, life writing) and media (film, television, plays, photography, blogs) from a range of historical periods and national/global contexts. Course content varies. Course is repeatable once with different topic. (4)

ENGL 424 : Seminar: Writing - SR

An advanced seminar in revision in which students produce a portfolio of their writing (in at least two genres) for public presentation. Prerequisites: ENGL 300 plus two intermediate-level writing workshop courses (ENGL 322 through 329; 339; 385; 387) or instructor permission. (4)

ENGL 434 : Seminar: Writing, Literature, and Public Engagement - SR

An advanced seminar exploring how various genres of writing, literature, and criticism function as forms of public engagement. Students compile a portfolio of work from their major and produce one substantial project for public presentation. Prerequisites: ENGL 227, 275, and 300; plus two intermediate (300-level) courses from either the Literature or the Professional, Public, and Digital Literacies concentrations; or instructor permission. (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)

Earth Science & Environmental Studies

Earth Science and Environmental Studies are focused on the study of human interactions with the earth and its environments.

253.535.7744	www.plu.edu/earth-environmental/	lechlear@plu.edu
Alex Lechler, Ph.D., Chair		

The major and minor in Earth Science focus on the scientific study of the processes that shape the earth. The program offers courses that explore earth materials and what they can tell us about past climates, tectonic activity, and mountain building. We also study natural hazards and other processes that shape earth's surface and how they affect human societies.

Earth Science and Environmental Studies explore how humans interact with Earth. The minor and BA major in Earth Science focus on the scientific processes shaping our planet; including, past climates, tectonic activity, mountain building, and natural hazards. The minor and BA major in Environmental Studies examines human-environment relationships through diverse perspectives; including, humanities, natural sciences, social sciences, and environmental justice. Students also learn investigation methods by studying the Chambers-Clover Creek Watershed. The joint Earth and Environmental Science BS major offers robust natural science training while integrating humanities, social sciences, and environmental justice, with students choosing an Earth Science or Environmental Science concentration.

Bachelor of Arts Degree

Major in Earth Science
33 semester hours in the following earth science courses, plus 4 semester hours in supporting courses

The bachelor of arts degree is the minimum preparation for the field and is best combined with other degree programs, such as another major or minor. Students interested in Earth Science and completing a bachelor of arts in education often combine it with this degree.

- Required: ESCI 201, 401, 499A, 499B
- 8 semester hours from: ESCI 102, 103, 104, 105, 106, 107, or 109
- 16 semester hours from: ESCI 325, 327, 331, 332, 336, 345, or 387/388/389
- Required supporting non-earth science course: CHEM 104 or CHEM 115
- Recommended: Geologic Field Experience
- Course selections should reflect a student's interests and are discussed with an advisor
- All courses taken for the major must be completed with a grade of C- or higher

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 499A.
   - ECON 101: Principles of Microeconomics (4)
   - ESCI 104: Conservation of Natural Resources (4)
   - RELI 239: Environment and Culture (4)
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 (4)
   - BIOL 367: Conservation Biology & Management* (4)
   - BIOL 368: Ecology* (4)
   - BIOL 369: Marine Biology* (4)
   - CHEM 104: Environmental Chemistry# (4)
   - ESCI 103: Earthquakes, Volcanoes, and Geological Hazards (4)

- ESCI 109: The Geology of Energy (4)
- ESCI 332: Geomorphology* (4)
- NSCI 350: STEM Education Partnership (4)

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 (4)
- ECON 215: Investigating Environmental & Economic Change in Europe* (4)
- ECON 313: Environmental Economics* (4)
- HIST 351: History of Western and Pacific Northwestern United States (4)
- HIST 370: Environmental History of the US (4)
- POLS 346: Environmental Politics and Policy (4)

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 (4)
- ENGL 394: Studies in Literature and the Environment (4)
- PHIL 226: Environmental Ethics (4)
- PHIL 327: Environmental Philosophy (4)
- RELI 236: Native American Religious Traditions (4)

3. **Environmental Justice**
4 semester hours
These courses examine intersections between environmental degradation and structural discrimination and how Indigenous and/or minoritized communities live in and experience these intersections. The courses critically interpret values and assumptions that structure human communities and their relationships to the earth's ecosystem with special attention to the history of colonialism and capitalism, questions of racism, sexism, xenophobia, and/or speciesism, the exclusions of minoritized communities from environmentalist movements and the survivance and resistance of such communities at theses intersections. Students select one course from the following:
    1. NAIS 244: Environmental Justice and Indigenous People (4)
    2. RELI 365: Climate Justice (4)
    3. RELI 397: Indigenous Religions and Cultures of the Pacific Northwest (4)
4. **Interdisciplinary Advanced Courses in Environmental Studies**
8 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 (4)
    - ENVT 499A: Capstone: Senior Project (1)
    - ENVT 499B: Capstone: Senior Project (3)

Additional Requirements for an Environmental Studies Major

- A complementary major or minor in another discipline
- A minimum of 20 semester hours of upper-division coursework in the environmental studies major

Bachelor of Science Degree

Major in Earth and Environmental Science
76-77 semester hours in Foundation courses and subsequent requirements associated with selection of a concentration in either Earth Science or Environmental Science, completed with a grade of C- or higher and with a cumulative GPA of 2.0 or higher in those courses

Foundation Courses

1. **Multidisciplinary Course in Earth and 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:

- ECON 101: Principles of Microeconomics (4)
- ESCI 104: Conservation of Natural Resources (4)
- ESCI 109: Geology of Energy (4)
- RELI 239: Environment and Culture (4)

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**
    28 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 ONE of the following mathematical courses that prepare them for the quantitative nature of the field:
        - MATH 145: Statistics for Biologists (4)
        - MATH 151: Calculus I (4)
        - STAT 231: Introductory Statistics (4)
        - STAT 232: Introductory Statistics for Psychology Majors (4)
            - Pre-req: PSYC 101 (4)
        - MATH/STAT 242: Introduction to Mathematical Statistics (4)
            - Pre-req: MATH 151 (4)
        - SOCI 301: Quantitative Research Methods (4)
            - Pre-req: SOCI 101 or CRIM 102 (4)

    Students must complete 24 semester hours from the follow introductory sequences:

        - BIOL 225: Molecules, Cells, and Organisms (4)
        - BIOL 226: Genes, Evolution, Diversity, and Ecology (4)
        - CHEM 115: General Chemistry I (4)
        - CHEM 116: General Chemistry II (4)
        - ONE course from:
            - ESCI 102, 103, 104, 106, 107, or 109 (4)
        - ESCI 201: Geologic Principles (4)*
            - *Earth Science concentration must complete ESCI 201
        - PHYS 125/135 (5) or PHYS 153/163 (5)
        - PHYS 126/136 (5) or PHYS 154/164 (5)
        - DATA 133: Introduction to Data Science I (4)
        - DATA 233: Introduction to Data Science II (4)

    A. **The Environment and Society**
    4 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. They also consider how human communities have shaped and been shaped by their environment and how these relationships have changed over time. Students select ONE course from the following:
        A. ANTH 368: Edible Landscapes: The Foraging Spectrum (4)
        B. ECON 311: Natural Resources Economics (4)
            A. Pre-req: ECON 101 (4)
        C. ECON 313: Environmental Economics (4)
            A. Pre-req: ECON 101 (4)
        D. HIST 351: History of the Western and Pacific Northwest U.S. (4)
            A. Pre-req: Sophomore status
        E. POLS 346: Environmental Politics and Policy (4)
    B. **The Environment and Sensibility**
    4 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 ONE course from the following:
        - ENGL 234: Environmental Literature (4)
        - ENGL 394: Studies in Literature and the Environment (4)
        - PHIL 226: Environmental Ethics (4)
        - PHIL 327: Environmental Philosophy (4)
        - RELI 236: Native American Religious Traditions (4)

B. **Environmental Justice**
4 semester hours
These courses examine intersections between environmental degradation and structural discrimination and

how Indigenous and/or minoritized communities live in and experience these intersections. The courses critically interpret values and assumptions that structure human communities and their relationships to the earth's ecosystem with special attention to the history of colonialism and capitalism, questions of racism, sexism, xenophobia, and/or speciesism, the exclusions of minoritized communities from environmentalist movements and the survivance and resistance of such communities at theses intersections. Students select ONE course from the following:

A. NAIS 244: Environmental Justice and Indigenous People (4)
B. RELI 365: Climate Justice (4)
C. RELI 397: Indigenous Religions and Cultures of the Pacific Northwest (4)

- **Interdisciplinary Advanced Courses in Environmental Studies**
  4 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.

1. ESCI/ENVT 499A: Seminar (1)
2. ESCI/ENVT 499B: Capstone: Senior Seminar (3)

Concentrations

BS majors must complete the Earth Science or Environmental Science concentration

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

- ESCI 401: Field Trip (1)
- Approved Field Experience OR ENVT 350: Environmental Methods of Investigation (4)
- 24 semester hours of electives from the list below. At least 16 hours must be from ESCI:
  - BIOL 352: Comparative Anatomy (4)
  - BIOL 354: Natural History of Vertebrates (4)
  - CHEM 320: Analytical Chemistry (4)
  - CHEM 331/333: Organic Chemistry I (5)
  - CHEM 332/334 or 336: Organic Chemistry II (5)
  - ESCI 325: Structural Geology (4)
  - ESCI 327: Stratigraphy and Sedimentation (4)
  - ESCI 331: Maps: Computer-Aided Mapping and Analysis (4)
  - ESCI 332: Geomorphology (4)
  - ESCI 336: Geochemistry (4)
  - ESCI 342: Climate and Earth Systems (4)
  - ESCI 345: Tectonic Petrology (4)
  - MATH/STAT 348: Statistical Computing and Consulting (4)
  - MATH/STAT 442: Statistical Modeling (4)
  - NSCI 350: STEM Education Partnership (4)

Environmental Science Concentration
28 semester hours beyond the Foundation courses (see listing above)

- 4 additional Environment and Society hours from a second department (see above)
- 4 additional Environment and Sensibility hours from a second department (see above)
- ENVT 350: Environmental Methods of Investigation (4)
- 16 semester hours of electives from the list below. No more than 8 semester hours in a single department:
  - BIOL 367: Conservation Biology & Management (4)
  - BIOL 363: Tropical Marine Ecology (4)
  - BIOL 368: Ecology (4)
  - BIOL 369: Marine Biology (4)
  - CHEM 320: Analytical Chemistry (4)
  - CHEM 331/333: Organic Chemistry I (5)
  - CHEM 332/334 or 336: Organic Chemistry II (5)
  - ESCI 331: Maps: Computer-Aided Mapping and Analysis (4)
  - ESCI 332: Geomorphology (4)
  - ESCI 342: Climate and Earth Systems (4)
  - MATH/STAT 348: Statistical Computing and Consulting (4)
  - MATH/STAT 442: Statistical Modeling (4)
  - NSCI 350: STEM Education Partnership (4)

Minors

Earth Science
16 semester hours

The minor is for students with another major who are interested in geology but do not have space to complete a second major.

- 4 semester hours from: ESCI 102, 103, 104, 105, 106, 107, or 109
- ESCI 201
- A minimum of eight upper-division semester hours of earth science courses
- All courses for the minor must be completed with a grade of C or higher

Environmental Studies
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.
   - ECON 101: Principles of Microeconomics (4)
   - ESCI 104: Conservation of Natural Resources (4)
   - RELI 239: Environment and Culture (4)
2. **The Environment and Science**
   4 semester hours
   Students select one course from the following that examine the scientific foundations of environmental issues:
   - BIOL 116: Introductory Ecology (4)
   - BIOL 367: Conservation Biology and Management* (4)
   - BIOL 368: Ecology* (4)
   - BIOL 369: Marine Biology* (4)
   - CHEM 104: Environmental Chemistry# (4)
   - ESCI 103: Earthquakes, Volcanoes, and Geological Hazards (4)
   - ESCI 109: The Geology of Energy (4)
   - ESCI 332: Geomorphology* (4)
   - NSCI 350: STEM Education Partnership (4)
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 (4)
   - ECON 215: Investigating Environmental & Economic Change in Europe* (4)
   - ECON 313: Environmental Economics* (4)
   - HIST 351: History of Western and Pacific Northwestern United States (4)
   - HIST 370: Environmental History of the U.S. (4)
   - POLI 346: Environmental Politics and Policy (4)
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 (4)
   - ENGL 394: Studies in Literature and the Environment (4)
   - PHIL 226: Environmental Ethics (4)
   - PHIL 327: Environmental Philosophy (4)
   - RELI 236: Native American Religious Traditions (4)
   - RELI 257: Christian Theology (4)
     (when topic is "Green Theology" only)
5. **Environmental Justice**
   4 semester hours
   Students select one course from the following that examine intersections between environmental degradation and structural discrimination and how Indigenous and/or minoritized communities live in and experience these intersections:
   1. NAIS 244: Environmental Justice and Indigenous Peoples (4)
   2. RELI 365: Climate Justice (4)
   3. RELI 397: Indigenous Religions and Cultures of the Pacific Northwest (4)
6. **Environmental Methods of Investigation**
   4 semester hours
   - ENVT 350: Environmental Methods of Investigation (4)

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

director 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 (#).

Earth Science (ESCI) - Undergraduate Courses

ESCI 102 : General Oceanography - NW

Oceanography and its relationship to other fields; physical, chemical, biological, climatic, and geological aspects of the sea. Includes labs and field trips. (4)

ESCI 103 : Earthquakes, Volcanoes, and Geologic Hazards - NW

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 optional field trips. (4)

ESCI 104 : Conservation of Natural Resources - NW

Principles and problems of public and private stewardship of our resources with special reference to the Pacific Northwest. Includes labs and field trips. (4)

ESCI 106 : Geology of National Parks - NW

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)

ESCI 107 : Global Climate Changes - NW

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)

ESCI 109 : The Geology of Energy - NW

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. Includes labs. (4)

ESCI 201 : Geologic Principles - NW

This course prepares students for upper-division classes in earth science by investigating earth materials and tectonic processes across spatial scales from the microscopic to the planetary and through geologic time. Emphasis is placed on learning how to form and answer geologically appropriate questions. Includes labs and field trips outside of class time. This course meets state education certification requirements for content in physical and historical geology. (4)

ESCI 287 : Special Topics in Earth 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)

ESCI 288 : Special Topics in Earth 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)

ESCI 289 : Special Topics in Earth 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)

ESCI 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)

ESCI 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: ESCI 201 or consent of instructor. (4)

ESCI 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: ESCI 201 or consent of instructor. (4)

ESCI 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. Prerequisite: previous science (earth science preferred), math or computer science course or consent of instructor. Familiarity with maps recommended. (4)

ESCI 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: ESCI 201 or consent of instructor. (4)

ESCI 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: ESCI 201 and either CHEM 104 or 115 or consent of instructor. (4)

ESCI 342 : Climate and Earth Systems

Study of climate and climate change, past and present, including the impact of climate changes on earth systems, and the disproportionate impact these changes will have on communities around the globe. Prerequisite: ESCI 201. (4)

ESCI 345 : Tectonic Petrology

This class introduces igneous and metamorphic petrology by following rock compositions through several tectonic processes to see how petrology can be used to better understand large-scale tectonics. Students will interpret rock samples and 8 datasets to produce a comprehensive petro-tectonic analysis in a research-group like setting. Includes labs. Prerequisite: ESCI 201 or consent of instructor. (4)

ESCI 387 : Special Topics in Earth 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)

ESCI 388 : Special Topics in Earth 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)

ESCI 389 : Special Topics in Earth 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)

ESCI 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: ESCI 201 or consent of instructor. A minimum of 4 semester hours of 300-level earth science courses. Pass/Fail. (1)

ESCI 487 : Special Topics in Earth 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)

ESCI 488 : Special Topics in Earth 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)

ESCI 489 : Special Topics in Earth 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)

ESCI 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)

ESCI 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)

ESCI 499A : 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 (ESCI 499A - 499B) in their final full year. Prerequisite: at least 8 semester hours of 300-level or above courses in earth science. Pass/Fail. (1)

ESCI 499B : 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: ESCI 449A. (3)

Environmental Studies (ENVT) - Undergraduate Courses

ENVT 104 : Conservation of Natural Resources - NW

Principles and problems of public and private stewardship of our resources with specific reference to the Pacific Northwest. Cross-listed with ESCI 104. (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: declared ENVT major or minor. (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 499A : Capstone: Senior Project - SR

An initiation of 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 prospectus is required. This course is required for all ENVT majors. Prerequisite: ENVT 350. (1)

ENVT 499B : 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 499A. (3)

First-Year Experience Program

253.535.7285	www.plu.edu/first-year/	fyep@plu.educ
Paul Sutton, Ph.D., Director		

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.

As part of the First Year Experience Program, students complete three courses: FYEP 101, FYEP 102, and PLUS 100. FYEP 101 and PLUS 100 are described below. FYEP 102 seminars call on students to engage with themes and questions related to Diversity, Justice, and Sustainability through a disciplinary lens. FYEP 102 courses will be offered as a format for introductory courses within existing departments. They will be visible in the course title as "FYEP 102:" and will be searchable via the Interactive Schedule using the "FYEP Diversity Seminar (FD)" filter.

Course Offerings

FYEP 101 : Writing Seminar - FW

Students will learn strategies for writing, thinking, speaking, and reading. They 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)

PLUS 100 : Transitions to PLU

Specifically designed for first-year students. Affirming students' past experiences, this course assists an individual student's successful navigation of the complex transition to Pacific Lutheran University. Students will identify resources, develop strategies, and hone skills and capacities for college success; including, understanding the roles and responsibilities of university students, faculty, and staff, and alumni/community partners. Community connections, academic support, and personal wellness will be explored within the context of the PLU values of diversity, justice, and sustainability (DJS). Course topics include increasing hope, understanding vocation, appreciating liberal arts, developing metacognition, maximizing campus resources, creating an academic plan, and learning professional communication skills. (1)

Global & Cultural Studies

253.535.7687	www.plu.edu/global-cultural-studies	glcs@plu.edu
Rebecca Wilkin, Ph.D., Chair	Paul Manfredi, Ph.D., Chinese Studies Director Lise Mba Ekani, Ph.D., French & Francophone Studies Director Erik Hammerstrom, Ph.D., Global Studies Director Carmiña Palerm, Ph.D., Hispanic & Latino Studies Director	

Jump to...

Global and Cultural Studies

The Department of Global and Cultural Studies is a dynamic curricular hub for global education made up of the following programs: Chinese and Chinese Studies, French and Francophone Studies, Global Studies, and Hispanic and Latino Studies.

Aligned with PLU's commitment to global education broadly speaking, both on campus and through study away, our courses promote global awareness and cultural competency through various types of cultural studies and interdisciplinary issue-centered courses, including:

- Immersive learning in world languages, literatures, film, and other forms of cultural expression
- Interdisciplinary analysis of contemporary global problems and possible solutions
- Exploration of past and present struggles for social justice, translational movements of people and ideas, and international affairs

The department offers majors and minor Chinese Studies, French & Francophone Studies, Global Studies, and Hispanic Studies and minors in Chinese and Latino Studies.

Bachelor of Arts Degree

Chinese and Chinese Studies

PLU's Chinese and Chinese Studies Program is an interdisciplinary program which is designed to provide students interested in China a broad foundation in Chinese language, culture, and history and an opportunity to focus on the religious-philosophical world view and economic structure of China. A specific Chinese language minor is also provided.

Major in Chinese Studies
32 semester hours

Required Courses
24 semester hours

- CHIN 201: Intermediate Chinese (4)
- CHIN 202: Intermediate Chinese (4)
- HIST 109: East Asian Societies (4)
- HIST 338: Modern China (4)
- RELI 233: Religions of China (4)
- CHSP 499: Capstone: Senior Project (4)

Electives
8 semester hours

- CHIN 301: Composition and Conversation (4)
- CHIN 302: Composition and Conversation (4)
- CHIN 371: Chinese Literature in Translation (4)

French & Francophone Studies

The French & Francophone Studies program offers courses in the French language and in the literature, film, history, and cultures of French-speaking societies in Europe, Africa, North America, and the Caribbean. All French & Francophone Studies courses meet the Global Engagement (GE) Gen Ed requirement. French & Francophone Studies literature and film courses meet the Interpreting Text (IT) Gen Ed requirement. 200- and 300-level French history and language courses meet the Values and Worldviews (VW) Gen Ed requirement. Several French & Francophone Studies courses count towards other

majors and minors including Global Studies and Gender, Sexuality, and Race Studies.

Major in French & Francophone Studies
36 semester hours, from PLU courses, equivalent transfer courses, or approved study away programs, depending on placement.

Students placing into FREN 201 or 202 will have 4 semester hours waived, achieving the major in 32 semester hours. Students placing into FREN 301 will have 8 semester hours waived, achieving the major in 28 semester hours. If you have previously studied French, please refer to the Language Placement Guide to determine the appropriate level at which to start.

At least 12 semester hours must be taken in FREN-prefixed courses at PLU.

French Language
4-20 semester hours, based on placement

- May include:
  - FREN 101: Beginning French (4)
  - FREN 102: Beginning French (4)
  - FREN 201: Intermediate French (4)
  - FREN 202: Intermediate French (4)
- Must include:
  - FREN 301: Advanced French (4)

French & Francophone literature, film, history, culture
12-20 semester hours, selected from the following:

- FREN 310: French History, Culture, Society (4)
- FREN 311: Francophone Africa in Global Context (4)
- FREN 403: Topics in French Literature (4)
- FREN 404: Postcolonial Francophone Fictions and Criticism (4)
- FREN 405: French/Francophone Film (4)
- FREN 406: French/Francophone Feminisms (4)

Only one course in French & Francophone literature, film, history, culture in English translation (FREN 203, 204, 205, 206, 210, or 211) may be used toward the major.

- FREN 499: Capstone: Senior Project (4)

French & Francophone Studies majors are strongly encouraged to study in a French-speaking country on a semester program approved by French & Francophone Studies faculty and to explore residence options in the French Wing of the Hong Global Community.

Global Studies

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 major or minor in another discipline. In addition, students may not apply more than two courses (8 semester hours) from all other majors or minors.

Major in Global Studies
36 semester hours

Global Studies Core
16 semester hours

- GLST/HIST 210: Contemporary Global Issues: Migration, Poverty, and Conflict (4)
- **Select two courses from the following:**
  - ANTH 102: Introduction to Human Cultural Diversity (4)
  - ECON 101: Principles of Microeconomics (4)
  - HIST 103: Conflicts and Convergences in the Modern World (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 or minors over and above the 8 semester hours allowed for the rest of the major requirements.

Language

Students must take through the 202-level of college coursework in a world language or demonstrate equivalent proficiency.

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 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. GLST 210, 499, and required concentration courses must be taken on campus.

Concentration: 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
  - ECON 313: Environmental Economics (4)
  - ECON 333: Economic Development (4)
  - ENGL 216: Topics in Literature: Emphasis on Cross-Cultural Perspectives (4)
    (When approved by GLST chair)
  - FREN 211/311: Francophone Africa in Global Context (4)
  - FREN 204/404: Postcolonial Francophone Fictions and Criticism (4)
  - FREN 206/406: French/Francophone Feminisms (4)
    (when the topic is African Woman Writers)
  - HISP 301: Hispanic Voices for Social Change (4)
    (when taught by PLU faculty on campus)
  - HISP 351: Hispanic Voices for Social Change for Heritage Speakers (4)
  - HISP 322: Latin American Cultural Studies (4)
  - HIST 218: Women and Gender in World History (4)
  - HIST 305: Slavery in the Americas (4)
  - HIST 333: Colonization and Genocide in Native North America (4)
  - HIST 335: Slavery, Pirates, and Dictatorship: History of the Caribbean (4)
  - NAIS 244: Environmental Justice and Indigenous People (4)
  - NAIS 321: Visual Sovereignty and Indigenous Film (4)
  - NAIS 363: Race and Indigeneity (4)
  - RELI 245: Global Christian Theologies (4)
  - SOCW 325: Social, Educational and Health Services in Tobago (4)
    (This is a study away course)

Concentration: Transnationalism and Its Consequences

Migration, colonial occupation, refugee flows, global travel—the movement of people and ideas across national borders both historically and in the present has political, economic, social and cultural impacts for the destination and also for the place of origin. Using multiple disciplinary perspectives, this concentration investigates the issues arising from the transnational movement of people and ideas such as those related to religious and cultural diversity and political and economic reaction and adjustment.

- Required of all students in this concentration:
  - LTST 342: U.S. Latino/a/x Literary and Cultural Studies (4)

- Other Offerings:
    - COMA 304: Intercultural Communication (4)
    - ENGL 216: Topics in Literature: Emphasis on Cross-Cultural Perspectives (4)
      (When approved by GLST chair)
    - ENGL 380: Studies in Global Anglophone Literature (4)
    - FREN 211/311: Francophone Africa in Global Context (4)
    - FREN 206/406: French/Francophone Feminisms (4)
      (when the topic is African Woman Writers)
    - HISP 301: Hispanic Voices for Social Change (4)
      (when taught by PLU faculty on campus)
    - HISP 351: Hispanic Voices for Social Change for Heritage Speakers (4)
    - HISP 321: Iberian Cultural Studies (4)
    - HISP 322: Latin American Cultural Studies (4)
    - HIST 305: Slavery in the Americas (4)
    - HIST 335: Slavery, Pirates, and Dictatorship: History of the Caribbean (4)
    - HIST 337: The History of Mexico (4)
    - RELI 245: Global Christian Theologies (4)
    - RELI 390/393: Topics in Comparative Religions (4)
      (When approved by GLST chair)

Concentration: 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
    - 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 (4)
    - ECON 337: International Macroeconomics (4)
    - GLST 325: Global Political Thought (4)
    - GLST 332: American Foreign Policy (4)
    - GLST 357: Global Development (4)
    - GLST 431: Advanced International Relations (4)

Hispanic & Latino Studies

The Hispanic and Latino Studies Program offers a major and minor in Hispanic Studies and a minor in Latino Studies.

The major and minor in Hispanic Studies combine the study of the Spanish language with courses in Latin American, Latino, and Iberian literatures, linguistics, and cultural studies. Primarily taught in Spanish, courses that count towards the major and minor include the study of advanced Spanish language and composition for heritage and second language learners, and engage topics that include, but are not limited to, social justice struggles present and past, migration, race, gender, sexuality, memory, trauma, and the politics of language.

The Latino Studies minor engages many of the same topics, but with a special focus on the experiences of Latino/a/x communities in the United States and its transnational and cultural borderlands. The minor includes a Spanish language requirement, but its core and elective courses are primarily taught in English.

Courses marked with the HISP designation are taught in Spanish. Courses marked with the LTST designation are taught in English.

Major in Hispanic Studies
A minimum of 36 semester hours, including:

Latino Studies courses are taught in English. No more than one course taught in English may count towards the major.

Foundational Courses
4-28 semester hours, depending on entry level

- HISP 103: Accelerated Elementary Spanish (4)
- HISP 201: Intermediate Spanish (4)
- HISP 202: Intermediate Spanish (4)

- LTST 241: Introduction to Latino Studies (4)
- HISP 252: Spanish for Heritage Speakers (4)
- HISP 300: Spanish Conversation (4)
- HISP 301 or 351: Hispanic Voices for Social Change/Hispanic Voices for Heritage Speakers (4)
- HISP 331: Intensive Spanish Language and Culture (Study Away) (4)

Exploring Literary, Linguistic, and Cultural Studies
4-28 semester hours, selected from the following:

- HISP 321: Iberian Cultural Studies (4)
- HISP 322: Latin American Cultural Studies (4)
- HISP 325: Introduction to Hispanic Literary Studies (4)
- LTST 341: Latino/a/x Experiences in the U.S. (4)
- LTST 342: U.S. Latino/a/x Literary and Cultural Studies (4)
- HISP 401: Introduction to Hispanic Linguistics (4)
- HISP 403: Advanced Spanish (Study Away) (4)
- HISP 423: Special Topics in Iberian Literatures & Cultures (4)
- HISP 433: Special Topics in Latin American Literatures & Cultures (4)

Culminating Experience
4 semester hours

- HISP 499: Culminating Experience (4)

In consultation with their advisor, students may select from the following culminating experiences:

- Research project on a HISP & LTST topic of their choice*
- Experiential learning or internship in the Latinx community
- A combined project with a complementary major with an approved HISP & LTST focus

*Students choosing option 1 should complete at least one advanced HISP & LTST seminar prior to the culminating experience (HISP 401, 423, 433, or LTST 342).

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.

Minors

Minor in Chinese
20 semester hours

Language
16 semester hours

- CHIN 101: Elementary Chinese (4)
- CHIN 102: Elementary Chinese (4)
- CHIN 201: Intermediate Chinese (4)
- CHIN 202: Intermediate Chinese (4)

Elective
4 semester hours

May be in additional CHIN course(s) or any CHSP course(s).

Minor in Chinese Studies
20 semester hours

Required Courses
8 semester hours in Chinese language

- CHIN 101: Elementary Chinese (4)
- CHIN 102: Elementary Chinese *(4)* **OR** *one equivalent year of university-level Chinese with approval of the program chair*

8 semester hours of non-language courses

- CHIN 371: Chinese Literature in Translation (4)
- RELI 233: Religions of China (4)

Electives
4 semester hours

May be any additional CHIN course(s) or any CHSP course(s).

Minor in French & Francophone Studies
20 semester hours from PLU courses, equivalent transfer courses, or approved study away programs, depending on placement.

Students placing into FREN 301 may have 4 semester hours waived to achieve the French & Francophone Studies minor in 16 credits. If you have previously studied French, please refer to the Language Placement Guide to determine the appropriate level at which to start.

At least 8 semester hours must be taken in FREN-prefixed courses at PLU.

French Language
4-20 semester hours, based on placement

- May include:
  - FREN 101: Beginning French (4)
  - FREN 102: Beginning French (4)
  - FREN 201: Intermediate French (4)
  - FREN 301: Advanced French (4)
- Must include:
  - FREN 202: Intermediate French (4)

French & Francophone literature, film, history, culture
0-16 semester hours selected from the following:

- FREN 310: French History, Culture, Society (4)
- FREN 311: Francophone Africa in Global Context (4)
- FREN 403: Topics in French Literature (4)
- FREN 404: Postcolonial Francophone Fictions and Criticism (4)
- FREN 405: French/Francophone Film (4)
- FREN 406: French/Francophone Feminisms (4)

Only one course in French & Francophone literature, film, culture in English translation (FREN 203, 204, 205, 206, 210, or 211) may be used toward the minor.

French & Francophone Studies minors are strongly encouraged to study in a French-speaking country on a semester program approved by French & Francophone Studies faculty and to explore residence options in the French Wing of the Hong Global Community.

Minor in Global Studies
20 semester hours

- GLST/HIST 210: Contemporary Global Issues: Migration, Poverty, and Conflict (4)
- Select one course from the following:
  - ANTH 102: Intro to Human Cultural Diversity (4)
  - ECON 101: Principles of Microeconomics (4)
  - HIST 103: Conflicts & Convergences in the Modern World (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 student's concentration. For example, one appropriate January Term (J-Term) course that would apply toward the student's concentration. Pre-approval is recommended.

Minor in Hispanic Studies
20 semester hours, including:

Latino Studies courses are taught in English. No more than one course taught in English may count towards the minor.

Foundational Courses
4-20 semester hours, depending on entry level

- HISP 103: Accelerated Elementary Spanish (4)
- HISP 201: Intermediate Spanish (4)
- HISP 202: Intermediate Spanish (4)
- LTST 241: Introduction to Latino Studies (4)

- HISP 252: Spanish for Heritage Speakers (4)
- HISP 300: Spanish Conversation (4)
- HISP 301 or 351: Hispanic Voices for Social Change/Hispanic Voices for Heritage Speakers (4)
- HISP 331: Intensive Language and Culture (Study Away) (4)

Exploring Literary, Linguistic, and Cultural Studies
0-16 semester hours, selected from the following:

- HISP 321: Iberian Cultural Studies (4)
- HISP 322: Latin American Cultural Studies (4)
- HISP 325: Introduction to Hispanic Literary Studies (4)
- LTST 341: Latino/a/x Experiences in the U.S. (4)
- LTST 342: U.S. Latino/a/x Literary and Cultural Studies (4)
- HISP 401: Introduction to Hispanic Linguistics (4)
- HISP 403: Advanced Spanish (Study Away) (4)
- HISP 423: Special Topics in Iberian Literatures & Cultural (4)
- HISP 433: Special Topics in Latin American Literatures & Cultures (4)

Minor in Latino Studies
20 semester hours, including:

Language
4 semester hours of Spanish language for second language or heritage learners. Students with prior background in Spanish should consult the Language Placement Guide for a recommendation on which course to enroll in.

- HISP 103, 201, 202, 252, 300, 301 or 351, 331 (4)

Latino/a/x Literary, Cultural, and Political Studies
16 semester hours, 4 of which may be substituted with one of the "Alternative Areas of Inquiry" listed below:

- LTST 241: Introduction to Latino Studies (4)
- LTST 341: Latino/a/x Experiences in the U.S. (4)
- LTST 342: U.S. Latino/a/x Literary and Cultural Studies (4)
- POLS 265: Latino Politics (4)

Alternative Areas of Inquiry

Students who would like to pursue alternative areas of inquiry related to Latino Studies may substitute a core course with the approval of the Director of Hispanic and Latino Studies. Alternative options may include:

- An additional semester of Spanish language study or an upper division Hispanic Studies course focused on Latin America;
- An internship or experiential learning placement with an organization that serves the Latinx community;
- Comparative study of the experiences of other minoritized communities in the U.S. fulfilled through completion of GSRS 201, NAIS 230, NAIS 250, or any course from the approved list of electives for the Minor in Critical Race Studies

CHIN 101 : Elementary Chinese - GE

Introduction to Mandarin Chinese. Basic skills in listening, speaking, reading, and writing with an emphasis on appropriate use of language in cultural context. Laboratory practice required. (4)

CHIN 102 : Elementary Chinese - GE

A continuation of CHIN 101 or equivalent. Introduction to Mandarin Chinese. Basic skills in listening, speaking, reading, and writing with an emphasis on appropriate use of language in cultural context. Laboratory practice required. (4)

CHIN 201 : Intermediate Chinese - VW, GE

A continuation of CHIN 102 or equivalent. Develops further the ability to communicate in Mandarin Chinese, using culturally authentic material. Laboratory practice required. (4)

CHIN 202 : Intermediate Chinese - VW, GE

A continuation of CHIN 102 or equivalent. Develops further the ability to communicate in Mandarin Chinese, using culturally authentic material. Laboratory practice required. (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 - IT, GE

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 - IT, GE

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 - IT, GE

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)

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 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)

FREN 101 : Elementary French - GE

Develop basic communicative proficiency in French and learn about French-speaking culture in Europe, Africa, Asia, and/or the Americas. Intended for true beginners. (4)

FREN 102 : Elementary French - GE

A continuation of FREN 101 or equivalent. Develop basic communicative proficiency in French and learn about French-speaking cultures in Europe, Africa, Asia, and/or the Americas. Students with prior background in French should consult the Language Placement Guide before enrolling. (4)

FREN 201 : Intermediate French - VW, GE

A continuation of FREN 102 or equivalent. Review grammar, develop vocabulary, and improve oral expression through cultural content emphasizing the diverse heritage of French-speaking societies in Europe, Africa, Asia, and/or the Americas. Students with prior background in French should consult the Language Placement Guide before enrolling. (4)

FREN 202 : Intermediate French - VW, GE

A continuation of FREN 201 or equivalent. Review grammar, develop vocabulary, and improve oral expression through cultural content emphasizing the diverse heritage of French-speaking societies in Europe, Africa, Asia, and/or the Americas. Students with prior background in French should consult the Language Placement Guide before enrolling. (4)

FREN 203 : Topics in French Literature - IT, GE

The exploration of an enduring aspect of the human experience in French literature from any era. Course taught in English. No prerequisite. (4)

FREN 204 : Postcolonial Francophone Fictions and Criticism - IT, GE

Issues and debates in the fictions of French-speaking Africa, Asia, and/or the Americas, through the lens of postcolonial criticism. Course taught in English. No prerequisite. (4)

FREN 205 : French/Francophone Film - IT, GE

The history of French cinema or the thematic study of film from any region of the French-speaking world, with an introduction to film analysis. Course taught in English. No prerequisite. May be repeated once for credit. (4)

FREN 206 : French/Francophone Feminisms - IT, GE

The development of feminist thought in the literatures of French-speaking societies in Europe, Africa, Asia, and/or the Americas. Course taught in English. No prerequisite. May be repeated once for credit. (4)

FREN 210 : French History, Culture, Society - VW, GE

An introduction to a decisive episode in French history; to an iconic aspect of French culture; or to social issues in contemporary France. Course taught in English. No prerequisite. (4)

FREN 211 : Francophone Africa in Global Context - VW, GE

An introduction to the study of Francophone Africa and African Diasporas with a focus on (post)colonial development. Course taught in English. No prerequisite. (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 - VW, GE

A continuation of FREN 202 or equivalent. Advanced grammar, composition, and conversation with an introduction to French and/or Francophone literature and film. Students with prior background in French should consult the Language Placement Guide before enrolling. (4)

FREN 310 : French History, Culture, Society - VW, GE

An introduction to a decisive episode in French history; to an iconic aspect of French culture; or to social issues in contemporary France. Coursework in French. Prerequisites: FREN 202, 301, or permission of instructor. May be repeated once for credit. (4)

FREN 311 : Francophone Africa in Global Context - VW, GE

An introduction to the study of Francophone Africa and African Diasporas with a focus on (post)colonial development. Coursework in French. Prerequisites: FREN 202, 301, 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 404 : Postcolonial Francophone Fictions and Criticism - IT, GE

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 405 : French/Francophone Film - IT, GE

The history of French cinema or the thematic study of film from any region of the French-speaking world, with an introduction to film analysis. Coursework in French. Prerequisites: FREN 301 or permission of instructor. May be repeated once for credit. (4)

FREN 406 : French/Francophone Feminisms - IT, GE

The development of feminist thought in the literatures of French-speaking societies in Europe, Africa, Asia and/or the Americas. Coursework in French. 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 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 4)

FREN 499 : Capstone: Senior Project - SR

With faculty guidance and peer support, students design and develop a research or experiential project with skills acquired in French & Francophone Studies coursework, then present their findings to the public. May be combined with a capstone project in another major contingent on approval by faculty in both units. (4)

GLST 210 : Contemporary Global Issues: Migration, Poverty, and Conflict - ES, GE

This course introduces students to central concepts in global studies and the perspectives of different peoples, states, and organizations as they relate to world events. Through specific units on global movements and reactions, global poverty and inequality, and global conflict and cooperation, students will gain global literacy and knowledge of contemporary issues. May be cross-listed with 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 325 : Global Political Thought - ES, GE

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 - ES, GE

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

GLST 332 : American Foreign Policy - ES, GE

This course explores how factors such as the U.S. Constitution and domestic politics shape American foreign policy. In doing so, it grounds itself in two major approaches: the theoretical framework of international relations and the historical development of American foreign policy. Core themes and issues may change based on events, but may include topics such as climate change, the U.N. and NATO, humanitarian initiatives, and U.S. policy in the Middle East.

GLST 357 : Global Development - ES, GE

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. (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: GLST/HIST 210. (4)

GLCS 271 : Literature Around the World

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)

GLCS 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)

GLCS 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)

GLCS 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)

HISP 103 : Accelerated Elementary Spanish - GE

Development of basic communicative proficiency in listening, speaking, reading, and writing in Spanish, through learning aspects of the culture in which it is spoken. This course is the equivalent of HISP 102. Students cannot take both HISP 102 and 103 for credit. Students with prior background in Spanish should consult with the Language Placement Guide before enrolling. (4)

HISP 201 : Intermediate Spanish - VW, GE

A continuation of Elementary Spanish; reading selections which reflect Iberian, Latin American, and US Latinx cultural heritage as well as contemporary materials. Students with prior background in Spanish should consult with the Language Placement Guide before enrolling. (4)

HISP 202 : Intermediate Spanish - VW, GE

A continuation of HISP 201 or equivalent; reading selections which reflect Iberian, Latin American, and US Latinx cultural heritage as well as contemporary materials. Students with prior background in Spanish should consult with the Language Placement Guide before enrolling. (4)

HISP 231 : Intensive Spanish (Study Away) - VW, GE

An intensive Spanish course offered in a Spanish speaking country and geared to students at the intermediate language level (equivalent to HISP 201, 202, or 252). Course typically includes an intensive language class, 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. Prerequisite: HISP 103 or the equivalent. (4)

HISP 252 : Spanish for Heritage Speakers - VW, GE

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. Heritage language students should consult the Language Placement Guide before enrolling. (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 291 : DS: 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)

HISP 300 : Spanish Conversation - IT, GE

In this course, you will build upon and further develop your listening and speaking skills through the interpretation of various texts from the Spanish-speaking world (may include film, literary works, visual and performing arts, music, digital media, etc.). In each unit, you will expand your vocabulary and knowledge about social, historical, cultural, and political issues through conversational activities. Prerequisites: HISP 202, 252, or the equivalent, or permission of instructor. (4)

HISP 301 : Hispanic Voices for Social Change - VW, GE

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, 252, or the equivalent, or permission of instructor. (4)

HISP 321 : Iberian Cultural Studies - VW, GE

Interdisciplinary exploration of the construction of “Spanish” national identity through literary and cultural productions as it relates to religion, culture, race, class and gender. May be repeated for credit in study away programs. Prerequisite: HISP 252, HISP 300, HISP 301 or 351, or permission of instructor. (4)

HISP 322 : Latin American Cultural Studies - VW, GE

Interdisciplinary exploration of the construction of “Latin America” throughout history as it relates to conditions of coloniality and negotiations of culture, race, religion, class, and gender. May be repeated for credit in study away programs. Prerequisite: HISP 252, 300, 301 or 351, or permission of instructor. (4)

HISP 325 : Introduction to Hispanic Literary Studies - IT, GE

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. May be repeated for credit in study away programs. Prerequisite: HISP 300, HISP 301 or 351, or permission of instructor. (4)

HISP 331 : Intensive Spanish Language and Culture (Study Away) - VW, GE

An intensive Spanish course offered in a Spanish speaking country and geared to students at the 300-level. Course typically includes an intensive language class, 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. Prerequisite: HISP 202, 252, or the equivalent, or permission of instructor. (4)

HISP 351 : Hispanic Voices for Social Change for Heritage Speakers - VW, GE

A course designed for students who have been exposed to the Spanish language at home. HISP 351 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. Students cannot take both HISP 301 and 351 for credit. Prerequisite: HISP 252 recommended, but not required. Heritage language students should consult the Language Placement Guide before enrolling. (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 403 : Advanced Spanish Language and Culture (Study Away)

An intensive language and culture course offered in a Spanish speaking country and geared to students at the 400-level. Course typically includes an intensive language course, 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. Repeatable for general elective credit, but not for additional HISP major or minor credit. Prerequisite: HISP 300, HISP 301 or 351, or permission of instructor. (4)

HISP 423 : Special Topics in Iberian Literature & Cultures - IT, GE

An opportunity to pursue an in-depth study of a specific aspect or topic in Iberian literary and cultural productions. Topics may include: Migration; Afro-Iberian Writers; Memory and Trauma; Iberian Cities and Andalusian Spectres. May be repeated for credit with different topic. Prerequisite: HISP 321, 322, or 325, or permission of instructor. (4)

HISP 433 : Special Topics in Latin American Literatures & Cultures - IT, GE

An opportunity to pursue an in-depth study of a specific topic, genre, or time period in Latin American literary and cultural productions. Topics may include: Memory, trauma, and testimonio in the Southern Cone; Caribbean and Central American migration and diaspora studies. May be repeated for credit with different topic. Prerequisite: HISP 321, 322, or 325, or permission of instructor. (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 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 4)

HISP 499 : Culminating Experience - SR

An opportunity for students to integrate learning objectives and demonstrate competence in Hispanic and Latino Studies through a research project, experiential learning placement, or combined project with a complementary major. With the guidance of a faculty mentor, students will work individually and as a cohort to produce written and oral products in Spanish as a result of the semester's work. (4)

LTST 241 : Introduction to Latino Studies - IT, GE

This course introduces students to the range of issues and analytical approaches that form the foundation of Latino studies. By tracing the history of the “Latino/a/x” concept in relation to key elements of sociocultural life, such as time, space, migration, identity, class, race, gender, community, power, language, nation, and rights, students will develop understandings of the particular ways in which Latino studies takes shape as a literary as well as intellectual, artistic and political enterprise. (4)

LTST 287 : Special Topics in Latino 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)

LTST 341 : Latino/a/x Experiences in the U.S. - IT, GE

Exploration of the histories, experiences, and contributions of Latino/a/x communities in the United States as they appear in Latino literary and cultural productions. Course content is enriched through related community engagement experience. (4)

LTST 342 : U.S. Latino/a/x Literary and Cultural Studies - IT, GE

Course introduces students to critical concepts in the field of Latino/a/x literature. Through an examination of narrative texts from different times and places, we will focus on how U.S. Latino/a/x writers reinscribe native roots, cultures, and languages in order to respond to the uncertainties of geographical displacement. English majors may count this course with prior approval from the chair of the English department. (4)

Global Education Opportunities

253.535.7577	www.plu.edu/wang-center/	wang.center@plu.edu
Scott Rogers Ph.D., Interim Executive Director		

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 and Community Engaged 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, IHON, 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: Oxford, England; Oaxaca, Mexico; Namibia; Oslo, Norway; Norway; Southeast Norway; and Trinidad & Tobago.
- **Featured Programs:**
  PLU offers an array of Featured semester study away programs across the globe. Administered by partner institutions or study away provider organizations, these programs align with our mission and typically have a long history of PLU student participation or historical ties to PLU.
- **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 in Mexico, Namibia, and Trinidad & Tobago and through select Featured Programs.

Short Term Programs

- **January Term:**
  Each January, PLU offers a variety of local and global faculty-led study away courses. These intensive short-term travel programs are academically integrated experiences, and are carefully planned and administered by PLU faculty and Wang Center staff. J-Term programs can fulfill major, minor, GenEd, IHON, or elective credit.
- **Summer Programs:**
  Short-term study away programs are also available during the summer months. PLU awards academic credit for approved programs and locations.
- **Research Grants:**
  The Wang Center for Global Education awards grants on a competitive basis to students interested in advanced research and experiential learning in a global context, building on previous international experience.

Non-Approved Programs

Students wishing to participate in a semester program not currently approved by PLU may request an exception via the petition process. Petitions are evaluated based on the program's academic rigor, safety and risk management protocols, and the student's compelling academic justification for choosing an unlisted program. For detailed information regarding petition criteria, financial implications, and the application timeline, please contact the Wang Center. In cases when the petition is denied or when the petition process is not followed, 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 Gateway and Featured 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. Semester students must maintain full-time status, equivalent to a minimum of 12 PLU credits.

Program Costs and Financial Aid

For all Gateway and Featured study away semester programs, students are billed PLU tuition, room and board. J-Term 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 Gateway and Featured 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 multiple Gateway programs and one Featured Program.

Tuition Remission and Tuition Exchange benefits apply to the cost of study away tuition on PLU Gateway programs only. Tuition Remission and Tuition Exchange do not apply to housing and meal charges.

Global Scholar Awards provide students with financial need greater access to participate in PLU's study away programs. Students may receive up to $1,500 for a Gateway semester-long study away program. For a J-Term study away course, the program fee may be reduced by 25%. The FAFSA is used to determine eligibility for an award.

Health Professions, College of

253.535.8284	https://www.plu.edu/health-professions/	healthprof@plu.edu
David Ward, Ph.D., Dean		

The College of Health Professions is a community of faculty, staff, and students who carry out PLU's mission of inquiry, service, leadership and care through preparation for vocations in health professions.

Descriptions of specific course offerings and degree requirements offered within the College of Health Professions are listed as follows:

Undergraduate

Kinesiology

Nursing

Social Work

Graduate

Doctor of Nursing Practice (D.N.P.)

Master of Arts – Marriage & Family Therapy (M.A.)

Master of Science – Kinesology (M.S.)

Master of Science in Nursing (M.S.N.)

Master of Social Work (M.S.W.)

History

253.535.7132	www.plu.edu/history/	hist@plu.edu
Gina Hames, Ph.D., Chair		

History students at Pacific Lutheran University develop the skills needed to ask important questions, collect and evaluate evidence, work collaboratively with others, and offer clear and evidence-based explanations of past events and phenomena.

Through research and writing projects, internships, lively discussions, class presentations and other opportunities, students build their confidence as poised critical thinkers and effective communicators. History students can study off campus for a month or a semester in many parts of the world, earning credit that counts toward a History major or minor.

Make choices about your future while studying the past. History faculty provide individual advising that supports students as they develop their vocational interests, career paths, and graduate study plans.

Bachelor of Arts Degree

Major in History

Minimum of 36 semester hours; including 4 semester hours of historical methods and research (HIST 301) and 4 semester hours of seminar credits (HIST 499). Completion of the seminar course (or Capstone) satisfies the core requirement for a Culminating Experience.

Students are expected to work closely with the department's faculty advisors to ensure the most personalized programs and instruction possible. Writing is emphasized across the curriculum.

All History majors must take 20 semester hours of upper-division work in History for the major.

All courses applied to the History major must be completed with grades of C- or better.

HIST 301 is offered every Fall and HIST 499 is offered every Spring.

Students will not be allowed to enroll in HIST 301 until they have formally declared their History major.

For the major at least 20 semester hours must be completed at PLU, including HIST 301 before taking HIST 499.

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

Minor

Minimum of 16 semester hours; including 4 semester hours from courses numbered above 300.

For the minor at least 8 semester hours must be completed at PLU, including 4 of upper-division courses.

Maintain a minimum 2.50 GPA in courses to be counted towards the minor.

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.

History (HIST) - Undergraduate Courses

HIST 103 : Conflicts and Convergences in the Modern World - ES, GE

A survey of the major historical trends that have led to conflict and convergence in the modern world, with particular attention to the effects of these historical trends on the present day. The course focuses on the following historical developments: the spread of religion, especially Islam into Africa and Christianity into Latin America and Africa;

colonialism and decolonization in Latin America, India, and Africa; imperialism, especially European, Mughal, Ottoman, and Russian; the development of the world economic system, especially comparing the West with China and Japan; and cultural globalization in the late 20th and early 21st centuries. (4)

HIST 107 : Ancient Near East - IT, GE

Surveys the history of the ancient Near East and Mediterranean regions, including ancient Sumer, Egypt, Israel, Persia, Greece, and Rome. Major themes include empire building, religion, law, art, and literature. Students learn to investigate historical problems, use sources, and write historical essays. (4)

HIST 109 : East Asian Societies - ES, GE

In this course, students will gain a broad understanding of major events in the history of China, Japan, Mongolia, and the Koreas. They will focus on key elements in the history of this region's societies: the unifying power of written Chinese, shared ideas about what makes a good government, views on gender and family, the impact of colonization, and the rise of modern Democratic and Communist nations. (4)

HIST 121 : History in Video Games - CX

Surveys the social and cultural impact of video games in American history, including how historical figures and events have been represented in popular games during the past 40 years. Combines the study of visual media theories and the creative process with social and political issues in games, including ethical action, violence, gender, ethnicity, religion, and environmental concerns. (4)

HIST 218 : Women and Gender in World History - ES, GE

This course uses a comparative and historical approach to understand gender ideologies and particularly women's roles in modern world history (1500 - present). The course examines gender constructs for both men and women within specific historical and geographical contexts. It covers major areas of the world including India, Western and Eastern Europe, and parts of Asia, Africa, and Latin America to understand historical and global trends in the cultural construction of gender. (4)

HIST 220 : Modern Latin American History - ES, GE

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

HIST 224 : Modern European History - ES

In this course students will be asked to explore the interaction of Europeans with each other and with the larger world. We will study the rise and fall of European nation-states, the wars which dominated the 20th Century, modern genocides, the rise of modern ideologies, and cultural and social structural shifts over the course of the 19th and 20th centuries. Throughout the course students will continually be asked to consider what makes Europe “modern.” (4)

HIST 237 : History at the Movies - IT, GE

Many people watch movies for entertainment, yet, at the same time, they are actually learning about the past. But what are they really learning through movies? This class will use international comparisons to explore how history has been depicted and consumed. We will consider thematic approaches (e.g. movies for children, movies depicting slavery) and genres (e.g. Westerns, Samurai movies) to consider what the movie-viewing public is learning about the past and why that matters. Film screenings, as well as contextual and analytic readings, will enable us to explore history at the movies. (4)

HIST 247 : U.S. Capitalism: From Railroads to Netflix - ES

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 248 : Innovation, Ethics, & Society - ES

A history of innovation, problem solving, and creativity in the global economy, emphasizing the ethical considerations that arise as a result of new products and initiatives, disruptive technologies, globalization, and cultural change. Draws attention to stages in the innovation process and the importance of teamwork, effective communication, and design. (4)

HIST 251 : Colonial American History - IT

This course examines the colonial period in American history through the Revolution, in order to understand that world on

its own terms, as well as to assess colonial legacies for U.S. culture and society. Topics include imperial goals, Native sovereignty, settler dynamics, slavery, as well as resistance and revolt. This course explores how the diverse range of people in Colonial America tried to shape their own lives and the world around them. (4)

HIST 261 : Islamic Civilizations - RL

From its origins in the 6th century CE, this course offers an introduction to Islamic civilizations. The survey includes thematic perspectives on the great civilization created under Islamic empires and on the cultures of diverse Muslim societies. To help connect the various countries, peoples, and their cultures, we will follow the journey of the most famous of all Muslim travelers Ibn Battuta (14th century). We will also look at examples of the arts, literatures, and material culture, which will include major national traditions within Islamic civilization such as Arabs, Persians, Ottoman Turks, and others. (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

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

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, and declaration of History major. (4)

HIST 305 : Slavery in the Americas - ES, GE

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 308 : Modern Imperialism - IT, GE

This course focuses on three significant movements in global history in the 19th, 20th, and 21st centuries: industrialization, imperialism, and independence. These movements have not only influenced the areas in which they occurred, but have global implications as well. For example, industrialization has reshaped the world in the most dramatic way since the agricultural revolution (according to many Historians). Imperialism and the creation of empires affected, and continues to affect, both the colonized and colonizers. Independence/de-colonization has also determined many of the current relationships between the formerly colonized and the former colonizers. It also demonstrates the significance of resistance to the significant forces of imperialism. (4)

HIST 323 : The Middle Ages - IT, RL

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, the rise of Islam, medieval Judaism, the First Crusade, global trade, and economic revival. Prerequisite: sophomore standing or consent of instructor. (4)

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

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 - IT

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 333 : Colonization and Genocide in Native North America - ES, GE

This course explores the centrality and implications of colonialism in the making of North America. We will also consider where and why the concept of genocide can help in understanding the experience of Native groups, the limits of the concept, as well as the basis for objections to applying it to the context of indigenous North America. (4)

HIST 335 : Slavery, Pirates, and Dictatorships: The History of the Caribbean - IT, GE

This course surveys the major aspects of colonial and post-colonial history in the Caribbean, paying particular attention to Cuba and Haiti. It focuses on the major themes of slavery, piracy, and dictatorship to illustrate the region's history. (4)

HIST 337 : The History of Mexico - IT, GE

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 - GE

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 346 : History of Innovation and Technology - ES

Surveys the role of innovation and technology in Western societies from the industrial revolution to the computer age. Major themes include the development of forms of transportation, communication, industrial production, and computer technologies. Draws attention to stages in the innovation process and to developing an ethical vocabulary for business and entrepreneurial activity. (4)

HIST 348 : Lewis and Clark: History and Memory - IT, GE

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 - ES

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. - ES, GE

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 360 : The Holocaust: The Destruction of the European Jews - ES, GE

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 366 : Life in Nazi Germany - ES

How was Hitler possible in the modern and advanced nation of Germany? This course seeks to explore that question by examining some of the conditions that were present in German life which helped prepare the soil in which Hitler and the Nazi Party came to flourish. We then address Hitler in power and how Nazi policies impacted the lives of German people, resulting in world war and the Holocaust. (4)

HIST 387 : Special Topics in U.S. History

This course provides specific opportunities for students to examine chronologically, topically or geographically focused areas of study in U.S. History. Prerequisite: sophomore standing or consent of instructor. (4)

HIST 388 : Special Topics in European History

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

HIST 389 : Special Topics in Non-Western History

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 487 : Special Topics in History

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

HIST 488 : Special Topics in History

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

HIST 489 : Special Topics in History

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

HIST 491 : Independent Study

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

HIST 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)

Liberal Studies, College of

253.535.8397	www.plu.edu/liberal-studies/	cols@plu.edu
Stephanie Johnson, Ph.D., Dean		

Degrees Offered

The College of Liberal Studies provides a hub for the humanities, social sciences, and interdisciplinary programs on campus. We seek to engage students in the critical study of human existence and social systems across diverse cultures, time periods, and environments, using a range of academic tools and methods.

Our majors prepare students for a multiplicity of careers and for wide-ranging graduate study. All of our programs incorporate the essential tools of a liberal arts education: critical thinking, collaborative learning, strategic problem solving, and the ability to make connections thoughtfully and creatively.

Our students work closely alongside faculty in discussion, research, and reflection. In choosing any of our majors or minors, you will find outstanding support and the career preparation you need for this complex world.

The College of Liberal Studies offers B.A. degrees in most of our programs, as well as minors, pre-law advising, and courses that fulfill Core Curriculum elements. Programs include Anthropology, Chinese Studies, Criminal Justice, Economics, English, French and Francophone Studies, Global Studies, Hispanic and Latino Studies, History, Individualized Major, Philosophy, Political Science, Publishing and Printing Arts, Religion, and Sociology. The Department of Critical Interdisciplinary Studies houses programs in Gender, Sexuality, and Race Studies; Holocaust and Genocide Studies; and Native American and Indigenous Studies. At the graduate level, we offer a Master of Fine Arts in Creative Writing.

Descriptions of specific course offerings and degree requirements offered are listed under their respective departmental pages below.

Undergraduate

- Critical Interdisciplinary Studies
- Economics
- English
- Global & Cultural Studies
- History
- Individualized Major
- Philosophy
- Political Science
- Publishing & Printing Arts
- Religion
- Sociology, Criminal Justice, & Anthropology

Graduate

- Rainer Writing Workshop (MFA in Creative Writing; low-residency graduate program)

Individualized Major

253.535.8397	www.plu.edu/individualized-majors/	stephanie.johnson@plu.edu
Stephanie Johnson, Ph.D., Dean		

Individualized Major in Interdisciplinary Studies

This program offers students the opportunity to develop and complete personally designed, interdisciplinary majors that are grounded in the liberal arts and build connections with professional programs.

Students are encouraged to apply for the Individualized Major in Interdisciplinary Studies prior to beginning their senior year. All students seeking an Individualized Major in Interdisciplinary Studies work with a faculty advisor from the most relevant discipline to develop a proposal that includes the following:

1. **Statement of Objectives**
   The student describes the major's learning objectives and why an individualized course of study is more appropriate than a traditional degree program. Students are encouraged to discuss vocational or career aspirations and how this course of study speaks to those goals. Applicants are encouraged to develop this statement in conversation with the faculty advisor.
2. **A Program of Study**
   The student describes how the learning objectives will be attained through coursework, independent study, study away, internships, and/or other means. This proposal must outline a complete schedule of courses during the terms remaining until the granting of a degree. The program of study must include the following elements:
   1. At least 36 semester hours
   2. At least 12 semester hours of upper division courses, not including a capstone
   3. Courses from at least two different programs; and at least 8 credit hours each from at least two different disciplines;
   4. No more than two courses should "double-dip" with another major or minor
3. **A Schedule of Courses**
   The student prepares a schedule of courses that includes when each course will be taken or has already been taken. Departments must be consulted for future courses to ensure that they will be offered.
4. **Context and Background**
   The student is encouraged to provide any additional context for their proposal. This may include discussion of previous academic courses, life experience, professional work experience, or other information relevant to this choice of major.
5. **Name of Preferred Faculty Advisor(s)**
   The student should identify one faculty member who may serve as their primary advisor. Students may also identify one or more additional faculty members who may serve as supporting advisors.

Upon receipt of the proposal, the program director will invite faculty advisors to complete a Faculty Recommendation Form, indicating their assessment of the student's ability to meet the learning goals and their willingness to support the student as a primary or secondary advisor. The student will be notified if the proposal has been approved or if further revisions are necessary, most often within two weeks of submission. All subsequent changes in the study plan must be submitted in writing and approved by the program director in consultation with the student's faculty advisor(s).

When completed, this approved course of study leads to the conferral of the B.A. degree with an individualized major in Interdisciplinary Studies.

Individualized Study (IDST) - Undergraduate

IDST 491 : Independent Study

Students will develop projects in consultation with faculty advisors. 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)

IDST 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 4).

IDST 499 : Capstone: Research Seminar - SR

A culminating project with public presentation around the student's area of interest. (2 to 4)

International Honors Program

253.535.8125	www.plu.edu/honors/	dowland@plu.edu
Seth Dowland, Ph.D., Director		

International Honors Requirements

7 courses, 25 semester hours distributed as follows:

- **IHON 111 – 112:** Origins of the Contemporary World
  8 semester hours

In these courses, students wrestle with enduring human questions captured in transformative texts from around the globe and across time, while developing their capacity to engage critically and empathetically with each other, with the texts, and with their own thoughts.

- **IHON:** Three 200-level courses
  12 semester hours

Students may take any combination of 201, 253, 257, 258, 259, or 260 to satisfy IHON requirements.
A wide range of these courses is offered every semester and often during J-term.

- **IHON:** 300-level:
  - IHON 328 (4 semester hours)
  - IHON 329 (1 semester hours)

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. At the IHON 100-level, students cultivate their capacities to engage enduring human questions captured in transformative texts from across the world, while also developing their abilities to converse both critically and empathetically with each other, with what they're reading, and with themselves. At the IHON 200-level, students engage with themes and questions which lie beyond disciplinary boundaries, while 300-level IHON courses prepare students to become more thoughtful, self-critical, and ethically responsible participants in the human conversation. Exceptions to this sequence of courses and levels can be made by the IHON Director in appropriate situations. In addition, one semester-long Study Away course may be substituted for one 200-level IHON course, with prior approval by the IHON Director. Multiple sections of IHON 111 and 112 are offered each semester; varying IHON 200-level courses are offered every semester and often in J-term; IHON 300-level course are offered every semester. Students are encouraged to complete the required courses in the IHON Program up to IHON 328 by the end of their junior year in order to focus on completion of majors, minors, and other work 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 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 are in place for students who do not complete the Honors Program.

International Honors (IHON) - Undergraduate Courses

IHON 111 : Transformative Texts from Ancient Worlds - H1

Explores transformative texts from across the globe up to 1492, with a special focus on critically examining foundational texts and their customary interpretations. Texts may include Gilgamesh, the Hebrew Bible, the Popol Vuh, and early philosophy, among others. Central themes include: What is a human? What is the right way to live? How should humans relate to nature, animals, other humans? The course centers collaborative learning via conversation, encouraging students to approach education as an open-ended, cooperative journey. (4)

IHON 112 : Transformative Texts in a Globalizing World - H1

IHON 112 explores a variety of literary, philosophical, artistic, and historical documents that register individual and collective responses to the problems and promises of the globalized world which emerge after 1500. Possible themes may

include: How should we respond to 'strangers'? Are human beings a part of nature, or separate from it? In which ways do humans exhibit resilience? What role does creativity play in human life? What is the right form of collective life and how should we bring it about? Prerequisite: IHON 111 or instructor's permission. (4)

IHON 201 : Reading as Equipment for Living - H2

This course is open only to first-year IHON students. IHON 201 explores how individual readers read old texts and draw new meanings out of them or even invent new traditions. In this class, students will reflect on the kind of reading they are doing in IHON courses: what are its origins? How do we read today, in contrast to how we read at different points in human history? IHON 201 explores examples of figures who were able to address their own needs, problems, and sometimes crises via creative readings of old and new books. (4)

IHON 253 : Gender, Sexuality and Culture - 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. (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. (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. (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 College of Professional Studies or from outside of the school. (4)

IHON 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)

IHON 328 : Exploring Justice - H3, GE

In IHON 328, the first course in IHON's culminating experience, students wrestle with contemporary social problems via a wide variety of voices and texts from around the globe. Building on international, transhistorical, and interdisciplinary analysis from IHON 111-112 and 200-level courses, students will evaluate responses to contemporary social problems, while foregrounding potential tensions and contradictions in their own understandings of justice. Theme varies. Prerequisite: Concurrent enrollment or completion of three 200-level IHON courses. (4)

IHON 329 : Public Thinking - H3

In IHON 329, the second course in IHON's culminating experience, students put into practice capacities they have developed in the program by crafting their own response (essay, blog post, dramatic dialogue, podcast, etc.) to a book, film, or other work which is part of the present public conversation. The one credit, 7-week course is offered four times per year. Students may register after or concurrently with IHON 328. Prerequisite: Concurrent enrollment in or completion of IHON 328. (1)

IHON 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)

Kinesiology

253.535.7351	www.plu.edu/kinesiology/	kins@plu.edu
Mallory Mann, Ph.D., Chair		

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 two different pre-professional concentrations: health and fitness education (with teacher certification) and health and fitness promotion, 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, the department supports two distinct minors. The Exercise and Sport Psychology minor is available to both Kinesiology majors and non-majors. The Kinesiology (general studies) minor is open to non-majors only.

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**
  56 semester hours

Students are required to complete BIOL 205 and 206 as prerequisites to KINS 380, 490, and 495

- Kinesiology Core
  - KINS 201: Introduction to Kinesiology I (4)
  - KINS 202: Introduction to Kinesiology II (4)
  - KINS 495: Internship (4)
- KINS 279: Teaching Physical Activity (2)
- KINS 301: Fitness and Recreation, Programming and Delivery (4)

- KINS 302: 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: Health Programming and Delivery (4)
- KINS 478: Motor Learning and Human Performance (4)
- KINS 486: Applied Biomechanics and Kinesiology (4)

- **Health and Fitness Education Concentration (with K-12 Certification)**
  84 semester hours

Students are required to complete BIOL 205 and 206 as prerequisites to KINS 380, 490, and 495

- Kinesiology Core
  - KINS 201: Introduction to Kinesiology I (4)
  - KINS 202: Introduction to Kinesiology II (4)
  - EDUC 468: Student Teaching – Secondary (10)
- KINS 279: Teaching Physical Activity (2)
- KINS 301: Fitness and Recreation Programming and Delivery (4)
- KINS 302: 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: Health Programming and Delivery (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 391: Foundations of Learning (3)
- EDUC 450: Inquiry into Learning and Teaching: Reflective Practice Seminar (2)
- PSYC 101: Introduction to Psychology (4)
- FYEP 101: Writing Seminar (4)
- Valid First Aid Card

- **Health and Fitness Promotion Concentration**
  52 semester hours

Students are required to complete BIOL 205 and 206 as prerequisites to KINS 380, 490, and 495

- Kinesiology Core
  - KINS 201: Introduction to Kinesiology I (4)
  - KINS 202: Introduction to Kinesiology II (4)
  - KINS 495: Internship (4)
- 8 semester hours in Health and Well-being Courses:
  - KINS 315: Body Image (4)
  - KINS 320: Nutrition, Health, and Performance (4)
  - KINS 324: Physical Activity and Lifespan (4)
  - KINS 384: Foundations of Health and Fitness Promotion (4)
  - KINS 387: Special Topics in Kinesiology (4)
  - KINS 395: Health Programming and Delivery (4)
- 8 semester hours in Leadership and Application courses:
  - KINS 279: Teaching Physical Activity (2)
  - KINS 301: Fitness and Recreation Program and Delivery (4)
  - KINS 302: Sport Programming and Delivery (4)
  - KINS 314: Team Building for High Performance Teams (4)
  - KINS 326: Adaptive Physical Activity (4)
  - KINS 334: Applied Training and Conditioning (4)
  - KINS 388: Special Topics in Kinesiology (4)
  - KINS 411: Coaching Effectiveness (4)

        - Students may take up to two additional FTWL courses (2)
    - 8 semester hours in Biophysical courses:
        - 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 487: Special Topics in Kinesiology (4)
    - 8 semester hours in Psychosocial courses:
        - KINS 366: Health Psychology (4)
        - KINS 386: Social Psychology of Sport and Physical Activity (4)
        - KINS 390: Applied Exercise and Sports Psychology (4)
        - KINS 488: Special Topics in Kinesiology (4)
    - Elective: 8 semester hours in KINS 300-400 level courses

Bachelor of Science in Kinesiology Degree (B.S.K.)

- **Major in Kinesiology**
  56 or 78 semester hours
    - Kinesiology Core
        - KINS 201: Introduction to Kinesiology I (4)
        - KINS 202: Introduction to Kinesiology II (4)
        - KINS 495: Internship (4)
    - B.S.K. Core
        - BIOL 205: Human Anatomy and Physiology I (4)
        - BIOL 206: Human Anatomy and Physiology II (4)
        - STAT 231: Introductory Statistics (4)
          OR STAT 232: Introductory Statistics for Psychology Majors (4)
        - KINS 380: Exercise Physiology (4)
        - KINS 478: Motor Learning and Human Performance (4)
    - AND select one concentration in either Exercise Science or Pre-Physical Therapy
    - **Exercise Science Concentration**
        - Two courses from:
            - KINS 366: Health Psychology (4)
            - KINS 383: Exercise Testing and Prescription (4)
            - KINS 386: Social Psychology of Sport and Physical Activity (4)
            - KINS 390: Applied Exercise and Sports Psychology (4)
            - KINS 483: Clinical Management for Special Populations (4)
            - KINS 486: Applied Biomechanics and Kinesiology (4)
            - KINS 487: Special Topics in Kinesiology (4)
            - KINS 488: Special Topics in Kinesiology (4)
        - Elective: 8 semester hours in KINS 300-400 level courses
    - **Pre-Physical Therapy Concentration**
        - BIOL 225: Molecules, Cells, and Organisms (4)
        - BIOL 226: Genes, Evolution, Diversity, and Ecology (4)
        - CHEM 115: General Chemistry I (4)
        - CHEM 116: General Chemistry II (4)
        - 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 315: Clinical Psychology I: Mental Health and Psychological Disorders (4)
        - One course from:
            - KINS 383: Exercise Testing and Prescription (4)
            - KINS 483: Clinical Management for Special Populations (4)
            - KINS 486: Applied Biomechanics and Kinesiology (4)
            - KINS 487: Special Topics in Kinesiology (4)
        - One course from:
            - KINS 366: Health Psychology (4)
            - KINS 386: Social Psychology of Sport and Physical Activity (4)
            - KINS 390: Applied Exercise and Sports Psychology (4)
            - KINS 488: Special Topics in Kinesiology (4)
        - Elective: 4 semester hours from KINS 300-400 level courses

Minors

- **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 FTWL/KINS coursework

A maximum of six FTWL activity course hours (FT) 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.

Kinesiology (KINS) - Undergraduate Courses

KINS 201 : Introduction to Kinesiology I

An introduction to the historical, biological, sociological, psychological, and mechanical concepts underlying human movement and the exploration of kinesiology as a field of study. Ethical decision-making, liability, and risk management topics, specific to the field of Kinesiology, will be examined. Opportunities to develop foundational skills in communication and leadership will be provided. Should be the initial professional course taken in the Department of Kinesiology. (4)

KINS 202 : Introduction to Kinesiology II

An introductory course on diversity, equity, access, and inclusion issues in the field of Kinesiology. Topics will include: historical inequities and barriers to access in physical activity settings, the meaning and experiences of diversity within the field of Kinesiology, media and source literacy. Designed to promote diverse, inclusive, evidence-based perspectives related to core issues in the field of Kinesiology and to develop important, foundational inclusive leadership skills. (4)

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. (2)

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 301 : 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 302 : Sport Programming & Delivery

Addresses sport skill development, instructional skill development, and programming considerations in a variety of individual, dual, and team sport activities. Topics and skills addressed include net games such as badminton, tennis, pickleball and/or Spikeball invasion games such as lacrosse, ultimate frisbee, flag rugby, and/or tchoukball; and target/fielding activities such as softball, Dotball 360, golf, and/or archery. (4)

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 - GE

Topics include: the connection between women and food, cultural definitions of beauty, eating disorders, nutrition, and biosocial factors affecting weight. (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. (4)

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 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 and 206 or consent of instructor. (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. (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

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

This theory to practice course focuses on understanding and applying developmentally appropriate and scientifically accurate health education in both the K-12 and community settings. Health topics covered may include community and public health, environmental health, nutrition, consumer health, intentional and unintentional injury prevention, substance use, mental and emotional wellbeing, relationships and social health, violence and conflict, and comprehensive sexuality education. The course addresses program planning, implementation, and assessment based on the needs of the learner. (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 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. (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: BIOL 205, 206; KINS 279, 301, 302, 322, or consent of instructor. (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; senior status; BIOL 205, 206; KINS 201, 202; eight additional hours in the major; and department permission or consent of instructor. (4)

Fitness and Wellness (FT) - Undergraduate Courses

FTWL 100 : Personalized Fitness Program - FT

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)

FTWL 150 : Adaptive Physical Activity - FT

An individualized fitness and wellness 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)

FTWL 151 : Beginning Golf - FT

Individual and dual activities course in beginning golf. (1)

FTWL 155 : Bowling - FT

Individual and dual activities course in bowling. (1)

FTWL 158 : Jogging and Running for Fitness - FT

Individual and dual activities course in jogging and running for fitness. (1)

FTWL 159 : Walking for Health - FT

Individual and dual activities course in walking for health. (1)

FTWL 162 : Beginning Tennis - FT

Individual and dual activities course in tennis. (1)

FTWL 163 : Beginning Badminton - FT

Individual and dual activities course in badminton. (1)

FTWL 164 : Pickleball - FT

Individual and dual activities course in pickleball. (1)

FTWL 173 : Mountaineering - FT

Individual and dual activities course in mountaineering. (1)

FTWL 177 : Weight Training - FT

Individual and dual activities course in weight training. (1)

FTWL 179 : Core and Stretch - FT

Individual and dual activities course in core and stretch. (1)

FTWL 182 : Low Impact Aerobics - FT

Individual and dual activities course in low impact aerobics. (1)

FTWL 183 : Power Aerobics - FT

Individual and dual activities course in power aerobics. (1)

FTWL 186 : Step Aerobics - FT

Individual and dual activities course in step aerobics. (1)

FTWL 188 : Boot Camp Conditioning - FT

Individual and dual activities course in boot camp conditioning. (1)

FTWL 189 : Kickboxing - FT

Individual and dual activities course in kickboxing. (1)

FTWL 192 : Intermediate Tennis - FT

Individual and dual activities course in intermediate tennis. (1)

FTWL 197 : Advanced Weight Training - FT

Individual and dual activities course in advanced weight training. (1)

FTWL 201 : Swimming for Non-Swimmers - FT

Aquatics course in swimming for non-swimmers. (1)

FTWL 205 : Skin & Scuba Diving - FT

Aquatics course in skin and scuba diving. (1)

FTWL 207 : Basic Sailing - FT

Aquatics course in basic sailing. (1)

FTWL 212 : Conditioning Swimming - FT

Aquatics course in conditioning swimming. (1)

FTWL 223 : Yoga - FT

Rhythms course in yoga. (1)

FTWL 224 : Salsa and Swing Dance - FT

Rhythms course in salsa and swing dance. (1)

FTWL 225 : Ballroom Dance - FT

Rhythms course in ballroom dance. (1)

FTWL 228 : Vinyasa Yoga - FT

Rhythms course in vinyasa yoga. (1)

FTWL 229 : Zumba - FT

Rhythms course in Zumba. (1)

FTWL 234 : Relaxation Techniques - FT

Rhythms course in relaxation techniques. (1)

FTWL 241 : Co-Ed Basketball - FT

Team activities course in co-ed basketball. (1)

FTWL 244 : Co-Ed Volleyball - FT

Team activities course in co-ed volleyball. (1)

FTWL 246 : Disc Sports - FT

Team activities course in disc sports. (1)

FTWL 248 : World Games and Sports - FT

Team activities course in world games and sports. (1)

FTWL 250 : Directed Sports

Team activities course in directed sports. May not be used to complete the General Education Fitness and Wellness requirement. (1)

FTWL 276 : Special Topics in Physical Activity - FT

Selected activities as announced by the department. Provides opportunities for activities not otherwise part of the regular activity course offerings. (1)

Innovation Studies

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Junichi Tsuneoka, B.F.A., Director		

The Innovation Studies program focuses on nurturing and developing original thought, transformative ideas, and breakthrough products in a team-driven context. The minor combines PLU's distinctive offerings in the liberal arts and the professional schools, as well as programming offered by the Benson Chair in Business and Economic History. The Innovation Studies minor is especially supportive of, and connected to, PLU initiatives that encourage diversity, justice, and sustainability.

Foundation courses in the minor build essential skills to understand the process of innovation in historical and ethical contexts and to learn fundamental concepts in economic theory, art & design, communication, and business management. A concluding seminar requires that students work in teams to envision their own innovative solutions to ethical concerns, pressing problems, and business opportunities.

The minor's flexible curriculum enables students to integrate their major into a rich interdisciplinary framework and to leverage their current proficiencies while discovering new ones. When students enter the workplace, they will have the preparation to think creatively, form teams, engage the marketplace, and collaborate across fields and departments.

Minor

20 semester hours

Students are expected to work closely with Innovation Studies faculty advisors to ensure the most personalized programs and instruction possible. In addition, outside-the-classroom activities form an important part of this interdisciplinary minor, which emphasizes teamwork, leadership, and collaborative problem solving. These activities include meetings in the Innovation Studies Makerspace, lectures, field trips, and contact with the Seattle/Tacoma business community.

Innovation Studies minors must complete a minimum of 20 credit hours in the following areas:

- Introduction to Innovation Studies (4)
- Innovation Principles (8)
- Elective (4)
- INOV 350: Innovation Seminar (4)

Students may complete curriculum requirements in any order and pathways into the program overlap with many majors and minors on campus. The only requirement is that the Innovation Seminar may not be taken until the Introduction to Innovation Studies and Innovation Principles coursework is complete. The course selected for Introduction to Innovation Studies may not be reused as an Elective course.

Up to eight (8) approved credits from supporting majors or minors can be applied to the Innovation Studies minor.

At least Junior status is required before students take the concluding Innovation Seminar.

Students may transfer in a maximum of 8 semester hours towards the Innovation Studies minor, unless they have permission from the program chair.

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

Program Requirements

Introduction to Innovation Studies
4 semester hours

Students select one of the following courses to receive an introduction to the discipline of Innovation Studies and key themes in the program. Course must be completed before taking the Innovation Seminar.

- COMA 248: Innovation, Ethics, and Society (4)
- HIST 121: History in Video Games (4)
- HIST 248: Innovation, Ethics, and Society (4)
- PHIL 248: Innovation, Ethics, and Society (4)
- HIST 346: History of Innovation and Technology (4)

Innovation Principles
8 semester hours

Students select one course from two of the four Innovation Principles subject areas below to anchor their understanding of innovation in an interdisciplinary framework. Courses must be completed before taking the Innovation Seminar.

Economic Principles:

- ECON 101: Principles of Microeconomics (4)

Business Principles:

- BUSA 201: Introduction to Business in the Global Environment (4)

Design Principles:

- ARTD 110: Graphic Design 1 (4)

Communication Principles:

- COMA 212: Public Speaking (4)

Elective
4 semester hours

Select at least one course from the following list of electives for deeper study in the process of innovation, creativity, problem solving, and related proficiencies:

- ARTD 202: 3D Design (4)
- ARTD 310: Graphic Design 3 (4)
- BUSA 340: Non-Profit Management (4)
- BUSA 358: Entrepreneurship (4)
- COMA 361: Public Relations: Principles and Practices (4)
- DATA 133: Introduction to Computational and Data Science (4)
- CSCI 144: Introduction to Computer Science (4)
- ENGL 323: Writing for Public and Professional Settings (4)
- HIST 121: History in Video Games (4)
- HIST 247: U.S. Capitalism: From Railroads to Netflix (4)
- HIST 346: History of Innovation and Technology (4)
- PHIL 225: Business Ethics (4)
- POLS 345: Government and Public Policy (4)
- PSYC 351: Minds, Brains, and Computer: Introduction to Cognitive Science (4)
- PSYC 448: Cognitive Psychology (4)

Innovation Seminar
4 semester hours

- INOV 350: Innovation Seminar (4)

Innovation Studies (INOV) - Undergraduate Courses

INOV 350 : Innovation Seminar

Hands-on seminar for Innovation Studies minors that exposes students to the conceptual, ethical, and logistic issues involved in developing and implementing an innovative idea, process, product, or campaign. Students form teams; analyze artistic, technological, and entrepreneurial factors; consider issues such as feasibility and market timing, and then present their proposal to the PLU community. Prerequisite: Junior status and permission of instructor. (4)

INOV 387 : Special Topics in Innovation Studies

This course provides specific opportunities for students to examine new or emerging topics in the discipline of Innovation Studies. (4)

INOV 491 : Independent Study

Provides 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 instructor in consultation with the student. Prerequisite: sophomore standing. (1 to 4)

INOV 495 : Internship

Involvement in an ongoing research project in Innovation Studies or off-campus work supervised by a faculty member. 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. May be repeated for up to 8 semester hours. Prerequisite: sophomore standing. (1 to 8)

Mathematics

253.535.7400	www.plu.edu/math/	math@plu.edu
N. Justice, Ph.D., Chair		

Welcome to the Department of Mathematics, where we explore the practice of mathematics as a path to human flourishing!

The mathematics program at PLU is designed to serve five main objectives:

(a) to provide opportunities to explore and enjoy mathematics as a humanistic endeavor;
(b) to provide mathematical background for other disciplines;
(c) to provide a comprehensive pre-professional program for those directly entering the fields of teaching and applied mathematics;
(d) 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; and
(e) to develop the mental skills necessary for the creation, analysis, and critique of mathematical and quantitative topics

How do I get started?

You don't need to have taken calculus or even to identify as a "math person" to take and enjoy math at PLU. You can start by checking out informal course descriptions on the Mathematics Department website to see what courses interest you.

Majors in mathematics, computer science, and other sciences usually take MATH 151 and MATH 152, if they have not placed above them. 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 student success advisor or 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). Those majoring in a different area but planning to apply to PLU's Master of Arts in Education elementary program need to take MATH 123 only.

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 mathematics placement results.

Mathematics Placement Evaluation

A Math Placement test is required before registering for any math course at PLU unless one of the following holds:

1. the course prerequisites have been successfully completed at PLU,
2. the student has transferred in credits for courses equivalent to the course prerequisites, or
3. PLU has received AP or IBHL scores for the student that earn the student credit for the course prerequisites.

Students should take the Math Placement test as early as possible. The test can be accessed online by selecting the "Math Placement Evaluation" link through Self-Service Banner (bss.plu.edu). A student may take the placement test up to five times.

Note: Mathematics placement results are windows, not ceilings. A student cannot take classes at a level below their placement without permission of the department.

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 student success advisor or a mathematics faculty member. In this case, no credit is given for MATH 151.

Minimum Entrance Requirements

PLU does not have a mathematics entrance requirement. However, we strongly recommend that students applying to PLU should have taken at least two years of college preparatory mathematics before arrival and that students planning to major in a quantitative field should have taken three to four years of college preparatory mathematics before arrival.

Mathematics and General Education Program Elements

The following mathematics courses will satisfy the Quantitative Reasoning (QR) element of the General Education Program: 105, 107, 115, 123, 124, 128, 140, 145, 151, 152, and 242. At least 4 semester hours are needed

Required Prerequisite Grades

A grade of C or higher is required in all prerequisite courses.

Bachelor of Arts Degree

Major in Mathematics

32 semester hours of mathematics, plus 4 semester hours of supporting courses

- 32 semester hours of mathematics: MATH 152, 242, 253, 317 or 318 or 319, 331, 433, 455, 499A, 499B
- 4 semester hours of computer science: CSCI 144
- Strongly recommended (but not required): one course from: CSCI 371, ECON 344, or PHYS 153/163 Lab

Bachelor of Science Degree

Major in Mathematics

36-40 semester hours of mathematics, plus 8 to 13 semester hours of supporting courses

- 32 semester hours of required mathematics courses: MATH 152, 242, 253, 317 or 318 or 319, 331, 433, 455, 499A, 499B
- 8 additional semester hours of electives from MATH 317, 318, 319*, 342, 348, 351**, 356, 381, 422, 480, MATH/STAT 442, or PHYS 354
  *(*At most, one of MATH 317, 318, and 319, not already used in the bullet point above, can be used towards the 8 additional semester hours of electives needed.*
  ***Only one course from either MATH 351 or PHYS 354 may be used*)
- 8 or 9 semester hours of supporting courses: CSCI 144 and one course from: CSCI 371, ECON 344, or PHYS 153/163 Lab

Major in Applied Mathematics

36-40 semester hours of mathematics/statistics, plus 8 to 13 semester hours of supporting courses

- 24 semester hours of required mathematics courses: MATH 152, 253, 318, 331, 422, 499A, 499B
- 4 semester hours of statistics from: MATH/STAT 145, STAT 231, or MATH/STAT 242
- 12 semester hours of electives from: MATH/STAT 342, MATH/STAT 348, either MATH 351 or PHYS 354, MATH 356, either MATH 433 or MATH 455, MATH/STAT 442, CSCI 330, CSCI 367, CSCI 371, CHEM 341, ECON 301, ECON 344, PHYS 331, or PHYS 401
  - At least 8 semester hours of these must be taken from mathematics or statistics
- 4-5 semester hours of supporting courses from: CHEM 115, CSCI 270, ECON 101 or PHYS 153/163
- 4 semester hours from CSCI 144 or DATA 133

    - MATH 356 or another approved 300-level or 400-level mathematics course may be substituted for this requirement if a student is completing the Data Science minor

A maximum of eight (8) credits at the 300+ level may be double-counted for other major requirements and a maximum of eight (8) credits may be double-counted for other minor requirements. Petitions to substitute courses may be submitted to the department chair to address double-counting constraints. Students minoring in statistics may not use any of their "8 additional semester hours of statistics" toward the Applied Mathematics major.

Major in Mathematics Education

36 semester hours of mathematics, plus 8 to 9 semester hours of supporting courses

- 36 semester hours of mathematics: MATH 152, 242, 253, 317 or 318, 319, 331, 433, 499A, 499B, and MATH/EDUC 446
- 4 semester hours of education: EDUC 205
- One course (4-5 semester hours) from: PHYS 125/135 Lab, PHYS 153/163 Lab, or CHEM 115
- Strongly recommended (but not required): MATH 455

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 higher. MATH 433, 499A, and 499B must be completed with grades of C- or higher. All other mathematics courses counted toward a mathematics education major must be completed with grades of C or higher.

Note: The B.S. degree with a major in mathematics education together with a master's degree in education provides a path to teacher certification in secondary mathematics in Washington State. Passing the NES 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 NES exam.

Minors

Actuarial Science

A minimum of 24 semester hours, chosen from the following courses:

- BUSA 302, 335, 437, 438
- ECON 101, 301, 313, 337, 344
- MATH 331, 342, 348, 356, MATH/STAT 442
- At least 12 semester hours must be taken from mathematics and at least 4 semester hours from economics

Also strongly recommended: MATH 253, DATA 133

A maximum of 8 credit hours can simultaneously count towards both an actuarial science minor and a mathematics major. Courses taken for the actuarial science minor cannot be simultaneously used to satisfy a mathematics or statistics minor.

Mathematics

16 semester hours of mathematics courses, including:

- MATH 152 and either 245 or 253; and 8 semester hours of upper-division mathematics courses (excluding MATH/EDUC 446), which may include PHYS 354*.

*Only one course from either MATH 245 or MATH 318 may be used; only one course from either MATH 351 or PHYS 354 may be used.

Statistics

16 semester hours, to include:

- CSCI 144 or DATA 133
- STAT 231 or 232; SOCI 301; 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, MATH/STAT 442.
  (Additional courses may be approved by the chair of the Department of Mathematics. See the Statistics section of this catalog for more details.)

A maximum of 8 credit hours can simultaneously count towards both a statistics minor and a mathematics major. Courses taken for the statistics minor cannot be simultaneously used to satisfy a mathematics or actuarial science minor.

Mathematics (MATH) - Undergraduate Courses

MATH 105 : Mathematics of Personal Finance - QR

Emphasizes the mathematics behind everyday money decisions that matter to individuals and families. Topics often

include: budgeting, loans, insurance, taxation, investments, interest, credit, and the time value of money. The course reinforces the foundational skills students need and is designed to build confidence in using mathematics to make informed personal financial choices. Prerequisite: Eligibility based on PLU Math Placement Exam or permission of instructor. (4)

MATH 107 : Mathematical Explorations - QR

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: Eligibility based on PLU Math Placement Exam, or permission of instructor. (4)

MATH 115 : College Algebra and Trigonometry - QR

Reinforces foundational algebra skills while emphasizing problem solving and modeling. The notion of function is introduced through examples of polynomial, rational, logarithmic and exponential functions. We also explore inverse trigonometric and inverse trigonometric functions, graphing, and solving triangles. With applications to real-world problems involving business, natural sciences, and everyday life. Prepares students 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 - QR

An introduction to K-8 mathematics for future teachers, covering the number and algebraic sense strands of school mathematics. Topics include: numeration systems and concepts underlying traditional computations with natural numbers, rational numbers, and integers; and proportional reasoning. Emphasis on conceptual understanding of mathematics through hands-on work, problem solving, reasoning, and communication; and analyzing children's problem solving strategies. 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 - QR

An introduction to K-8 mathematics for future teachers, covering the probability and statistics, geometry, and measurement strands of school mathematics. Topics include: units, systems and processes of measurement, classification, symmetry, transformations, and measurement of geometric objects; display, analysis, and interpretation of data; and basic probability. Emphasis on conceptual understanding of mathematics through hands-on work, problem solving, reasoning, communication, and connecting the topics to the real-world and teaching. Prerequisite: A grade of C or higher in MATH 123. (4)

MATH 128 : Linear Models and Calculus: An Introduction - QR

Linear, quadratic, exponential and piecewise functions and their most useful properties with applications to business. Matrices, vectors, and solving systems of linear equations. An introduction to differential calculus emphasizing its uses in introductory business and economics. 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 - QR

Seeing the mathematical foundation for calculus and other advanced courses. In depth study of essential functions with an emphasis on polynomials and trigonometric functions. Application of essential functions in solving real world problems. 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 - QR

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 : Calculus I - QR

Functions, limits, derivatives, the fundamental theorem of calculus, and an introduction to integrals with applications. Emphasis on derivatives. Prerequisite: MATH 140 or PLU Math Placement into MATH 151. (4)

MATH 152 : Calculus II - QR

Continuation of MATH 151. Integration techniques and applications, improper integrals, sequences and series, power

series, Taylor and Maclaurin series. Prerequisite: MATH 151. (4)

MATH 242 : Introduction to Mathematical Statistics - QR

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, and regression using R statistical software. Cross-listed with STAT 242. Previously was MATH/STAT 341. Prerequisite: MATH 151. (4)

MATH 245 : Discrete Structures

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 151 or placement into MATH 152. (4)

MATH 253 : Multivariable Calculus

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 Proofs: Number Theory

Introduces ideas of elementary number theory while emphasizing the importance of proof-related concepts such as mathematical grammar, logical equivalence, direct proofs, indirect proofs, proof by contradiction, and proof by induction. Content may include modular arithmetic, prime numbers, divisibility, number systems, and Diophantine equations. Prerequisite: MATH 152. (4)

MATH 318 : Introduction to Proofs: Combinatorics

Introduces ideas of combinatorial reasoning while emphasizing the importance of proof-related concepts such as mathematical grammar, logical equivalence, direct proofs, indirect proofs, proof by contradiction, combinatorial proof, and proof by induction. Content may include basic counting principles, permutations and combinations, binomial coefficient identities, generating functions, recurrence relations, inclusion-exclusion, graph theory, and algorithms. Prerequisite: MATH 152. (4)

MATH 319 : Introduction to Proofs: Geometry

Introduces the foundations of geometry while emphasizing the importance of proof-related concepts such as mathematical grammar, logical equivalence, direct proofs, indirect proofs, proof by contradiction, and proof by induction. Content may include Euclidean, projective, and non-Euclidean geometries (possibly including spherical geometry and hyperbolic geometry). Prerequisite: MATH 152. (4)

MATH 331 : Linear Algebra

An introduction to matrices and vectors. Topics include solving systems of linear equations, vector and matrix operations, linear transformations, invertibility of matrices, determinants, and eigenvalues. Prerequisites: MATH 253 or one of 317/318/319 or both MATH 245 and CSCI 270. (4)

MATH 342 : Probability and Statistical Theory

Introduction to mathematical probability and its applications. Topics may include: foundations of probability; conditional probability; independence; Bayes' Theorem; discrete, continuous, and multivariate probability distributions; correlation, functions of random variables, moment generating functions, Bayesian and non-parametric inference, convergence of distributions. Cross-listed with STAT 342. Prerequisite: MATH 152 and four hours from STAT 231, 232, SOCI 301, or MATH/STAT 242. MATH 253 (or concurrent enrollment) is strongly recommended. (4)

MATH 348 : Statistical Computing and Consulting

Topics include qualitative data analysis, as well as the use of R statistical software to create data visualizations and to conduct, present, and interpret statistical analyses such as multiple regression and nonlinear (e.g. logistic) regression. Students will learn about issues that arise when working with real data such as data cleaning, data preparation, ethical guidelines for statistical practice, and the logical connections between study design and the appropriate inferences that can be made. Statistical consulting strategies and communication of statistical ideas to nonstatistical clients will guide the course topics as students perform consulting services for peers, faculty, and/or the surrounding community. Cross-listed with STAT 348. Prerequisite: DATA 133, CSCI 144, or MATH 151, and one of MATH/STAT 145, 242, STAT 231, 232, or SOCI 301. Strongly recommended: Prior experience with the programming languages R or Python. (4)

MATH 351 : Differential Equations

An introduction to differential equations. Techniques for solving first and second order differential equations, nonlinear equations and systems of equations, including power series solutions, Laplace Transforms, and other numerical methods. Emphasis on real world applications in a variety of fields. Prerequisite: MATH 253. (4)

MATH 356 : Numerical Analysis

How computers store and handle numbers, how to efficiently perform mathematical computations, how to build useful functions to interpolate from discrete data, and how to create algorithms to find or approximate mathematical solutions. Topics and applications will be selected from the solution of linear, nonlinear and differential equations; computational matrix theory; numerical integration and differentiation; and other areas of instructor interest. Prerequisites: MATH 152 and CSCI 144. (4)

MATH 381 : Seminar in Problem Solving

Designed to improve advanced problem solving skills for mathematical competitions, especially 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 422 : Mathematical Modeling

This course introduces students to mathematical modeling of various problems in society and science using curve fitting, difference and differential equations, simulations, discrete probabilistic models, and other methods. In addition to mathematical techniques, the formulation and analysis of models and the interpretation of mathematical results in context are also emphasized. Students will have a chance to work on a project of their choosing and to build writing skills. Prerequisites: MATH 245 or 253 and one of MATH 331, 351, or PHYS 354. (4)

MATH 433 : Abstract Algebra

An introduction to abstract algebraic structures, with a focus on groups. Emphasis on theory and proof. Prerequisites: MATH 317 or 318 or 319 and 331. (4)

MATH 442 : Statistical Modeling

Continuation of MATH/STAT 242. Introduction to multiple linear regression models, indicator variables, interactions. Uses R statistical software to explore applications of course topics. Topics may also include extensions to generalized linear models, multilevel models, Bayesian inference, or other statistical modeling techniques. Cross-listed with STAT 442. Prerequisites: MATH 331 and any of MATH/STAT 145, STAT 231, 232, SOCI 301, or MATH/STAT 242. (4)

MATH 446 : Mathematics in the Secondary School

Methods and materials in teaching secondary mathematics. Introduction to Common Core State Standards in Mathematics, effective and equitable mathematics teaching practices, and curriculum design. This course includes a field experience component. Suitable for anyone who is interested in teaching. Prerequisite: EDUC 205 and MATH 253 or 331. (4)

MATH 455 : Mathematical Analysis

Theoretical treatment of topics introduced in elementary calculus. Prerequisites: MATH 253, one of 317, 318, or 319. (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 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, Theatre, & Dance

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Music

Theatre & Dance

Music (MUSI) - Undergraduate Courses

MUSI 101 : Introduction to Music - CX

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 - CX

Survey of America's unique art form−Jazz: Emphasis on history, listening, structure, and style from early developments through recent trends. (4)

MUSI 106 : Music of Scandinavia and the Nordic Region - CX, GE

A survey of Nordic and Scandinavian music from the Bronze Age to the present, including the classical, folk, and popular traditions found within the region. (4)

MUSI 120 : Music and Culture - CX, GE

Introduction to the study of Western and non-Western music with an emphasis on musical history, style, and social context. Restricted to music majors and minors. (4)

MUSI 125 : Ear Training I - CX

Development of aural skills, including interval recognition, sight-singing, rhythmic, melodic and harmonic dictation. (1)

MUSI 126 : Ear Training II - CX

Continuation of MUSI 125. Prerequisite: MUSI 125 or consent of instructor. (1)

MUSI 133 : Music Theory & Analysis IA

Introduces basic underlying elements of music theory: reading and notating music, key signatures, intervals, chords, scales, etc. Previous music-reading experience highly recommended, but not required. (2)

MUSI 135 : Music Theory & Analysis IB

A continuation of MUSI 133. Minor scales, intervals, triads, diatonic 7th chords, basic analysis, etc. (2)

MUSI 136 : Music Theory & Analysis II

A continuation of MUSI 135. Further study of the materials and syntax of musical expression through an examination of

harmonic and melodic analysis, composition, part-writing, figured bass, non-chord tones, small formal structures, secondary functions, etc. Prerequisite: MUSI 135 or consent of instructor. (3)

MUSI 151 : Keyboard Musicianship I

Beginning skills in piano and general musicianship in a group piano setting, including reading in treble and bass clef, building coordination and technique, sight-reading, improvisation, playing by ear, harmonization of melodies, lead-sheet realization, transposing, ensemble playing, and public performance. Requires no previous keyboard experience. Intended for music majors or minors, but students of all areas are welcome. (1)

MUSI 152 : Keyboard Musicianship II

Development of piano and musicianship skills in a group piano setting, including sight-reading, harmonization of melodies, lead-sheet realization, open-score reading, scales and technique, improvisation, transposing, accompanying and public performance. Prerequisite: MUSI 151 or consent of instructor. Intended for music majors, but open to students in all areas. (1)

MUSI 160 : Introduction to Music Therapy

A survey of the scope and variety of practices in the music therapy profession. Course topics include the history of music therapy, current research, treatment processes, and populations served. Open to all students interested in the field of music therapy. (4)

MUSI 199 : Music in Performance

For students concurrently registered in Private Instruction Performance or Composition (MUSI 201-219, 327, 399, 401-419, 421, and 499 Capstone Student Project: Senior Recital or Project). Students experience a broad range of repertory through attendance at live performances and relevant music events. Graded Pass/Fail. (0)

MUSI 201 : Private Instruction: Jazz - CX

Prerequisite: Two semesters of non-jazz study (MUSI 202-219) or permission of the director of jazz studies. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Piano. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Organ. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Voice. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Violin/Viola. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private Instruction for Cello/Bass. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Flute. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Oboe/English Horn. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Bassoon. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Clarinet. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Saxophone. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Students register in 211A for 1 hour; 211B for 2 hours; 211C for 3 hours. (1 to 4)

MUSI 212 : Private Instruction: Trumpet - CX

Private instruction for Trumpet. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for French Horn. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Trombone. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Baritone/Tuba. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Percussion. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Guitar. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Harp. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 CX

Private instruction for Harpsichord. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Students register in 219A for 1 hour; 219B for 2 hours; 219C for 3 or 4 hours. (1 to 4)

MUSI 225 : Ear Training III - CX

A continuation of MUSI 126. Prerequisite: MUSI 126 or consent of instructor. (1)

MUSI 226 : Ear Training IV - CX

A continuation of MUSI 225. Prerequisite: MUSI 225 or consent of instructor. (1)

MUSI 235 : Music Theory & Analysis III

A continuation of MUSI 136. Further study of the materials and syntax of musical expression through an examination of modulation, larger formal structures, mode mixture, borrowed chords, augmented sixth chords, chromatic harmony, composition, etc. Prerequisite: MUSI 136 or consent of instructor. (3)

MUSI 236 : Music Theory & Analysis IV

Introduction to post-tonal techniques and the craft of the 21st century composer/arranger, including counterpoint, orchestration, and the development of thematic material into a composition. Prerequisite: MUSI 235 or consent of department chair. (4)

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. 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. (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

This course is designed for students with little to no vocal training. Students will learn fundamental vocal techniques, proper breathing, and posture, culminating in the ability to perform songs with confidence. May be repeated once for additional credit and/or further training toward the proficiency standard. (1)

MUSI 249 : Functional Improvisation & Arranging

This course introduces students to the fundamentals of musical improvisation and arranging. Through practical exercises,

listening, and composition assignments, students will develop their creative skills, enhance their understanding of musical structure, and explore various styles and genres. May be repeated once for additional credit. (2)

MUSI 251 : Keyboard Musicianship III

Continued development of piano and musicianship skills in a group piano setting, including scales and technique, accompanying, harmonization of melodies, lead-sheet realization, singing and playing, improvisation, transposing, open-score reading, hymn sight-reading, and public performance. Prerequisite: MUSI 152 or consent of instructor. Intended for music majors, but open to students in all areas. Culminates in the Keyboarding Proficiency Assessment. (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 301 : Music in Historical Context I

Music History in theory and practice from the Middle Ages through the Age of the Enlightenment. In this course students will study the development of Western music of the Middle Ages, Renaissance, Baroque, and Classical era through examination and performance of representative works of each time period. Prerequisites: MUSI 120 and MUSI 136. (4)

MUSI 302 : Music in Historical Context II

Music History in theory and practice from Beethoven's innovations to those of the present day. In this course students will study the development of Western music of the Romantic, Modernist, and Post-Modernist periods through examination of representative works of each time period. Prerequisites: MUSI 120 and 136. (4)

MUSI 310 : Practicum in Music Therapy

Observation, co-leading, or leading music therapy sessions are supervised by board-certified music therapists at healthcare, education, or community sites. Weekly seminars debrief clinical issues and develop musical interventions through singing, movement, improvisation, playing multiple genres on several instruments, and uses of technology. Repeatable for credit; 6 total hours required. Prerequisite: MUSI 160. (1)

MUSI 311 : Music for Diverse Learners

This course explores strategies for adapting music therapy and music education practices to meet the needs of diverse learners. Course will examine current legislation related to the education and care of children and adolescents with disabilities. Topics include cultural competence, adapting music interventions and materials, and best practices for addressing the needs of individuals with disabilities and diverse cultural backgrounds. Restricted to Music Education and Music Therapy majors. (4)

MUSI 312 : Psychology of Music

Music psychology research relevant to the development of neurology and the brain, musical abilities, music perceptions and cognition, learning, emotion and meaning, performance, performance anxiety, and other musical behaviors. Open to all Music majors. (4)

MUSI 313 : Music Therapy in Medicine

An investigation of the theory, research, and clinical skills related to the use of music therapy in medical centers. A focus is on the connection of the mind, body, and spirit, and how music can influence one's health. Topics include music therapy and telehealth, palliative care, hospice, pain management, and rehabilitative medicine. Prerequisite: MUSI 160, PSYC 101. (4)

MUSI 314 : Music Therapy in Mental Health & Wellness

This course investigates theory, research, and clinical skills related to the use of music therapy in mental health care. Psycho-musical foundations of music therapy, behavioral-emotional disorders, self-identity formation and maintenance, psychotherapeutic models, and music therapy approaches will be explored. Ethics, group process, and multicultural issues will be address within the context of music therapy practice. Perspectives of wellness, wellness centers are considered. Prerequisite: MUSI 160, PSYC 101. (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 325 : Class Composition I

A systematic introduction to neo-tonal compositional languages, styles, and techniques resulting in individually composed chamber pieces. MUSI 325 and 326 are prerequisites for private study in Composition (MUSI 327). Students intending to major in Composition should take these courses in their first year of music study. Students majoring in other areas may take these courses after completing MUSI 236. MUSI 325 and MUSI 326 need not be taken in sequence. Prerequisite: MUSI 236 or consent of instructor. (2)

MUSI 326 : Class Composition II

A systematic introduction to pan-tonal compositional languages, styles, and techniques resulting in individually composed chamber pieces. MUSI 325 and MUSI 326 are prerequisites for private study in Composition (MUSI 327). Students intending to major in Composition should take these courses in their first year of music study. Students majoring in other areas may take these courses after completing MUSI 236. MUSI 325 and MUSI 326 need not be taken in sequence. Prerequisite: MUSI 236 or consent of instructor. (2)

MUSI 327 : Classical Music Composition - CX

A systematic approach to contemporary musical composition; students create and notate works for solo, small and large ensembles. May be repeated for additional credit. Private instruction; special fee in addition to tuition. Students register in 327A for 1 hour; 327B for 2 hours; 327C for 3 or 4 hours. Prerequisites: MUSI 325 and 326 or consent of instructor.

MUSI 329 : Popular Songwriting and Media Music - CX

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 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). (2)

MUSI 345 : Conducting I - CX

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 351 : Collaborative Piano Studies - CX

Laboratory experience in accompanying representative vocal and instrumental solo literature in the soloist's private lesson studio. Prerequisite: consent of instructor. (1)

MUSI 353 : Solo Vocal Literature - CX

Survey of solo vocal literature. (2)

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

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 360 : Choir of the West - CX

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 - CX

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 : Knights Chorus - CX

The study and performance of repertoire for tenor and bass voices. Emphasis on individual vocal and musical development. (1)

MUSI 363 : University Singers - CX

The study and performance of repertoire for soprano and alto voices. Emphasis on individual vocal and musical development. (1)

MUSI 366 : Opera - CX

Production of chamber opera, opera scenes, and full operas. Participation in all facets of production. Prerequisite: consent of instructor. (1)

MUSI 370 : University Wind Ensemble - CX

Study and performance of selected wind and percussion literature using various size ensembles. Membership by audition. (1)

MUSI 371 : University Concert Band - CX

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 - CX

Study of selected big band literature through rehearsal and performance. Membership by audition. (1)

MUSI 380 : University Symphony Orchestra - CX

Study of selected orchestral literature through rehearsal and performance. Membership by audition. (1)

MUSI 381 : Chamber Ensemble - CX

Reading, rehearsal, and performance of selected music for smaller ensembles. Prerequisite: consent of instructor. (1)

MUSI 383 : Piano Ensemble - CX

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 - CX

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 395 : Music Centers of the World - CX

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 399 : Junior Recital

Preparation and presentation of a juried half recital, normally in the junior year. Declared Bachelor of Music majors only. Private instruction; special fee in addition to tuition. Prerequisite: consent of instructor is required. (3)

MUSI 401 : Private Instruction:Jazz CX

Prerequisite: Two semesters of non-jazz study (202-219) or permission of the Director of Jazz Studies. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Piano. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Organ. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. Students register in 403A for 1 hour; 403B for 2 hours; 403C for 3 or 4 hours. (1)

MUSI 404 : Private Instruction: Voice CX

Private instruction for Voice. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. Students register in 404A for 1 hour; 404B for 2 hours; 404C for 3 or 4 hours. (1)

MUSI 405 : Private Instruction: Violin/Viola - CX

Private instruction for Violin/Viola. Special fee in addition to tuition. Concurrent registration in MUSI 199 required.

Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Cello/Bass. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Flute. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Oboe/English Horn. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Bassoon. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Clarinet. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Saxophone. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Trumpet. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for French Horn. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Trombone. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Baritone/Tuba. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Percussion. Special fee in addition to tuition. Concurrent registration in MUSI 199 required.

Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Guitar. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Harp. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. Students register in 418A for 1 hour; 418B for 2 hours; 418C for 3 or 4 hours. (1 to 4)

MUSI 420 : Private Instruction: Pedagogy - CX

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 : Functional Piano for the Professional Musician

Advanced development of piano and musicianship skills in a group piano setting, focusing on the necessary skills for choir direction, including vocal warm-ups, open score reading, sight-reading, hymn sight-reading, singing and playing, and accompanying. Prerequisite: MUSI 251, with a grade of C or better, and/or successful completion of the Keyboarding Proficiency Assessment. Required for Choral Music Education, Organ, and Piano majors, but open to students in all areas. (2)

MUSI 430 : Piano Literature I - CX

Study of representative piano repertoire from the 18th and early 19th Century. (2)

MUSI 431 : Piano Literature II - CX

Study of representative piano compositions of the late 19th and 20th Century. (2)

MUSI 445 : Conducting III

Refinement of patterns, gestures, and conducting techniques; application to appropriate vocal and instrumental scores. Prerequisite: MUSI 346. (1)

MUSI 451 : Piano Pedagogy I - CX

Teaching techniques for prospective teachers of piano, including techniques for individual and group instruction. Methods and materials will cover beginning to intermediate levels. Includes a practical teaching component. Required for piano majors, but open to all advanced pianists. (2)

MUSI 453 : Vocal Pedagogy - CX

Physiological, psychological, and pedagogical aspects of singing. (2)

MUSI 460 : Elementary Music Methods

A survey of materials and pedagogical approaches to teaching in the elementary music classroom. Prerequisite: MUSI 340. (3)

MUSI 461 : Band Repertoire and Rehearsal

A survey of repertoire and rehearsal techniques for teaching in a secondary band setting. Prerequisite: MUSI 340. (3)

MUSI 462 : Choral Repertoire and Rehearsal

A survey of repertoire and rehearsal techniques for teaching in a secondary choral setting. Prerequisite: MUSI 340. (3)

MUSI 463 : Orchestral Repertoire and Rehearsal

A survey of repertoire and rehearsal techniques for teaching in a secondary orchestral setting. Prerequisite: MUSI 340. (3)

MUSI 464 : Practicum in Music Education I

Music education students complete a minimum of 30 hours of field experience in local schools. Prerequisite: MUSI 340. Students enroll 2-3 semesters prior to student teaching.

MUSI 465 : Practicum in Music Education II (Pre-Student Teaching)

Music education students complete a minimum of 60 hours of field experience in a local school. Students enroll in the semester immediately preceding student teaching. Prerequisite: MUSI 340; 460; 461, 462, or 463 (depending on area of concentration); and 464. (1)

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 480 : Capstone in Music Therapy - SR

This course serves as the senior year culminating experience, as well as preparation for the six-month internship required by the American Music Therapy Association (AMTA). The course will examine current issues related to the field of music therapy, especially as addressed in the regional and national conferences. The course is designed as a seminar with a focus on discussion, readings, and personal reflections with 1:1 preparation for the transition from student to intern. (2)

MUSI 481 : Internship in Music Therapy

Supervised full-time clinical experience at an American Music Therapy Association (AMTA) National Roster or University-Affiliated Internship Site. (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 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)

Theatre (THEA) - Undergraduate Courses

THEA 160 : The Theatre Industry - CX

An exploration of live theatre and its many elements; including, the contributions of its writers, directors, performers, designers, technicians, and audiences. (4)

THEA 210 : Acting for Non-Majors - CX

An introductory course to acting for non-Theatre majors. Students perform scenes and monologues and learn about imagination, character, and performance values. (4)

THEA 225 : Running Crew I

A practicum course, students work backstage or in production shops on a faculty-directed production. Repeatable for a maximum of 8 semester hours. (1-8)

THEA 250 : Acting I - CX

An introductory course to acting for Theatre majors and Theatre and Dance minors in which students perform scenes and monologues and learn about scene selection, memorization, imagination, character, and presentation. (4)

THEA 251 : Acting II

A continuation of actor training focusing on preparing audition material, deepening scene study, and exploring script analysis. Prerequisite: THEA 210 or THEA 250. (4)

THEA 252 : Fundamentals of Scenic Design - CX

An introduction to the process used by scenic designers to create a physical environment for the stage. (4)

THEA 254 : Fundamentals of Lighting Design - CX

An introductory examination of the controllable properties of light and their application to the functions of theatrical lighting. (4)

THEA 255 : Theatrical Production - CX

An introduction to the backstage elements of theatre; including, costumes, scenery, props, lighting, and makeup. (4)

THEA 275 : Scenic Painting: Techniques

Color theory and hands-on painting techniques for theatrical productions. (2)

THEA 276 : Scenic Painting: Textures

Painting techniques and texture painting for theatrical productions. (2)

THEA 279 : Hand Drafting

Hand drafting techniques to create light plots or scenic draftings for theatrical applications. (2)

THEA 280 : Computer-Aided Drafting

The use of computers and software to create light plots or scenic draftings for theatrical applications. Prerequisite: THEA 279. (2)

THEA 285 : Costume Crafts and Construction

Costume production techniques, including sewing, use of equipment, knowledge of available materials, dyeing, and 3-D.

Prerequisite: Declared Theatre majors or by permission of instructor. (4)

THEA 287 : Special Topics in Theatre

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

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

The study and practice of stage management and its vital role in the theatrical production process. (2)

THEA 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)

THEA 299 : The Profession of Theatre

An introduction of the various elements necessary to prepare for a life in the theatre, including portfolio and audition materials, agents and unions, graduate schools and the profession. (2)

THEA 330 : Script Analysis

Discussion of the ideas, forms, structures, and elements of contemporary plays and musicals. (4)

THEA 345 : Playwriting

Techniques for writing short plays and an analysis of dramatic structure. (4)

THEA 347 : The Vocal Audition

Techniques for choosing and preparing effective audition songs and cuttings for musical theatre. Prerequisite: Musical Theatre BFA or by permission of instructor. (2)

THEA 349 : Acting III

Preparation of auditions for stage, film, and tv; scene work and monologues; and improvisation. Prerequisite: THEA 251. (4)

THEA 350 : Scene Study

Analyzing and performing advanced scenes and monologues. Prerequisite: THEA 349. (4)

THEA 351 : Stage Makeup

Basic techniques in theatrical makeup application including corrective, aging, three-dimensional, and special effects. Prerequisite: Declared Theatre majors or by permission of instructor. (4)

THEA 355 : Lighting Design

A practical application of electrical, programming, and artistic skills needed for theatrical lighting design. Prerequisite: THEA 254. (4)

THEA 360 : Theatre History - ES

A survey of theatre as an institution that reflects history while forming new social values and ideas. (4)

THEA 362 : Musical Theatre History - ES

A survey of Broadway musical theatre as an institution that reflects history while forming new social values and ideas. (4)

THEA 380 : Directing I

The process of analyzing and making choices about scripts, casting, revealing the focus of scenes, and constructing the mood, rhythm, pace and main idea of productions. Prerequisite: THEA 250. (4)

THEA 385 : Musical Theatre Performance: Golden Age

An exploration of singing musical theatre from America's Golden Age in a studio setting. Intended for students with strong singing abilities. Prerequisite: Declared majors and minors within the School of Music, Theatre & Dance or by permission of instructor. (4)

THEA 386 : Musical Theatre Performance: Modern

An exploration of singing musical theatre from America's modern era in a studio setting. Intended for students with strong singing abilities. Prerequisite: declared majors and minors within the School of Music, Theatre, & Dance or by permission of instructor. (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 - ES

A survey of the architecture, interiors, clothing, culture, and aesthetic of the western world through exposure to art, historical documents, and popular perspectives. (4)

THEA 400 : Theatre Rehearsal and Performance

A practicum course, students perform and/or understudy in a faculty-directed production. Repeatable for a maximum of 12 semester hours. (4)

THEA 425 : Running Crew II

A practicum course, students work on intermediate and advanced-level running crew assignments or in production shops on a faculty-directed production. Repeatable for a maximum of 8 semester hours. (1-8)

THEA 450 : Acting Styles

Analyzing and performing styles of acting representing various time periods and genres. Prerequisites: THEA 250 or consent of instructor. (4)

THEA 453 : Costume Design - CX

Development of artistic and technical abilities in the field of costume design incorporating history, patterns, and renderings. Prerequisite: Declared Theatre majors or by permission of instructor. (4)

THEA 455 : Scenic Design

Explores the process used by scenic designers to create a physical environment for the stage through analyzing a theatrical text, formulating and expressing an approach through research, and executing their ideas through models and simple drafting. Prerequisite: THEA 252. (4)

THEA 475 : Design Practicum

A practicum course, students design or assistant design a faculty-directed production. Repeatable for a maximum of 8 semester hours. (1-8)

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. Prerequisite: THEA 380. (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 495 : Internship in Theatre

Internship or cooperative education experiences in the theatre. (1 to 4)

THEA 499 : Capstone - SR

Preparation of portfolios and project work that reflects both academic and practical knowledge gained through the study of theatre. (2)

Dance (DANC) - Undergraduate Courses

DANC 222 : Beginning/Intermediate Musical Theatre Dance - FT

Students practice musical theatre and jazz dance technique, musical theatre and jazz choreography, and learn the history of musical theatre and jazz dance. Designed for students who have never taken a musical theatre or jazz dance class before, as well as for more experienced dancers. Repeatable for credit up to 4 times. Fulfills one course towards the FT GenEd Element. (2)

DANC 240 : Dance Concert Ensemble - CX

Students perform in the faculty-directed dance concert. Repeatable for credit up to 4 times. (0 to 2)

DANC 251 : Beginning/Intermediate Ballet - FT

Students practice ballet technique, ballet choreography, and learn the history of ballet. Designed for students who have never taken a ballet class before, as well as for more experienced dancers. Repeatable for credit up to 4 times. Fulfills one course towards the FT GenEd Element. (2)

DANC 252 : Beginning/Intermediate Contemporary - FT

Students practice contemporary dance technique, contemporary choreography, and learn the history of contemporary and modern dance. Designed for students who have never taken a contemporary dance class before, as well as for more experienced dancers. Repeatable for credit up to 4 times. Fulfills one course towards the FT GenEd Element. (2)

DANC 254 : Beginning/Intermediate Tap - FT

Students practice tap dance technique, tap choreography, and learn the history of tap dance. Designed for students who have never taken a tap dance class before, as well as for more experienced dancers. Repeatable for credit up to 4 times. Fulfills one course towards the FT GenEd Element. (2)

DANC 255 : Beginning/Intermediate Hip Hop - FT

Students practice hip hop dance technique, hip hop choreography, and learn the history of hip hop. Designed for students who have never taken a hip hop dance class before, as well as more experienced dancers. Repeatable for credit up to 4 times. Fulfills one course towards the FT GenEd Element. (2)

DANC 287 : Special Topics in Dance

Provides undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title 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 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)

DANC 301 : Dance and Culture - ES, GE

An examination of the history and culture of dance forms and choreographic methods from around the world. A seminar-based class that includes physical movement. (4)

DANC 322 : Advanced Musical Theatre Dance

Designed for intermediate/advanced students, this course further develops musical theatre and jazz dance technique and performance. Repeatable for credit up to 4 times. Prerequisite: consent of instructor or DANC 222. (2)

DANC 340 : Dance Composition and Choreography

A study of the principles of dance composition. Students engage in concentrated creative practice through choreographic projects, exercises, and guided improvisation. (2)

DANC 351 : Advanced Ballet

Designed for intermediate/advanced students, this course further develops ballet technique and performance. Repeatable for credit up to 4 times. Prerequisite: consent of instructor or DANC 251. (2)

DANC 352 : Advanced Contemporary

Designed for intermediate/advanced students, this course further develops contemporary dance technique and performance. Prerequisite: DANC 252 or consent of instructor. Repeatable for credit up to 4 times. (2)

DANC 354 : Advanced Tap

Designed for intermediate/advanced students, this course further develops tap dance technique and performance. Prerequisite: DANC 254 or consent of instructor. Repeatable for credit up to 4 times. (2)

DANC 355 : Advanced Hip Hop

Designed for intermediate/advanced students, this course further develops hip hop dance technique and performance. Prerequisite: DANC 255 or consent of instructor. Repeatable for credit up to 4 times. (2)

DANC 440 : Dance Concert Choreography

Students choreograph original works for the faculty-directed dance concert. Repeatable for credit up to 4 times. Prerequisite: consent of instructor. (0 to 2)

DANC 487 : Special Topics in Dance

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

Provides 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)

Music

253.535.7602	www.plu.edu/music/	music@plu.edu
Brian Galante, D.M.A., Associate Dean		

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.

All first-year students should complete the Theory online placement test before class registration. Students will be placed in the appropriate level Music Theory & Analysis course based on the test outcome. MUSI 133 and 135 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 declare 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., B.S.). For students pursuing the B.A. degree, attainment of adequate keyboard skills is determined by successful completion of MUSI 152: Keyboard Musicianship II, with a grade of C or better. Students in all other programs must complete MUSI 251: Keyboard Musicianship III, with a grade of C or better and/or successfully pass the Keyboarding Proficiency Assessment. Students who do not pass the Keyboarding Proficiency Assessment by the end of their sixth semester (spring of junior year) may not be permitted to continue in the B.M., B.M.E., B.M.A. or B.S. degree.
- **Language Requirement:**
  Vocal performance majors are required to take at least one year of language study in French.
- **Music Electives:**
  Unless specified in the degree program, music electives must be at the 300-level or higher.
- **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 School 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.
- **Music Major Assessment:**
  Students pursuing Bachelor of Music (B.M.), Bachelor of Music Education (B.M.E.), Bachelor of Musical Arts (B.M.A.) Bachelor of Science (B.S.), 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.

Music Core

27 semester hours for the B.A.; 28 semester hours for the B.S.; 33 semester hours for the B.M., B.M.E., and B.M.A.

The following core is required in all music degree programs:

- MUSI 120: Music and Culture (4)
- MUSI 125: Ear Training I (1)

- MUSI 126: Ear Training II (1)
- MUSI 133: Music Theory & Analysis IA (2)
- MUSI 135: Music Theory & Analysis IB (2)
- MUSI 136: Music Theory & Analysis II (3)
- MUSI 151: Keyboard Musicianship I (1)
- MUSI 152: Keyboard Musicianship II (1)
- MUSI 225: Ear Training III (1)
- MUSI 226: Ear Training IV (1) *(not for B.A.)*
- MUSI 235: Music Theory & Analysis III (3)
- MUSI 236: Music Theory & Analysis IV (4)*
- MUSI 251: Keyboard Musicianship III (1) *(not for B.A.)*
- MUSI 301: Music in Historical Context I (4)*
- MUSI 302: Music in Historical Context II (4)*

*Students pursuing the B.A. degree choose two courses among MUSI 236, 301, and 302.
*Students pursuing the B.S. degree choose one course among MUSI 103, 301, and 302.

Bachelor of Arts (B.A.) Degree

Major in Music
44 semester hours in music, plus cognate

- Music Core: (27)
- Ensembles (6)
    - Choose from: MUSI 360-383
- Applied Lessons (6)
    - Choose from: MUSI 201-219, 401-419
- Capstone Sequence (2)
    - MUSI 499: Capstone Senior Project (2)
- Electives (3)
    - Choose any MUSI 300-498 not already used in the major

Also required for the B.A. degree are:

- Take a non-music arts elective course in visual arts, theatre or dance.
- Cognate: An academic minor or second major outside of music.

Bachelor of Music Education (B.M.E.) Degree

The music education program is demanding of students' time and energy. 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
- Two semesters of keyboarding (from MUSI 151/152) or successful completion of the Keyboard Proficiency Assessment
- 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

87 semester hours in music; total 104 semester hours

First-Year, sophomore, junior and senior assessments required.

- Bachelor of Music Education: K-12 Choral
- Bachelor of Music Education: K-12 Instrumental (Band)
- Bachelor of Music Education: K-12 Instrumental (Orchestra)

Music Education Core
12 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 464: Practicum in Music Education I (1)
- MUSI 465: Practicum in Music Education II (1)
- MUSI 469: Student Teaching Seminar (2)

School 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 School of Education.

- 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)

The WEST-E exam in the appropriate area of concentration is taken during the senior year and must be passed prior to student teaching.

Admission to the School 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

- Music Core (33)
- Ensembles (8)
    - Choose from: MUSI 360-363 (1 each semester)
- Applied Lessons (16)
    - Choose from: MUSI 204 and 404 (14)
    - MUSI 499: Capstone: Senior Project (senior recital) (2)
- Music Education Core (12)
- Concentration (18): Choose Secondary or Elementary focus
    - Secondary Focus (18)
        - MUSI 355: Diction I (1)
        - MUSI 356: Diction II (1)
        - MUSI 421: Functional Piano for the Professional Musician (2)
        - MUSI 445: Conducting III (1)
        - MUSI 453: Vocal Pedagogy (2)
        - MUSI 460: Elementary Music Methods (3)
        - MUSI 462: Choral Repertoire and Rehearsal (3)
        - Choose five credits from the following:
            - 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 325: Class Composition I (2)
            - MUSI 326: Class Composition II (2)
            - MUSI 451: Piano Pedagogy (2)
    - Elementary Focus (18)
        - MUSI 247: Percussion Lab I (1)
        - MUSI 321: Guitar Lab (1)
        - MUSI 421: Functional Piano for the Professional Musician (2)
        - MUSI 460: Elementary Music Methods (3)
        - MUSI 462: Choral Repertoire and Rehearsal (3)
        - DANC 301: Dance in World Cultures (4)
        - Choose four credits from the following:
            - DANC 252: Beginning/Intermediate Contemporary (2)
            - DANC 255: Beginning/Intermediate Hip Hop (2)
            - MUSI 241: String Lab I (1) **or** MUSI 242: String Lab II (1)
            - MUSI 325: Class Composition I (2)
            - MUSI 326: Class Composition II (2)
            - MUSI 445: Conducting III (1)
            - MUSI 451: Piano Pedagogy (2)
            - MUSI 453: Vocal Pedagogy (2)

K-12 Instrumental (Band Emphasis)

- Music Core (33)
- Ensembles (8)
    - Choose from large ensemble: MUSI 370-371, 380 (8)
- Applied Lessons (16)

    - Choose from: MUSI 202-219, 402-419
    - MUSI 499: Capstone: Senior Project (recital) (2)
- Music Education Core (12)
- Concentration (18): Choose Secondary or Elementary Focus
    - Secondary Focus (18):
        - 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 445: Conducting III (1)
        - MUSI 460: Elementary Music Methods (3)
        - MUSI 461: Band Repertoire and Rehearsal (3)
        - Choose six credits from the following:
            - MUSI 321: Guitar Lab (1)
            - MUSI 325: Class Composition I (2)
            - MUSI 326: Class Composition II (2)
            - MUSI 360-363**:** Choral Ensemble (1, repeatable for credit)
            - MUSI 381: Chamber Ensemble (1, repeatable for credit)
            - MUSI 421: Functional Piano for the Professional Musician (2)
    - Elementary Focus (18)
        - 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 321: Guitar Lab (1)
        - MUSI 460: Elementary Music Methods (3)
        - MUSI 461: Band Repertoire and Rehearsal (3)
        - DANC 301: Dance in World Cultures (4)
        - Choose two credits from the following:
            - DANC 252: Beginning/Intermediate Contemporary (2)
            - DANC 255: Beginning/Intermediate Hip Hop (2)
            - MUSI 325: Class Composition I (2)
            - MUSI 326: Class Composition II (2)
            - MUSI 360-363**:** Choral Ensemble (1, repeatable for credit)
            - MUSI 381: Chamber Ensemble (1, repeatable for credit)
            - MUSI 445: Conducting III (1)

K-12 Instrumental (Orchestra Emphasis)

- Music Core (33)
- Ensembles (8)
    - Choose from large ensemble: MUSI 370-371, 380 (8)
- Applied Lessons (16)
    - Choose from: MUSI 202-219, 402-419
    - MUSI 499: Capstone: Senior Project (recital) (2)
- Music Education Core (12)
- Concentration (18): Choose Secondary or Elementary Focus
    - Secondary Focus (18)
        - 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 445: Conducting III (1)
        - MUSI 460: Elementary Music Methods (3)
        - MUSI 463: Orchestral Repertoire and Rehearsal (3)
        - Choose six credits from the following:
            - MUSI 321: Guitar Lab (1)
            - MUSI 325: Class Composition I (2)
            - MUSI 326: Class Composition II (2)
            - MUSI 360-363: Choral Ensemble (1, repeatable for credit)
            - MUSI 381: Chamber Ensemble (1, repeatable for credit)
            - MUSI 421: Functional Piano for the Professional Musician (2)
    - Elementary Focus (18)
        - 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 321: Guitar Lab (1)
        - MUSI 460: Elementary Music Methods (3)

- MUSI 463: Orchestral Repertoire and Rehearsal (3)
- DANC 301: Dance in World Cultures (4)
- Choose two credits from the following:
    - DANC 252: Beginning/Intermediate Contemporary (2)
    - DANC 255: Beginning/Intermediate Hip Hop (2)
    - MUSI 325: Class Composition I (2)
    - MUSI 326: Class Composition II (2)
    - MUSI 360-363: Choral Ensemble (1, repeatable for credit)
    - MUSI 381: Chamber Ensemble (1, repeatable for credit)
    - MUSI 445: Conducting III (1)

Bachelor of Musical Arts (B.M.A.) Degree

Major in Music
62 semester hours, plus cognate

- Music Core (33)
- Ensembles (8)
    - Choose from: MUSI 360-383 (one each semester)
- Applied Lessons (8)
    - Choose from: MUSI 201-219, 401-419 (8)
- Conducting (2)
    - MUSI 345: Conducting I (1)
    - MUSI 346: Conducting II (1)
- Capstone Sequence
    - MUSI 499: Capstone Senior Project (2)
- Electives (9)
    - Choose any MUSI 300-498 not already used in the major
- 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
84-88 semester hours

- First-year, sophomore, junior and senior assessments required.
- For vocal performance: language study required.
- Applied Lessons are to be taken in consecutive Fall/Spring Semesters; continuous non-jazz study throughout the program required.

Concentrations

Composition
84 semester hours

- Music Core (33)
- Ensembles (10)
    - MUSI 360-383 (one each semester, 8)
    - MUSI 381: Chamber Ensemble (world music focus) (2)
- Applied Lessons (8)
    - Choose from: MUSI 201-219, 401-419 (8)
- Concentration Module (26)
    - MUSI 325: Class Composition I (2)
    - MUSI 326: Class Composition II (2)
    - MUSI 327: Classical Music Composition (4-12)
    - MUSI 329: Popular Songwriting and Media Music (4-12)
    - MUSI 345: Conducting I (1)
    - MUSI 346: Conducting II (1)
    - MUSI 499: Capstone: Senior Project (4)
- Music Electives (7)
    - Choose any MUSI 300-498 not already used in the major

Instrumental (Performance)
84 semester hours

- Music Core (33)
- Ensembles (8) (1 each semester)

    - Choose from: MUSI 370-371, 380
- Applied Lessons (22)
    - Principal Instrument (15)
        - Choose from: MUSI 205-219, 405-419 (15)
    - MUSI 399: Junior Recital (3)
    - MUSI 499: Capstone: Senior Project (Senior Recital) (4)
- Concentration Module (13)
    - MUSI 345: Conducting I (1)
    - MUSI 346: Conducting II (1)
    - MUSI 381: Chamber Ensemble (2)
    - MUSI 420: Private Instruction: Pedagogy (2)
    - Choose seven credits from the following:
        - MUSI 201-219, 401-419: Private Instruction (in secondary area) (1-2)
        - MUSI 241: String Lab I (1)
        - MUSI 242: String Lab II (1)
        - MUSI 243: Woodwind Lab I (1)
        - MUSI 244: Woodwind Lab II (1)
        - MUSI 245: Brass Lab I (1)
        - MUSI 246: Brass Lab II (1)
        - MUSI 247: Percussion Lab (1)
        - MUSI 325: Class Composition I (2)
        - MUSI 326: Class Composition II (2)
        - MUSI 421: Functional Piano for the Professional Musician (2)
        - MUSI 445: Conducting III (1)
- Electives (8)
    - Choose any MUSI 300-498 not already used in the major

Organ (Performance)
84 semester hours

- Music Core (33)
- Ensemble (8)
    - MUSI 381: Chamber Ensemble (1)
    - Music Ensembles (7)
        - Choose from: MUSI 360-383 (one each semester)
- Applied Lessons (22)
    - MUSI 203: Private Instruction: Organ (8)
    - MUSI 403: Private Instruction: Organ (7)
    - MUSI 399: Keystone: Junior Recital (3)
    - MUSI 499: Capstone: Senior Project (Senior Recital) (4)
- Concentration Module (13)
    - MUSI 219: Harpsichord (1)
    - MUSI 345: Conducting I (1)
    - MUSI 346: Conducting II (1)
    - MUSI 352: Organ – Improvisation (1)
    - MUSI 420: Private Instruction: Pedagogy (2)
    - MUSI 421: Functional Piano for the Professional Musician (2)
    - Choose five credits from the following:
        - MUSI 325: Class Composition I (2)
        - MUSI 326: Class Composition II (2)
        - MUSI 445: Conducting III (1)
        - MUSI 451: Piano Pedagogy (2)
        - MUSI 453: Vocal Pedagogy (2)
- Electives (8)
    - Choose any MUSI 300-498 not already used in the major

Piano (Performance)
84 semester hours

- Music Core (33)
- Ensembles (8)
    - Choose from: MUSI 360-363, 370-371, 380 (2)
    - MUSI 351: Collaborative Piano Studies (2)
    - MUSI 383: Piano Ensemble (2)
    - Piano ensemble electives (2)
        - Choose from: MUSI 351, 360-363, 370-371, 380, 383
- Applied Lessons (22)
    - MUSI 202 **or** 402: Private Instruction – Piano (15)
    - MUSI 399: Junior Recital (3)

    - MUSI 499: Capstone: Senior Project (Senior Recital) (4)
- Concentration Module (11)
    - MUSI 219: Harpsichord (1) **or** MUSI 203: Organ (1)
    - MUSI 345: Conducting I (1)
    - MUSI 346: Conducting II (1)
    - MUSI 421: Functional Piano for the Professional Musician (2)
    - MUSI 430: Piano Literature 1 (2)
    - MUSI 431: Piano Literature 2 (2)
    - MUSI 451: Piano Pedagogy (2)
- Electives (10)
    - Choose any MUSI 300-498 not already used in the major

Voice (Performance)
88 semester hours

- Music Core (33)
- Ensembles (8)
    - Choral Ensemble: Choose from: MUSI 360-363 (one each semester)
- Applied Lessons (22)
    - MUSI 204 **or** 404: Private Instruction – Voice (15)
    - MUSI 399: Junior Recital (3)
    - MUSI 499: Capstone: Senior Project (Senior Recital) (4)
- J-Term – One Required (4)
    - MUSI 366: Opera (4)
- Concentration Module (10)
    - MUSI 345: Conducting I (1)
    - MUSI 346: Conducting II (1)
    - MUSI 353: Solo Vocal Lit (2)
    - MUSI 355: Diction I (1)
    - MUSI 356: Diction II (1)
    - MUSI 366: Opera (2)
    - MUSI 453: Vocal Pedagogy (2)
- Electives (3)
    - Choose any MUSI 300-498 not already used in the major
- Language (one year required) (8)
    - Choose from FREN 101, 102, 201, 202, 301, 302

Bachelor of Science (B.S.) Degree

Major Requirements

- To be admitted to a music major program, prospective students must audition for the music faculty. To declare the music therapy major, students must interview and audition at the end of the first-year.
- Applied Lessons are to be taken in consecutive Fall/Spring Semester.
- Music therapy students are required to demonstrate proficiency in keyboard, voice, guitar, and percussion by the end of their junior year. First-year, sophomore, junior, and senior assessments of musicianship in a primary applied area are required.
- Only grades of C or higher in music, music therapy foundations, and clinical coursework may be counted toward the major. Courses in which the student receives lower than a C must be repeated, unless the School of Music authorizes substitute course work.
- Music therapy majors must maintain a 2.50 cumulative grade point average in academic music – courses other than applied lessons and ensembles – and clinical courses to remain in the program.

Major in Music Therapy
87 semester hours in music; 115 semester hours total

- Basic Musicianship and Performance (57)
    - Music Core (28)
        - MUSI 120: Music and Culture (4)
        - MUSI 125: Ear Training I (1)
        - MUSI 126: Ear Training II (1)
        - MUSI 225: Ear Training III (1)
        - MUSI 133: Music Theory & Analysis IA (2)
        - MUSI 135: Music Theory & Analysis IB (2)
        - MUSI 136: Music Theory & Analysis II (3)
        - MUSI 235: Music Theory & Analysis III (3)
        - MUSI 236: Music Theory & Analysis IV (4)
        - MUSI 151: Keyboard Musicianship I (1)
        - MUSI 152: Keyboard Musicianship II (1)

        - MUSI 251: Keyboard Musicianship III (1)
        - Four (4) credits from the following:
            - MUSI 103: History of Jazz (4) *or*
            - MUSI 301: Music in Historical Context I (4) *or*
            - MUSI 302: Music in Historical Context II (4)
    - Ensembles (8)
        - Choose from MUSI 360-383
    - Applied Lessons (16)
        - Choose from MUSI 201-219, 401-419
    - Concentration Module (5)
        - MUSI 247: Percussion Lab (1)
        - MUSI 248: Voice Lab (1)
        - MUSI 249: Functional Improvisation and Arranging (2)
        - MUSI 321: Guitar Lab (1)
- Music Therapy and Clinical Foundations (50)
    - Music Therapy Core (30)
        - MUSI 160: Introduction to Music Therapy (4)
        - MUSI 310: Practicum in Music Therapy (6)
        - MUSI 311: Music for Diverse Learners (4)
        - MUSI 312: Psychology of Music (4)
        - MUSI 313: Music Therapy in Medicine (4)
        - MUSI 314: Music Therapy in Mental Health & Wellness (4)
        - MUSI 480: Capstone in Music Therapy (2)
        - MUSI 481: Internship in Music Therapy (2)
    - Clinical Foundations (20)
        - PSYC 101: Introduction to Psychology (4)
        - BIOL 111: Biology and the Modern World (4)
        - Eight (8) credits from the following:
            - PSYC 315: Clinical Psychology I: Mental Health & Psychological Disorders (4)
            - PSYC 320: Development Across the Lifespan (4)
            - PSYC 335: Cultural Psychology (4)
            - PSYC 440: Human Neuropsychology *or* PSYC 442: Learning and Memory, *or* PSYC 448: Cognitive Psychology [each requires STAT 232] (4)
        - Four (4) credits from the following:
            - STAT 231: Introductory Statistics (4)
            - STAT 232: Introductory Statistics for Psychology Majors (4)
            - STAT 242: Introduction to Mathematical Statistics (4)
            - MATH/STAT 145: Statistics for Biologists (4)
    - Electives (8)
        - Eight (8) credits chosen from the following:
            - ANTH 102; BIOL 205, 206; KINS 326, 366, 384; PSYC 315, 320, 335, 440, 442, 448; SPED 307, 342, 376, 404, and 409
            - Elective courses may not count toward the Clinical Foundations course requirements

Minors

General Minor

22 semester hours including:

- MUSI 120: Music and Culture (4)
- MUSI 125, 126, 136 (5)
- One of the following: MUSI 151, 152, **or** 251 (1)
- 4 semester hours of Private Instruction: (MUSI 201-219, 401-419)
- 4 semester hours of Ensemble (MUSI 360-383)
- One of the following: MUSI 101-106, 301-302

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 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)

84 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. 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.

Three or Four Semester Hours

By permission of department only.

Music (MUSI) - Undergraduate Courses

MUSI 101 : Introduction to Music - CX

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 - CX

Survey of America's unique art form−Jazz: Emphasis on history, listening, structure, and style from early developments through recent trends. (4)

MUSI 106 : Music of Scandinavia and the Nordic Region - CX, GE

A survey of Nordic and Scandinavian music from the Bronze Age to the present, including the classical, folk, and popular traditions found within the region. (4)

MUSI 120 : Music and Culture - CX, GE

Introduction to the study of Western and non-Western music with an emphasis on musical history, style, and social context. Restricted to music majors and minors. (4)

MUSI 125 : Ear Training I - CX

Development of aural skills, including interval recognition, sight-singing, rhythmic, melodic and harmonic dictation. (1)

MUSI 126 : Ear Training II - CX

Continuation of MUSI 125. Prerequisite: MUSI 125 or consent of instructor. (1)

MUSI 133 : Music Theory & Analysis IA

Introduces basic underlying elements of music theory: reading and notating music, key signatures, intervals, chords, scales, etc. Previous music-reading experience highly recommended, but not required. (2)

MUSI 135 : Music Theory & Analysis IB

A continuation of MUSI 133. Minor scales, intervals, triads, diatonic 7th chords, basic analysis, etc. (2)

MUSI 136 : Music Theory & Analysis II

A continuation of MUSI 135. Further study of the materials and syntax of musical expression through an examination of harmonic and melodic analysis, composition, part-writing, figured bass, non-chord tones, small formal structures, secondary functions, etc. Prerequisite: MUSI 135 or consent of instructor. (3)

MUSI 151 : Keyboard Musicianship I

Beginning skills in piano and general musicianship in a group piano setting, including reading in treble and bass clef, building coordination and technique, sight-reading, improvisation, playing by ear, harmonization of melodies, lead-sheet realization, transposing, ensemble playing, and public performance. Requires no previous keyboard experience. Intended for music majors or minors, but students of all areas are welcome. (1)

MUSI 152 : Keyboard Musicianship II

Development of piano and musicianship skills in a group piano setting, including sight-reading, harmonization of melodies, lead-sheet realization, open-score reading, scales and technique, improvisation, transposing, accompanying and public performance. Prerequisite: MUSI 151 or consent of instructor. Intended for music majors, but open to students in all areas. (1)

MUSI 160 : Introduction to Music Therapy

A survey of the scope and variety of practices in the music therapy profession. Course topics include the history of music therapy, current research, treatment processes, and populations served. Open to all students interested in the field of music therapy. (4)

MUSI 199 : Music in Performance

For students concurrently registered in Private Instruction Performance or Composition (MUSI 201-219, 327, 399, 401-419, 421, and 499 Capstone Student Project: Senior Recital or Project). Students experience a broad range of repertory through attendance at live performances and relevant music events. Graded Pass/Fail. (0)

MUSI 201 : Private Instruction: Jazz - CX

Prerequisite: Two semesters of non-jazz study (MUSI 202-219) or permission of the director of jazz studies. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Piano. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Organ. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Voice. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Violin/Viola. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private Instruction for Cello/Bass. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Flute. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Oboe/English Horn. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Bassoon. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Clarinet. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Saxophone. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Students register in 211A for 1 hour; 211B for 2 hours; 211C for 3 hours. (1 to 4)

MUSI 212 : Private Instruction: Trumpet - CX

Private instruction for Trumpet. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for French Horn. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Trombone. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Baritone/Tuba. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Percussion. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Guitar. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Harp. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 CX

Private instruction for Harpsichord. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Students register in 219A for 1 hour; 219B for 2 hours; 219C for 3 or 4 hours. (1 to 4)

MUSI 225 : Ear Training III - CX

A continuation of MUSI 126. Prerequisite: MUSI 126 or consent of instructor. (1)

MUSI 226 : Ear Training IV - CX

A continuation of MUSI 225. Prerequisite: MUSI 225 or consent of instructor. (1)

MUSI 235 : Music Theory & Analysis III

A continuation of MUSI 136. Further study of the materials and syntax of musical expression through an examination of modulation, larger formal structures, mode mixture, borrowed chords, augmented sixth chords, chromatic harmony, composition, etc. Prerequisite: MUSI 136 or consent of instructor. (3)

MUSI 236 : Music Theory & Analysis IV

Introduction to post-tonal techniques and the craft of the 21st century composer/arranger, including counterpoint, orchestration, and the development of thematic material into a composition. Prerequisite: MUSI 235 or consent of department chair. (4)

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. 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. (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

This course is designed for students with little to no vocal training. Students will learn fundamental vocal techniques, proper breathing, and posture, culminating in the ability to perform songs with confidence. May be repeated once for additional credit and/or further training toward the proficiency standard. (1)

MUSI 249 : Functional Improvisation & Arranging

This course introduces students to the fundamentals of musical improvisation and arranging. Through practical exercises, listening, and composition assignments, students will develop their creative skills, enhance their understanding of musical structure, and explore various styles and genres. May be repeated once for additional credit. (2)

MUSI 251 : Keyboard Musicianship III

Continued development of piano and musicianship skills in a group piano setting, including scales and technique, accompanying, harmonization of melodies, lead-sheet realization, singing and playing, improvisation, transposing, open-score reading, hymn sight-reading, and public performance. Prerequisite: MUSI 152 or consent of instructor. Intended for music majors, but open to students in all areas. Culminates in the Keyboarding Proficiency Assessment. (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 301 : Music in Historical Context I

Music History in theory and practice from the Middle Ages through the Age of the Enlightenment. In this course students will study the development of Western music of the Middle Ages, Renaissance, Baroque, and Classical era through examination and performance of representative works of each time period. Prerequisites: MUSI 120 and MUSI 136. (4)

MUSI 302 : Music in Historical Context II

Music History in theory and practice from Beethoven's innovations to those of the present day. In this course students will study the development of Western music of the Romantic, Modernist, and Post-Modernist periods through examination of representative works of each time period. Prerequisites: MUSI 120 and 136. (4)

MUSI 310 : Practicum in Music Therapy

Observation, co-leading, or leading music therapy sessions are supervised by board-certified music therapists at healthcare, education, or community sites. Weekly seminars debrief clinical issues and develop musical interventions through singing, movement, improvisation, playing multiple genres on several instruments, and uses of technology. Repeatable for credit; 6 total hours required. Prerequisite: MUSI 160. (1)

MUSI 311 : Music for Diverse Learners

This course explores strategies for adapting music therapy and music education practices to meet the needs of diverse learners. Course will examine current legislation related to the education and care of children and adolescents with disabilities. Topics include cultural competence, adapting music interventions and materials, and best practices for

addressing the needs of individuals with disabilities and diverse cultural backgrounds. Restricted to Music Education and Music Therapy majors. (4)

MUSI 312 : Psychology of Music

Music psychology research relevant to the development of neurology and the brain, musical abilities, music perceptions and cognition, learning, emotion and meaning, performance, performance anxiety, and other musical behaviors. Open to all Music majors. (4)

MUSI 313 : Music Therapy in Medicine

An investigation of the theory, research, and clinical skills related to the use of music therapy in medical centers. A focus is on the connection of the mind, body, and spirit, and how music can influence one's health. Topics include music therapy and telehealth, palliative care, hospice, pain management, and rehabilitative medicine. Prerequisite: MUSI 160, PSYC 101. (4)

MUSI 314 : Music Therapy in Mental Health & Wellness

This course investigates theory, research, and clinical skills related to the use of music therapy in mental health care. Psycho-musical foundations of music therapy, behavioral-emotional disorders, self-identity formation and maintenance, psychotherapeutic models, and music therapy approaches will be explored. Ethics, group process, and multicultural issues will be address within the context of music therapy practice. Perspectives of wellness, wellness centers are considered. Prerequisite: MUSI 160, PSYC 101. (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 325 : Class Composition I

A systematic introduction to neo-tonal compositional languages, styles, and techniques resulting in individually composed chamber pieces. MUSI 325 and 326 are prerequisites for private study in Composition (MUSI 327). Students intending to major in Composition should take these courses in their first year of music study. Students majoring in other areas may take these courses after completing MUSI 236. MUSI 325 and MUSI 326 need not be taken in sequence. Prerequisite: MUSI 236 or consent of instructor. (2)

MUSI 326 : Class Composition II

A systematic introduction to pan-tonal compositional languages, styles, and techniques resulting in individually composed chamber pieces. MUSI 325 and MUSI 326 are prerequisites for private study in Composition (MUSI 327). Students intending to major in Composition should take these courses in their first year of music study. Students majoring in other areas may take these courses after completing MUSI 236. MUSI 325 and MUSI 326 need not be taken in sequence. Prerequisite: MUSI 236 or consent of instructor. (2)

MUSI 327 : Classical Music Composition - CX

A systematic approach to contemporary musical composition; students create and notate works for solo, small and large ensembles. May be repeated for additional credit. Private instruction; special fee in addition to tuition. Students register in 327A for 1 hour; 327B for 2 hours; 327C for 3 or 4 hours. Prerequisites: MUSI 325 and 326 or consent of instructor.

MUSI 329 : Popular Songwriting and Media Music - CX

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 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). (2)

MUSI 345 : Conducting I - CX

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 351 : Collaborative Piano Studies - CX

Laboratory experience in accompanying representative vocal and instrumental solo literature in the soloist's private lesson studio. Prerequisite: consent of instructor. (1)

MUSI 353 : Solo Vocal Literature - CX

Survey of solo vocal literature. (2)

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

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 360 : Choir of the West - CX

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 - CX

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 : Knights Chorus - CX

The study and performance of repertoire for tenor and bass voices. Emphasis on individual vocal and musical development. (1)

MUSI 363 : University Singers - CX

The study and performance of repertoire for soprano and alto voices. Emphasis on individual vocal and musical development. (1)

MUSI 366 : Opera - CX

Production of chamber opera, opera scenes, and full operas. Participation in all facets of production. Prerequisite: consent of instructor. (1)

MUSI 370 : University Wind Ensemble - CX

Study and performance of selected wind and percussion literature using various size ensembles. Membership by audition. (1)

MUSI 371 : University Concert Band - CX

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 - CX

Study of selected big band literature through rehearsal and performance. Membership by audition. (1)

MUSI 380 : University Symphony Orchestra - CX

Study of selected orchestral literature through rehearsal and performance. Membership by audition. (1)

MUSI 381 : Chamber Ensemble - CX

Reading, rehearsal, and performance of selected music for smaller ensembles. Prerequisite: consent of instructor. (1)

MUSI 383 : Piano Ensemble - CX

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 - CX

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 395 : Music Centers of the World - CX

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 399 : Junior Recital

Preparation and presentation of a juried half recital, normally in the junior year. Declared Bachelor of Music majors only. Private instruction; special fee in addition to tuition. Prerequisite: consent of instructor is required. (3)

MUSI 401 : Private Instruction:Jazz CX

Prerequisite: Two semesters of non-jazz study (202-219) or permission of the Director of Jazz Studies. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Piano. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Organ. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. Students register in 403A for 1 hour; 403B for 2 hours; 403C for 3 or 4 hours. (1)

MUSI 404 : Private Instruction: Voice CX

Private instruction for Voice. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. Students register in 404A for 1 hour; 404B for 2 hours; 404C for 3 or 4 hours. (1)

MUSI 405 : Private Instruction: Violin/Viola - CX

Private instruction for Violin/Viola. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Cello/Bass. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Flute. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Oboe/English Horn. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Bassoon. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Clarinet. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Saxophone. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Trumpet. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for French Horn. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Trombone. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Baritone/Tuba. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Percussion. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Guitar. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Harp. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. Students register in 418A for 1 hour; 418B for 2 hours; 418C for 3 or 4 hours. (1 to 4)

MUSI 420 : Private Instruction: Pedagogy - CX

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 : Functional Piano for the Professional Musician

Advanced development of piano and musicianship skills in a group piano setting, focusing on the necessary skills for choir direction, including vocal warm-ups, open score reading, sight-reading, hymn sight-reading, singing and playing, and accompanying. Prerequisite: MUSI 251, with a grade of C or better, and/or successful completion of the Keyboarding Proficiency Assessment. Required for Choral Music Education, Organ, and Piano majors, but open to students in all areas. (2)

MUSI 430 : Piano Literature I - CX

Study of representative piano repertoire from the 18th and early 19th Century. (2)

MUSI 431 : Piano Literature II - CX

Study of representative piano compositions of the late 19th and 20th Century. (2)

MUSI 445 : Conducting III

Refinement of patterns, gestures, and conducting techniques; application to appropriate vocal and instrumental scores. Prerequisite: MUSI 346. (1)

MUSI 451 : Piano Pedagogy I - CX

Teaching techniques for prospective teachers of piano, including techniques for individual and group instruction. Methods and materials will cover beginning to intermediate levels. Includes a practical teaching component. Required for piano majors, but open to all advanced pianists. (2)

MUSI 453 : Vocal Pedagogy - CX

Physiological, psychological, and pedagogical aspects of singing. (2)

MUSI 460 : Elementary Music Methods

A survey of materials and pedagogical approaches to teaching in the elementary music classroom. Prerequisite: MUSI 340. (3)

MUSI 461 : Band Repertoire and Rehearsal

A survey of repertoire and rehearsal techniques for teaching in a secondary band setting. Prerequisite: MUSI 340. (3)

MUSI 462 : Choral Repertoire and Rehearsal

A survey of repertoire and rehearsal techniques for teaching in a secondary choral setting. Prerequisite: MUSI 340. (3)

MUSI 463 : Orchestral Repertoire and Rehearsal

A survey of repertoire and rehearsal techniques for teaching in a secondary orchestral setting. Prerequisite: MUSI 340. (3)

MUSI 464 : Practicum in Music Education I

Music education students complete a minimum of 30 hours of field experience in local schools. Prerequisite: MUSI 340. Students enroll 2-3 semesters prior to student teaching.

MUSI 465 : Practicum in Music Education II (Pre-Student Teaching)

Music education students complete a minimum of 60 hours of field experience in a local school. Students enroll in the semester immediately preceding student teaching. Prerequisite: MUSI 340; 460; 461, 462, or 463 (depending on area of concentration); and 464. (1)

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 480 : Capstone in Music Therapy - SR

This course serves as the senior year culminating experience, as well as preparation for the six-month internship required by the American Music Therapy Association (AMTA). The course will examine current issues related to the field of music therapy, especially as addressed in the regional and national conferences. The course is designed as a seminar with a focus on discussion, readings, and personal reflections with 1:1 preparation for the transition from student to intern. (2)

MUSI 481 : Internship in Music Therapy

Supervised full-time clinical experience at an American Music Therapy Association (AMTA) National Roster or University-Affiliated Internship Site. (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 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)

Theatre & Dance

253.538.8275	www.plu.edu/theatre-dance	theatre-dance@plu.edu
Brian Galante, D.M.A., Associate Dean	Jeffrey Clapp, M.F.A., Artistic Director	

The **Bachelor of Fine Arts (B.F.A.)** with a major in theatre is a pre-professional degree intended to equip students for careers and graduate programs focusing on particular professional fields.

Courses in Theatre and Dance that satisfy General Education Program Elements

- The following courses from theatre and dance may be used to meet the General Education Program element in Creative Expression (CX):
  - THEA 160, 210, 250, 252, 254, 255, 453; DANC 170, 240
- The following courses from theatre and dance may be used to meet the General Education Program element in Engaging Self & Society (ES):
  - THEA 360, 362, 390; DANC 301
- DANC 222, 251, 252, 254, 255 meet the General Education Program element in Fitness and Wellness (FT)
- DANC 301 meets the General Education Program element in Global Engagement (GE)

Declaration of Major

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. Entrance Audition: to be admitted into a B.F.A. degree, prospective students must audition/interview for the theatre faculty. No prior coursework in theatre is required.

Minor Requirement for Theatre Majors

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

- 4 semester hours in English (Writing)
- 4 semester hours in English (Literature)
- 8 semester hours in social sciences

Bachelor of Arts (B.A.) Degree

Major in Theatre

44 semester hours, plus a minor

- THEA 160: The Theatre Industry (4)
- THEA 225: Running Crew I (4)
- THEA 250: Acting I (4)
- THEA 255: Theatrical Production (4)
- THEA 290: Stage Management (2)
- THEA 299: The Profession of Theatre (2)
- THEA 330: Script Analysis (4) **or** THEA 345: Playwriting (4)
- THEA 360: Theatre History (4) **or** THEA 362: Musical Theatre History (4)
- **4 semester hours from:**
  - THEA 252: Fundamentals of Scenic Design (4)
  - THEA 254: Fundamentals of Lighting Design (4)
  - THEA 275: Scenic Painting: Techniques (2)
  - THEA 276 Scenic Painting: Textures (2)
  - THEA 285: Costume Crafts and Construction (4)
  - THEA 351: Stage Makeup (4)
  - THEA 355: Lighting Design (4)
  - THEA 380: Directing I (4)
  - THEA 390: Visual History: Period Costume and Décor (4)
  - THEA 453: Costume Design (4)
  - THEA 455: Scenic Design (4)
- THEA 425: Running Crew II (4)
- THEA 499: Capstone (2)
- Electives: 6 semester hours selected in consultation with advisor

- **Minor Required:** recognized university minor

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

Major in Theatre
70 semester hours

Concentrations

Acting/Directing

- THEA 160: The Theatre Industry (4)
- 4 semester hours from any DANC course(s)
- THEA 225: Running Crew I (2)
- THEA 250: Acting I (4)
- THEA 251: Acting II (4)
- THEA 255: Theatrical Production (4)
- THEA 290: Stage Management (2)
- THEA 299: The Profession of Theatre (2)
- THEA 330: Script Analysis (4) **or** THEA 345: Playwriting (4)
- THEA 349: Acting III (4)
- THEA 350: Scene Study (4)
- THEA 360: Theatre History (4) **or** THEA 362: Musical Theatre History (4)
- **4 semester hours from:**
    - THEA 252: Fundamentals of Scenic Design (4)
    - THEA 254: Fundamentals of Lighting Design (4)
    - THEA 275: Scenic Painting: Techniques (2)
    - THEA 276: Scenic Painting: Textures (2)
    - THEA 285: Costume Crafts and Construction (4)
    - THEA 351: Stage Makeup (4)
    - THEA 355: Lighting Design (4)
    - THEA 390: Visual History: Period Costume and Décor (4)
    - THEA 453: Costume Design (4)
    - THEA 455: Scenic Design (4)
- THEA 380: Directing I (4)
- THEA 400: Theatre Rehearsal and Performance (8)
- THEA 425: Running Crew II (2)
- THEA 450: Acting Styles (4)
- THEA 480: Directing II (4)
- THEA 499: Capstone (2)

Design/Technical
70 semester hours

- 4 semester hours from:
    - ARTD 101: Drawing I (4)
    - ARTD 102: 2D Design/Color Theory (4)
    - ARTD 202: 3-D Design (4)
- THEA 160: The Theatre Industry (4)
- THEA 225: Running Crew I (4)
- THEA 250: Acting I (4)
- THEA 255: Theatrical Production (4)
- THEA 279: Hand Drafting (2)
- THEA 280: Computer-Aided Drafting (2)
- THEA 290: Stage Management (2)
- THEA 299: The Profession of Theatre (2)
- THEA 330: Script Analysis (4) **or** THEA 345: Playwriting (4)
- 16 semester hours from:
    - THEA 252: Fundamentals of Scenic Design (4)
    - THEA 254: Fundamentals of Lighting Design (4)
    - THEA 275: Scenic Painting: Techniques (2)
    - THEA 276: Scenic Painting: Textures (2)
    - THEA 285: Costume Crafts and Construction (4)
    - THEA 351: Stage Makeup (4)
    - THEA 355: Lighting Design (4)
    - THEA 388: Special Topics in Theatre (2)
    - THEA 389: Special Topics in Theatre (2)
    - THEA 390: Visual History: Period Costume and Décor (4)
    - THEA 453: Costume Design (4)

    - THEA 455: Scenic Design (4)
- THEA 360: Theatre History (4)
- THEA 362: Musical Theatre History (4)
- 8 semester hours from:
    - THEA 425: Running Crew II (1-8)
    - THEA 475: Design Practicum (1-8)
- THEA 499: Capstone (2)
- Electives: 4 semester hours selected in consultation with advisor

Musical Theatre
75 semester hours

- 10 semester hours from any DANC course(s)
- MUSI 125: Ear Training I (1)
- MUSI 133: Music Theory and Analysis IA (2)
- MUSI 135: Music Theory and Analysis IB (2)
- MUSI 136: Music Theory and Analysis II (3)
- MUSI 151: Keyboard Musicianship I (1) **or** MUSI 152: Keyboard Musicianship II (1)
- 6 semester hours of MUSI 204/404: Private Instruction Voice (1-4)
- 4 semester hours from:
    - MUSI 360: Choir of the West (1)
    - MUSI 361: University Chorale (1)
    - MUSI 362: University Men's Chorus (1)
    - MUSI 363: University Singers (1)
    - MUSI 366: Opera (1)
    - Additional credits in MUSI 204/404: Private Instruction Voice (1-4)
- THEA 160: The Theatre Industry (4)
- THEA 225: Running Crew I (2)
- THEA 250: Acting I (4)
- THEA 251: Acting II (4)
- THEA 299: The Profession of Theatre (2)
- THEA 347: The Vocal Audition (2)
- THEA 349: Acting III (4)
- THEA 360: Theatre History (4) **or** THEA 362: Musical Theatre History (4)
- THEA 385: Musical Theatre Performance: Golden Age (4)
- THEA 386: Musical Theatre Performance: Modern (4)
- THEA 400: Theatre Rehearsal and Performance (8)
- THEA 425: Running Crew II (2)
- THEA 499: Capstone (2)

Minors

Theatre
16 semester hours of any THEA courses; at least 4 semester hours must be upper-division (300 or 400 level).

Dance
16 semester hours, including:
12 semester hours of DANC courses plus 4 semester hours chosen from: additional DANC courses, KINS 277, 280, FTWL 223, 224, 225, MUSI 101, 120, THEA 250, 254, 285, 355, 453. At least 4 semester hours must be upper-division (300 or 400 level).

Dance (DANC) - Undergraduate Courses

DANC 222 : Beginning/Intermediate Musical Theatre Dance - FT

Students practice musical theatre and jazz dance technique, musical theatre and jazz choreography, and learn the history of musical theatre and jazz dance. Designed for students who have never taken a musical theatre or jazz dance class before, as well as for more experienced dancers. Repeatable for credit up to 4 times. Fulfills one course towards the FT GenEd Element. (2)

DANC 240 : Dance Concert Ensemble - CX

Students perform in the faculty-directed dance concert. Repeatable for credit up to 4 times. (0 to 2)

DANC 251 : Beginning/Intermediate Ballet - FT

Students practice ballet technique, ballet choreography, and learn the history of ballet. Designed for students who have

never taken a ballet class before, as well as for more experienced dancers. Repeatable for credit up to 4 times. Fulfills one course towards the FT GenEd Element. (2)

DANC 252 : Beginning/Intermediate Contemporary - FT

Students practice contemporary dance technique, contemporary choreography, and learn the history of contemporary and modern dance. Designed for students who have never taken a contemporary dance class before, as well as for more experienced dancers. Repeatable for credit up to 4 times. Fulfills one course towards the FT GenEd Element. (2)

DANC 254 : Beginning/Intermediate Tap - FT

Students practice tap dance technique, tap choreography, and learn the history of tap dance. Designed for students who have never taken a tap dance class before, as well as for more experienced dancers. Repeatable for credit up to 4 times. Fulfills one course towards the FT GenEd Element. (2)

DANC 255 : Beginning/Intermediate Hip Hop - FT

Students practice hip hop dance technique, hip hop choreography, and learn the history of hip hop. Designed for students who have never taken a hip hop dance class before, as well as more experienced dancers. Repeatable for credit up to 4 times. Fulfills one course towards the FT GenEd Element. (2)

DANC 287 : Special Topics in Dance

Provides undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title 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 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)

DANC 301 : Dance and Culture - ES, GE

An examination of the history and culture of dance forms and choreographic methods from around the world. A seminar-based class that includes physical movement. (4)

DANC 322 : Advanced Musical Theatre Dance

Designed for intermediate/advanced students, this course further develops musical theatre and jazz dance technique and performance. Repeatable for credit up to 4 times. Prerequisite: consent of instructor or DANC 222. (2)

DANC 340 : Dance Composition and Choreography

A study of the principles of dance composition. Students engage in concentrated creative practice through choreographic projects, exercises, and guided improvisation. (2)

DANC 351 : Advanced Ballet

Designed for intermediate/advanced students, this course further develops ballet technique and performance. Repeatable for credit up to 4 times. Prerequisite: consent of instructor or DANC 251. (2)

DANC 352 : Advanced Contemporary

Designed for intermediate/advanced students, this course further develops contemporary dance technique and performance. Prerequisite: DANC 252 or consent of instructor. Repeatable for credit up to 4 times. (2)

DANC 354 : Advanced Tap

Designed for intermediate/advanced students, this course further develops tap dance technique and performance. Prerequisite: DANC 254 or consent of instructor. Repeatable for credit up to 4 times. (2)

DANC 355 : Advanced Hip Hop

Designed for intermediate/advanced students, this course further develops hip hop dance technique and performance. Prerequisite: DANC 255 or consent of instructor. Repeatable for credit up to 4 times. (2)

DANC 440 : Dance Concert Choreography

Students choreograph original works for the faculty-directed dance concert. Repeatable for credit up to 4 times. Prerequisite: consent of instructor. (0 to 2)

DANC 487 : Special Topics in Dance

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

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

Theatre (THEA) - Undergraduate Courses

THEA 160 : The Theatre Industry - CX

An exploration of live theatre and its many elements; including, the contributions of its writers, directors, performers, designers, technicians, and audiences. (4)

THEA 210 : Acting for Non-Majors - CX

An introductory course to acting for non-Theatre majors. Students perform scenes and monologues and learn about imagination, character, and performance values. (4)

THEA 225 : Running Crew I

A practicum course, students work backstage or in production shops on a faculty-directed production. Repeatable for a maximum of 8 semester hours. (1-8)

THEA 250 : Acting I - CX

An introductory course to acting for Theatre majors and Theatre and Dance minors in which students perform scenes and monologues and learn about scene selection, memorization, imagination, character, and presentation. (4)

THEA 251 : Acting II

A continuation of actor training focusing on preparing audition material, deepening scene study, and exploring script analysis. Prerequisite: THEA 210 or THEA 250. (4)

THEA 252 : Fundamentals of Scenic Design - CX

An introduction to the process used by scenic designers to create a physical environment for the stage. (4)

THEA 254 : Fundamentals of Lighting Design - CX

An introductory examination of the controllable properties of light and their application to the functions of theatrical lighting. (4)

THEA 255 : Theatrical Production - CX

An introduction to the backstage elements of theatre; including, costumes, scenery, props, lighting, and makeup. (4)

THEA 275 : Scenic Painting: Techniques

Color theory and hands-on painting techniques for theatrical productions. (2)

THEA 276 : Scenic Painting: Textures

Painting techniques and texture painting for theatrical productions. (2)

THEA 279 : Hand Drafting

Hand drafting techniques to create light plots or scenic draftings for theatrical applications. (2)

THEA 280 : Computer-Aided Drafting

The use of computers and software to create light plots or scenic draftings for theatrical applications. Prerequisite: THEA 279. (2)

THEA 285 : Costume Crafts and Construction

Costume production techniques, including sewing, use of equipment, knowledge of available materials, dyeing, and 3-D. Prerequisite: Declared Theatre majors or by permission of instructor. (4)

THEA 287 : Special Topics in Theatre

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

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

The study and practice of stage management and its vital role in the theatrical production process. (2)

THEA 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)

THEA 299 : The Profession of Theatre

An introduction of the various elements necessary to prepare for a life in the theatre, including portfolio and audition materials, agents and unions, graduate schools and the profession. (2)

THEA 330 : Script Analysis

Discussion of the ideas, forms, structures, and elements of contemporary plays and musicals. (4)

THEA 345 : Playwriting

Techniques for writing short plays and an analysis of dramatic structure. (4)

THEA 347 : The Vocal Audition

Techniques for choosing and preparing effective audition songs and cuttings for musical theatre. Prerequisite: Musical Theatre BFA or by permission of instructor. (2)

THEA 349 : Acting III

Preparation of auditions for stage, film, and tv; scene work and monologues; and improvisation. Prerequisite: THEA 251. (4)

THEA 350 : Scene Study

Analyzing and performing advanced scenes and monologues. Prerequisite: THEA 349. (4)

THEA 351 : Stage Makeup

Basic techniques in theatrical makeup application including corrective, aging, three-dimensional, and special effects. Prerequisite: Declared Theatre majors or by permission of instructor. (4)

THEA 355 : Lighting Design

A practical application of electrical, programming, and artistic skills needed for theatrical lighting design. Prerequisite: THEA 254. (4)

THEA 360 : Theatre History - ES

A survey of theatre as an institution that reflects history while forming new social values and ideas. (4)

THEA 362 : Musical Theatre History - ES

A survey of Broadway musical theatre as an institution that reflects history while forming new social values and ideas. (4)

THEA 380 : Directing I

The process of analyzing and making choices about scripts, casting, revealing the focus of scenes, and constructing the mood, rhythm, pace and main idea of productions. Prerequisite: THEA 250. (4)

THEA 385 : Musical Theatre Performance: Golden Age

An exploration of singing musical theatre from America's Golden Age in a studio setting. Intended for students with strong singing abilities. Prerequisite: Declared majors and minors within the School of Music, Theatre & Dance or by permission of instructor. (4)

THEA 386 : Musical Theatre Performance: Modern

An exploration of singing musical theatre from America's modern era in a studio setting. Intended for students with strong singing abilities. Prerequisite: declared majors and minors within the School of Music, Theatre, & Dance or by permission of instructor. (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 - ES

A survey of the architecture, interiors, clothing, culture, and aesthetic of the western world through exposure to art, historical documents, and popular perspectives. (4)

THEA 400 : Theatre Rehearsal and Performance

A practicum course, students perform and/or understudy in a faculty-directed production. Repeatable for a maximum of 12

semester hours. (4)

THEA 425 : Running Crew II

A practicum course, students work on intermediate and advanced-level running crew assignments or in production shops on a faculty-directed production. Repeatable for a maximum of 8 semester hours. (1-8)

THEA 450 : Acting Styles

Analyzing and performing styles of acting representing various time periods and genres. Prerequisites: THEA 250 or consent of instructor. (4)

THEA 453 : Costume Design - CX

Development of artistic and technical abilities in the field of costume design incorporating history, patterns, and renderings. Prerequisite: Declared Theatre majors or by permission of instructor. (4)

THEA 455 : Scenic Design

Explores the process used by scenic designers to create a physical environment for the stage through analyzing a theatrical text, formulating and expressing an approach through research, and executing their ideas through models and simple drafting. Prerequisite: THEA 252. (4)

THEA 475 : Design Practicum

A practicum course, students design or assistant design a faculty-directed production. Repeatable for a maximum of 8 semester hours. (1-8)

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. Prerequisite: THEA 380. (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 495 : Internship in Theatre

Internship or cooperative education experiences in the theatre. (1 to 4)

THEA 499 : Capstone - SR

Preparation of portfolios and project work that reflects both academic and practical knowledge gained through the study of theatre. (2)

Natural Sciences, College of

253.535.7560	www.plu.edu/nsci/	nsci@plu.edu
Ann Auman, Ph.D., Dean		

The College of Natural Sciences fulfills a two-fold purpose, preparing its majors for careers as science professionals and providing all students grounding in the scientific awareness vital for being a citizen in the modern world and participating in a democracy. Opportunities for close interactions abound and the development of the whole person is a central concern.

The College of Natural Sciences offers B.S. and B.A. degrees in most programs, minors, and core courses that fulfill General Education Program elements. The departments provide supporting courses for interdisciplinary programs within the sciences and for other colleges of the University. Courses for B.A. in Education degrees with majors and minors in natural sciences are available; see the Department of Education section of this catalog for the specific degree requirements. See also the sections on the Health Sciences (located in the pre-professional programs section), Engineering Dual Degree program (located in the undergraduate courses and curricula section), and the STEM Education Minor (also located in the undergraduate courses and curricula section) for related programs.

Descriptions of specific course offerings and degree requirements offered within the College of Natural Sciences are listed under:

- Biology
- Chemistry
- Computer Science
- Data Science
- Earth Science & Environmental Studies
- Mathematics
- Physics
- Psychology
- STEM Education

The following courses are 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 college.

Natural Sciences (NSCI) Undergraduate Courses

NSCI 287 : Special Topics in NSCI

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

NSCI 350 : STEM Education Partnership Program

This course introduces students to STEM teaching and provides opportunities for gaining teaching experience in a K-8 classroom. Teams of students will partner with K-8 teachers to co-develop and co-teach classroom lessons. Topics include Next Generation Science Standards and Common Core Standards in Mathematics, STEM-specific teaching strategies, issues of classroom equity and access, and designing assessments of STEM learning. Prerequisites: Consent of instructor and completion of one of the following with a grade of C- or above: BIOL 226 or CHEM 116 or CSCI 270 or GEOS 201 or MATH 152 or PHYS 154/164. (4)

NSCI 387 : Special Topics in NSCI

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

NSCI 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)

Nursing

253.535.7674	www.plu.edu/nursing/	nurs@plu.edu
Rhoberta Haley, Ph.D., Dean		

Pre-licensure Nursing Programs

The traditional (NURT) and accelerated (NURA) undergraduate programs are designed for students who do not hold licensure in practical or registered nursing. Graduates who successfully complete the Traditional or Accelerated B.S.N. program 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. 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.

Pre-licensure portion of the Entry-Level Master of Science in Nursing (Entry-Level M.S.N.)

The Entry-Level M.S.N. program is designed for those who have previously earned a baccalaureate or higher degree in an academic discipline other than nursing. Students take the Pre-licensure nursing courses and then are eligible to sit for the NCLEX-RN examination for licensure as registered nurses in the state of Washington. Entry-Level M.S.N. students do not receive a B.S.N. degree, but continue in the Entry-Level M.S.N. program to complete a M.S.N. degree. 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. See Graduate and Post-Baccalaureate Programs section of this catalog for further details.

Membership

The 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 Board of Nursing.

Accreditation

The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program, and post-graduate APRN certificate programs at Pacific Lutheran University are accredited by the Commission on Collegiate Nursing Education.

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 pre-licensure program. Admitted pre-licensure students are expected to have completed most, if not all, of the PLU general education requirements prior to entering the B.S.N. program. Graduates from the traditional and accelerated B.S.N. programs are required to meet the PLU 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 traditional program in Fall or Spring semesters and Summer, Fall, or Spring for the accelerated program. Entry-Level M.S.N. admissions occur once a year during the Summer semester. Application procedures and other details are found elsewhere in this catalog.

Admission to the School of Nursing

All applicant materials, including official transcripts, are reviewed by the School of Nursing and evaluated according to the admission criteria. The selection of students for admission is competitive. 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. ABSN students are admitted via rolling admissions and do not need to reapply.

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 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/.
2. **Simultaneous/Conditional Direct First-Year Admission to PLU and Nursing**
   Highly-qualified high school seniors may be considered for conditional direct 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/).

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

Pre-licensure Nursing Programs

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 Pre-licensure nursing 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 60 semester credits or 90 quarter credits (junior 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 B-/2.5 in each nursing prerequisite and co-requisite course.
  - 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 Academic Records Office.
- 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 Entrance Requirements
- Physical and mental health with emotional stability sufficient to meet the School of Nursing Essential Qualifications for all 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 may be required to take an English proficiency exam. 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, or online as 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.
- 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.
- Failure or withdrawal in failing status from any two nursing courses may 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

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. 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 may be required to submit to a drug screening exam which looks for multiple substances as part of their continuing School of Nursing health requirements. The decision to require a drug screen is determined by the student's clinical placement. 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 Clinical Learning and Simulation 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. Clinical placement sites may vary in location and distance to campus. Students should be prepared to travel to clinical sites as assigned. 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 courses for the B.S.N. Nursing Major

Each prerequisite course listed below must be completed with a minimum grade of B- in order to be considered for admission.

- BIOL 201, 205, and 206, CHEM 105 , STAT 231, PSYC 320 (Development Across the Lifespan), and Nutrition (NURA/NURT 120 or equivalent)

The School of Nursing may add, amend, delete or deviate from the 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. The courses must be completed sequentially from semester to semester as determined by the program.

Pre-licensure Nursing Program Courses

The sequence of required nursing Pre-licensure courses comprises 64 semester hours for B.S.N. and Accelerated B.S.N. *(and 56 semester hours for the Pre-licensure portion of the Entry-Level M.S.N. program – see graduate section of the Catalog)*. Applicants with previous college credits are strongly encouraged to seek advising from the School of Nursing Admission Coordinator(s) for gap analysis of previous courses and assistance with the completion of their program of study.

NURA – Accelerated B.S.N. program courses.
Students MUST register for the courses in their selected program each semester.

- NURA 320: Fundamentals of Nursing (6)
- NURA 330: Health & Physical Assessment (4)
- NURA 340: Pathophysiology (4)
- NURA 350: Pharmacology (3)
- NURA 360: Nursing Care of Adults I (7)
- NURA 370: Research, Theory, & EBP (2)
- NURA 380: Mental Health Nursing (3)
- NURA 390: Diversity & Population Health (5)
- NURA 420: Nursing Care of Adults II (6)
- NURA 430: Gerontological Nursing (5)
- NURA 440: Pediatric Nursing (3)
- NURA 450: Maternal Newborn Nursing (3)
- NURA 460: Applied Nursing I: Informatics (3)
- NURA 470: Community Health Nursing (3)
- NURA 480: Applied Nursing II: Leadership (3)
- NURA 496: Transition to Practice (2)
- NURA 497: Capstone (5)

Note: In the class schedule and on the official transcript, NURA course numbers carry a letter that designates the program site. Courses that carry the letter “A” are from the Auburn program and courses that carry the letter “L” are from the Lynnwood program.

NURT – Traditional B.S.N. program courses.
Students MUST register for the courses in their selected program each semester.

- NURT 320: Fundamentals of Nursing (6)
- NURT 330: Health & Physical Assessment (4)
- NURT 340: Pathophysiology (4)
- NURT 350: Pharmacology (3)
- NURT 360: Nursing Care of Adults I (7)
- NURT 370: Research, Theory, & EBP (2)
- NURT 380: Mental Health Nursing (3)
- NURT 390: Diversity & Population Health (5)
- NURT 420: Nursing Care of Adults II (6)
- NURT 430: Gerontological Nursing (5)
- NURT 440: Pediatric Nursing (3)
- NURT 450: Maternal Newborn Nursing (3)
- NURT 460: Applied Nursing I: Informatics (3)
- NURT 470: Community Health Nursing (3)
- NURT 480: Applied Nursing II: Leadership (3)
- NURT 496: Transition to Practice (2)
- NURT 497: Capstone (5)

Please note that, due to clinical site availability, students may be required to participate in clinicals any day of the week and shifts may be day, evening, or night shift.

Minor in Health Services

The Health Services minor is undergoing review. During this process, no minors can be declared.

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**
  - NURT 409: Health Policy (2)
  - PHIL 223: Biomedical Ethics (4)
  - **At least three courses from the following areas:**
    - **Diversity**
      - ANTH 102: Intro to Human Cultural Diversity (4)
      - NURT 404: Healthcare Diversity (4)
    - **Administration**
      - NURT 309: Professional Foundations & Principles of Leadership (2)
      - NURT 318: Research Methods (2)
    - **Physiologic Functioning**
      - NURT 305: Patho/Pharm I (4)
      - NURT 311: Patho/Pharm II (2)

        - NURT 402: Patho/Pharm III (2)
        - KINS 380: Exercise Physiology (4)
    - **Applied Health Care**
        - KINS 320: Nutrition, Health and Performance (4)
        - NURT 307: Health & Physical Assessment (3)
        - KINS 384: Health & Fitness Promotion (4)

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 (M.S.N.)

For information on the Entry-Level Master of Science in Nursing (ELMSN), see the graduate portion of the catalog: Graduate and Post-Baccalaureate Programs.

School Nurse Certification

Contact the School of Nursing, Center for Continued Nurse Learning.

Workshops and Short Courses

Contact the School of Nursing, Center for Continued Nurse Learning.

Nursing (NURA) - Accelerated B.S.N. Courses

NURA 120 : Nutrition in Healthcare

This course provides an introduction into the science of nutrition and the foundational concepts of diet and nutrition related to health across the lifespan with the context of healthcare professions. This course is open to students in any discipline and is a prerequisite to enter the nursing program. (1)

NURA 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)

NURA 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)

NURA 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)

NURA 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)

NURA 305 : Patho/Pharm I

This is the first course in a series of 3 that provide an integrated understanding of the human response to pathological conditions and the associated pharmacological principles of major drug classifications, therapeutic modalities, and alternatives to pharmacologic interventions of these conditions. (4)

NURA 306 : Foundations of Care Delivery & Health Promotion

Focuses on the core knowledge and competencies necessary to promote health and provide nursing care across the

lifespan. (3)

NURA 307 : Health & Physical Assessment

Focuses on the core knowledge and competencies necessary to perform health and physical assessment across the lifespan. (3) (2 credits didactic, 1 credit lab)

NURA 308 : Clinical Practicum I

Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (3)

NURA 309 : Professional Foundations & Principles of Leadership

Focuses on the core knowledge and competencies of nursing practice. (2)

NURA 310 : Scholarly Writing Concepts

Focuses on the basic rules of APA Style in writing term papers, research reports, and journal articles. (1)

NURA 311 : Patho/Pharm II

This is the second course in a series of 3 that provide an integrated understanding of the human response to pathological conditions and the associated pharmacological treatment modalities and alternatives to pharmacologic interventions of these conditions. (2)

NURA 314 : Care of Chronic Conditions

Focuses on the core knowledge necessary to apply the nursing process to care of patients across the lifespan living with chronic conditions. (3)

NURA 315 : Psych/Mental Health

Focuses on the core knowledge necessary to apply the nursing process to care of patients across the lifespan experiencing mental health issues. (2)

NURA 316 : Clinical Practicum II

Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (5)

NURA 317 : Theory & Evidence

Explores the philosophies, theories, and history of the science of nursing. (1)

NURA 318 : Research Methods

Focuses on the core knowledge of research required to assess research quality and its applicability to nursing practice. (2)

NURA 319 : Healthcare Technology

Examines current and emerging health care technologies in healthcare. (1)

NURA 320 : Fundamentals of Nursing

Introduces foundational nursing principles and skills for safe, high-quality, person-centered care. Students examine the history, scope, and ethical responsibilities of nursing while building competencies in the nursing process, interprofessional communication, and critical thinking. Emphasis is placed on safety, infection control, and quality care. Students learn to support individual across the lifespan through evidence-based, holistic, and equitable care. Lab and clinical experiences promote development of basic nursing skills and professionalism. (6)

NURA 330 : Health & Physical Assessment

Provides foundational skills for conducting health assessments across the lifespan. Students collect health histories, perform systematic physical exams, and differentiate normal from abnormal findings in various care settings. Emphasizes

health promotion, community and environmental factors, and the influence of social determinants of health. Prepares students to apply clinical judgement and evidence-based practices to assessment and patient education. (4)

NURA 340 : Pathophysiology

Introduces disease mechanisms and their effects on physiological function. Students distinguish normal from pathological states, assess disease progression, and correlate signs and symptoms with diagnostic data. Emphasis is placed on clinical reasoning and the integration of pathophysiological knowledge into evidence-based nursing care. (4)

NURA 350 : Pharmacology

Builds foundational pharmacological knowledge to support safe, person-centered care. Covers drug classes, actions, uses, precautions, and patient education. Students apply critical thinking and clinical judgment to promote health through pharmacotherapy, emphasizing safety, accurate documentation, and interprofessional communication. (3)

NURA 360 : Nursing Care of Adults I

Prepares students to care for adults with select acute and chronic conditions. Emphasizes clinical judgment, evidence-based practice, and interprofessional collaboration. Students apply foundational knowledge in pathophysiology, pharmacology, and nursing interventions while addressing ethical, cultural, and social factors. Lab and clinical experiences promote continued development of nursing skills and professionalism. (7)

NURA 370 : Research, Theory, & EBP

Explores the integration of nursing theory, research, and evidence-based practice. Students learn to evaluate research using critical appraisal skills and apply findings to clinical decision-making. Emphasizes the nurse's role in advancing care through the use of evidence and inquiry. (2)

NURA 380 : Mental Health Nursing

Prepares students to support mental health across the lifespan and care for individuals experiencing psychiatric conditions. Emphasizes biological, psychological, social, and cultural influences on mental health; including, trauma, social determinants of health, and stigma. Clinical experiences promote continued development of nursing skills and professionalism. (3)

NURA 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)

NURA 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)

NURA 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)

NURA 390 : Diversity & Population Health - GE

Explores the structural, socio-cultural, and political factors that drive health inequities in the U.S. and globally. Students examine how systemic inequalities, shaped by race, ethnicity, language, religion, class, ability, nationality, sexuality, and gender affect health outcomes and access to care. Emphasizing social determinants of health, students analyze disparities through an intersectional lens and compare global health systems and public health strategies. (5)

NURA 401 : Care of Complex Conditions

Focuses on the core knowledge necessary to apply the nursing process to care of patients across the lifespan with exacerbations of chronic and/or acute conditions in complex care situations. (3)

NURA 402 : Patho/Pharm III

This is the final course in a series of 3 that provide an integrated understanding of the human response to pathological conditions and the associated pharmacological principles of major drug classifications, therapeutic modalities, and alternatives to pharmacologic interventions of these conditions. (2)

NURA 403 : Clinical Practicum III

Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (5)

NURA 404 : Healthcare Diversity - GE

Focuses on core knowledge and competencies necessary to give culturally congruent care to people from diverse populations. Open to non-nursing students with instructor permission. (4)

NURA 405 : Informed Practice

Focuses on the core knowledge of research required to assess research quality and its applicability to nursing practice. (2)

NURA 406 : Continuity of Care

Focuses on the core knowledge necessary to apply the nursing process to ensure continuity of care across settings for individuals and populations. (3)

NURA 407 : Clinical Practicum IV

Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (6)

NURA 408 : Organizational & Economic Context of Care

Focuses on the core knowledge vocabulary, concepts in organizational behavior, financial management and strategy to plan, create, implement, and monitor initiatives, and effectively communicate within the healthcare environment. (2)

NURA 409 : Health 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. (2)

NURA 420 : Nursing Care of Adults II

Continues to prepares students to care for adults with acute and chronic conditions not covered in Nursing Care of Adults I. Emphasizes clinical judgement, evidence-based practice, and interprofessional collaboration. Students apply foundational knowledge in pathophysiology, pharmacology, and nursing interventions while addressing ethical, cultural, and social factors. Lab and clinical experiences promote continued development of nursing skills and professionalism. (6)

NURA 430 : Gerontological Nursing

Explores the complexities of aging and nursing care to support functional ability, well-bring, and quality of life. Students examine geriatric syndromes, multimorbidity, and health disparities in older adults. Emphasizes evidence-based care models, family support, and interdisciplinary collaboration to improve outcomes in aging populations. (2)

NURA 440 : Pediatric Nursing

Prepares students to care for infants, children, and adolescents and their families, emphasizing a family-centered approach. Explores normal growth and development, health promotion and maintenance, and the identification of normal and abnormal findings. Focuses on safe and developmentally appropriate interventions and professional nursing practice. Clinical experiences promote continued development of nursing skills and professionalism. (3)

NURA 450 : Maternal Newborn Nursing

Focuses on nursing care for childbearing individuals, newborns, and families. Students apply evidence-based, person-centered care across routine and high-risk perinatal scenarios. Topics include physiological changes, health equity, and the impact of social determinants of health. Emphasizes ethical and respectful care through interdisciplinary collaboration. Clinical experiences promote continued development of nursing skills and professionalism. (3)

NURA 460 : Applied Nursing I: Informatics

Introduces students to artificial intelligence (AI), informatics, and healthcare technology within specific practice areas. Students will explore how digital tools support clinical decision-making, improve outcomes, and advance evidence-based care, with attention to ethical, legal, and policy considerations. Content is applied in a specific nursing environment, allowing students to examine real-world use of technology while building skills in documentation, communication, and collaboration. The course also provides an opportunity to learn about specific practice areas to support career exploration. (3)

NURA 470 : Community Health Nursing

Prepares students to assess communities using systems thinking and the nursing process. Examines the role of public health nursing, epidemiology, and interprofessional collaboration. Emphasizes health promotion, equity, and disease prevention. Explores healthcare policy and advocacy in local, national, and global contexts. Clinical experiences promote continued development of nursing skills and professionalism. (3)

NURA 480 : Applied Nursing II: Leadership

Introduces students to clinical judgment and leadership within specific practice areas. Students will apply principles of critical thinking, decision-making, and team leadership to complex patient care scenarios, while exploring strategies to guide safe, effective nursing practice. Content is grounded in a specific nursing environment, allowing students to examine real-world applications of clinical judgement and leadership while building skills in documentation, communication, and collaboration. The course also provides an opportunity to learn about specific practice areas to support career exploration. (3)

NURA 483 : Transition to Practice

Transition and socialization into the BSN-prepared Registered Nurse role is explored. Role transition includes: the BSN's professional practice, certification, and licensure requirements. (1)

NURA 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)

NURA 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)

NURA 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)

NURA 491 : Independent Study

Individualized study in consultation with an instructor. Prerequisite: permission of the dean. (1 to 4)

NURA 496 : Transition to Practice

Prepares students to transition from knowledge-based learners to clinically-prepared, critically thinking professional nurses. Emphasizes an understanding of prioritization, safe decision-making, and adaptive reasoning. Guides students through NCLEX preparation and provides structured opportunities to identify and address personal knowledge gaps and hone test-taking strategies for all NCLEX item types. Promotes critical thinking and clinical judgements through the iterative application of complex, real-world scenarios. Encourages self-reflection of readiness for practice and development of a personalized plan for continued competence and professional growth as a nurse. (2)

NURA 497 : Capstone - SR

Provides students with a culminating academic and clinical experience that integrates theoretical knowledge with professional practice. Synthesizes learning across the nursing curriculum through a capstone project and a supervised clinical preceptorship. The capstone project focuses on developing and disseminating a scholarly work that addresses a relevant issue in nursing practice, education, leadership, or healthcare policy. The clinical preceptorship focuses on

demonstrating clinical competency, refinement of clinical judgement and critical thinking, and provision of safe, effective, nursing care. (5)

NURA 498 : Capstone Seminar - SR

Focuses on the practical application of nursing knowledge by synthesizing core knowledge, competencies, professional values, and leadership skills in nursing situations as evidenced by completion of a scholarly project. (2)

Nursing (NURT) - Traditional B.S.N. Courses

NURT 120 : Nutrition in Healthcare

This course provides an introduction into the science of nutrition and the foundational concepts of diet and nutrition related to health across the lifespan with the context of healthcare professions. This course is open to students in any discipline and is a prerequisite to enter the nursing program. (1)

NURT 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)

NURT 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)

NURT 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)

NURT 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)

NURT 305 : Patho/Pharm I

This is the first course in a series of 3 that provide an integrated understanding of the human response to pathological conditions and the associated pharmacological principles of major drug classifications, therapeutic modalities, and alternatives to pharmacologic interventions of these conditions. (4)

NURT 306 : Foundations of Care Delivery & Health Promotion

Focuses on the core knowledge and competencies necessary to promote health and provide nursing care across the lifespan. (3)

NURT 307 : Health & Physical Assessment

Focuses on the core knowledge and competencies necessary to perform health and physical assessment across the lifespan. (3) (2 credits didactic, 1 credit lab)

NURT 308 : Clinical Practicum I

Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (3)

NURT 309 : Professional Foundations & Principles of Leadership

Focuses on the core knowledge and competencies of nursing practice. (2)

NURT 310 : Scholarly Writing Concepts

Focuses on the basic rules of APA Style in writing term papers, research reports, and journal articles. (1)

NURT 311 : Patho/Pharm II

This is the second course in a series of 3 that provide an integrated understanding of the human response to pathological conditions and the associated pharmacological treatment modalities and alternatives to pharmacologic interventions of these conditions. (2)

NURT 314 : Care of Chronic Conditions

Focuses on the core knowledge necessary to apply the nursing process to care of patients across the lifespan living with chronic conditions. (3)

NURT 315 : Psych/Mental Health

Focuses on the core knowledge necessary to apply the nursing process to care of patients across the lifespan experiencing mental health issues. (2)

NURT 316 : Clinical Practicum II

Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (5)

NURT 317 : Theory & Evidence

Explores the philosophies, theories, and history of the science of nursing. (1)

NURT 318 : Research Methods

Focuses on the core knowledge of research required to assess research quality and its applicability to nursing practice. (2)

NURT 319 : Healthcare Technology

Examines current and emerging health care technologies in healthcare. (1)

NURT 320 : Fundamentals of Nursing

Introduces foundational nursing principles and skills for safe, high-quality, person-centered care. Students examine the history, scope, and ethical responsibilities of nursing while building competencies in the nursing process, interprofessional communication, and critical thinking. Emphasis is placed on safety, infection control, and quality care. Students learn to support individual across the lifespan through evidence-based, holistic, and equitable care. Lab and clinical experiences promote development of basic nursing skills and professionalism. (6)

NURT 330 : Health & Physical Assessment

Provides foundational skills for conducting health assessments across the lifespan. Students collect health histories, perform systematic physical exams, and differentiate normal from abnormal findings in various care settings. Emphasizes health promotion, community and environmental factors, and the influence of social determinants of health. Prepares students to apply clinical judgement and evidence-based practices to assessment and patient education. (4)

NURT 340 : Pathophysiology

Introduces disease mechanisms and their effects on physiological function. Students distinguish normal from pathological states, assess disease progression, and correlate signs and symptoms with diagnostic data. Emphasis is placed on clinical reasoning and the integration of pathophysiological knowledge into evidence-based nursing care. (4)

NURT 350 : Pharmacology

Builds foundational pharmacological knowledge to support safe, person-centered care. Covers drug classes, actions, uses, precautions, and patient education. Students apply critical thinking and clinical judgment to promote health through pharmacotherapy, emphasizing safety, accurate documentation, and interprofessional communication. (3)

NURT 360 : Nursing Care of Adults I

Prepares students to care for adults with select acute and chronic conditions. Emphasizes clinical judgment, evidence-based practice, and interprofessional collaboration. Students apply foundational knowledge in pathophysiology, pharmacology, and nursing interventions while addressing ethical, cultural, and social factors. Lab and clinical experiences promote continued development of nursing skills and professionalism. (7)

NURT 370 : Research, Theory, & EBP

Explores the integration of nursing theory, research, and evidence-based practice. Students learn to evaluate research using critical appraisal skills and apply findings to clinical decision-making. Emphasizes the nurse's role in advancing care through the use of evidence and inquiry. (2)

NURT 380 : Mental Health Nursing

Prepares students to support mental health across the lifespan and care for individuals experiencing psychiatric conditions. Emphasizes biological, psychological, social, and cultural influences on mental health; including, trauma, social determinants of health, and stigma. Clinical experiences promote continued development of nursing skills and professionalism. (3)

NURT 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)

NURT 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)

NURT 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)

NURT 390 : Diversity & Population Health - GE

Explores the structural, socio-cultural, and political factors that drive health inequities in the U.S. and globally. Students examine how systemic inequalities, shaped by race, ethnicity, language, religion, class, ability, nationality, sexuality, and gender affect health outcomes and access to care. Emphasizing social determinants of health, students analyze disparities through an intersectional lens and compare global health systems and public health strategies. (5)

NURT 401 : Care of Complex Conditions

Focuses on the core knowledge necessary to apply the nursing process to care of patients across the lifespan with exacerbations of chronic and/or acute conditions in complex care situations. (3)

NURT 402 : Patho/Pharm III

This is the final course in a series of 3 that provide an integrated understanding of the human response to pathological conditions and the associated pharmacological principles of major drug classifications, therapeutic modalities, and alternatives to pharmacologic interventions of these conditions. (2)

NURT 403 : Clinical Practicum III

Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (5)

NURT 404 : Healthcare Diversity - GE

Focuses on core knowledge and competencies necessary to give culturally congruent care to people from diverse populations. Open to non-nursing students with instructor permission. (4)

NURT 405 : Informed Practice

Focuses on the core knowledge of research required to assess research quality and its applicability to nursing practice. (2)

NURT 406 : Continuity of Care

Focuses on the core knowledge necessary to apply the nursing process to ensure continuity of care across settings for individuals and populations. (3)

NURT 407 : Clinical Practicum IV

Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (6)

NURT 408 : Organizational & Economic Context of Care

Focuses on the core knowledge vocabulary, concepts in organizational behavior, financial management and strategy to plan, create, implement, and monitor initiatives, and effectively communicate within the healthcare environment. (2)

NURT 409 : Health 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. (2)

NURT 420 : Nursing Care of Adults II

Continues to prepares students to care for adults with acute and chronic conditions not covered in Nursing Care of Adults I. Emphasizes clinical judgement, evidence-based practice, and interprofessional collaboration. Students apply foundational knowledge in pathophysiology, pharmacology, and nursing interventions while addressing ethical, cultural, and social factors. Lab and clinical experiences promote continued development of nursing skills and professionalism. (6)

NURT 430 : Gerontological Nursing

Explores the complexities of aging and nursing care to support functional ability, well-bring, and quality of life. Students examine geriatric syndromes, multimorbidity, and health disparities in older adults. Emphasizes evidence-based care models, family support, and interdisciplinary collaboration to improve outcomes in aging populations. (2)

NURT 440 : Pediatric Nursing

Prepares students to care for infants, children, and adolescents and their families, emphasizing a family-centered approach. Explores normal growth and development, health promotion and maintenance, and the identification of normal and abnormal findings. Focuses on safe and developmentally appropriate interventions and professional nursing practice. Clinical experiences promote continued development of nursing skills and professionalism. (3)

NURT 450 : Maternal Newborn Nursing

Focuses on nursing care for childbearing individuals, newborns, and families. Students apply evidence-based, person-centered care across routine and high-risk perinatal scenarios. Topics include physiological changes, health equity, and the impact of social determinants of health. Emphasizes ethical and respectful care through interdisciplinary collaboration. Clinical experiences promote continued development of nursing skills and professionalism. (3)

NURT 460 : Applied Nursing I: Informatics

Introduces students to artificial intelligence (AI), informatics, and healthcare technology within specific practice areas. Students will explore how digital tools support clinical decision-making, improve outcomes, and advance evidence-based care, with attention to ethical, legal, and policy considerations. Content is applied in a specific nursing environment, allowing students to examine real-world use of technology while building skills in documentation, communication, and collaboration. The course also provides an opportunity to learn about specific practice areas to support career exploration. (3)

NURT 470 : Community Health Nursing

Prepares students to assess communities using systems thinking and the nursing process. Examines the role of public health nursing, epidemiology, and interprofessional collaboration. Emphasizes health promotion, equity, and disease prevention. Explores healthcare policy and advocacy in local, national, and global contexts. Clinical experiences promote continued development of nursing skills and professionalism. (3)

NURT 480 : Applied Nursing II: Leadership

Introduces students to clinical judgment and leadership within specific practice areas. Students will apply principles of critical thinking, decision-making, and team leadership to complex patient care scenarios, while exploring strategies to guide safe, effective nursing practice. Content is grounded in a specific nursing environment, allowing students to examine real-world applications of clinical judgement and leadership while building skills in documentation, communication, and collaboration. The course also provides an opportunity to learn about specific practice areas to support career exploration. (3)

NURT 483 : Transition to Practice

Transition and socialization into the BSN-prepared Registered Nurse role is explored. Role transition includes: the BSN's professional practice, certification, and licensure requirements. (1)

NURT 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)

NURT 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)

NURT 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)

NURT 491 : Independent Study

Individualized study in consultation with an instructor. Prerequisite: permission of the dean. (1 to 4)

NURT 496 : Transition to Practice

Prepares students to transition from knowledge-based learners to clinically-prepared, critically thinking professional nurses. Emphasizes an understanding of prioritization, safe decision-making, and adaptive reasoning. Guides students through NCLEX preparation and provides structured opportunities to identify and address personal knowledge gaps and hone test-taking strategies for all NCLEX item types. Promotes critical thinking and clinical judgements through the iterative application of complex, real-world scenarios. Encourages self-reflection of readiness for practice and development of a personalized plan for continued competence and professional growth as a nurse. (2)

NURT 497 : Capstone - SR

Provides students with a culminating academic and clinical experience that integrates theoretical knowledge with professional practice. Synthesizes learning across the nursing curriculum through a capstone project and a supervised clinical preceptorship. The capstone project focuses on developing and disseminating a scholarly work that addresses a relevant issue in nursing practice, education, leadership, or healthcare policy. The clinical preceptorship focuses on demonstrating clinical competency, refinement of clinical judgement and critical thinking, and provision of safe, effective, nursing care. (5)

NURT 498 : Capstone Seminar - SR

Focuses on the practical application of nursing knowledge by synthesizing core knowledge, competencies, professional values, and leadership skills in nursing situations as evidenced by completion of a scholarly project. (2)

Philosophy

253.535.7218	www.plu.edu/philosophy/	phil@plu.edu
Michael Schleeter, Ph.D., Chair		

Department Policy

For transfer students, at least eight 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 499
- Two courses from: PHIL 311, 312, 313, 314
- Five additional PHIL lower- or upper-division courses (20 semester hours)
- GLST 325 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

- GLST 325 may count as an elective credit toward the minor.

Philosophy (PHIL) - Undergraduate Courses

PHIL 121 : The Examined Life - VW

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 - VW

Major moral theories of Western civilization, including contemporary moral theories. Critical application to selected moral issues. (4)

PHIL 128 : Politics and the Good Society - VW

An examination of major political theories in the Western philosophical tradition, with a focus on questions regarding the nature of just political institutions. Can count toward a minor in Politics and Government. (4)

PHIL 223 : Bioethics - VW

An inquiry into the ethical issues surrounding birth, health, and death. Specific topics may include the ethics of conception and genetic manipulation, domestic and international health care policy, abortion, and euthanasia, as well as the nature of human flourishing. (4)

PHIL 225 : Business Ethics - VW

An inquiry into the ethics of the marketplace and the activities that take place within its context. Specific topics may include the ethics of anticompetitive practices, corporate subsidies and bailouts, pollution, exploitation, and fraud as they related to specific industries. Pass/fail options do not apply to business majors either declared or intending to declare. (4)

PHIL 226 : Environmental Ethics - VW

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 232 : Technology Ethics - VW

An inquiry into the ethical issues surrounding existing and emerging technologies. Specific topics may include fossil fuel technology and climate change, nuclear technology and nuclear war, social media and political polarization, and artificial intelligence and existential risk. (4)

PHIL 238 : Existentialism and the Meaning of Life - VW

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 248 : Innovation, Ethics, & Society - ES

A history of innovation, problem solving, and creativity in the global economy, emphasizing the ethical considerations that arise as a result of new products and initiatives, disruptive technologies, globalization, and cultural change. Draws attention to stages in the innovation process and the importance of teamwork, effective communication, and design. (4)

PHIL 287 : Special Topics in Philosophy

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 311 : Topics in Ethics - VW

Examination of an ethical issue or question in light of one or more of the major currents in Western ethical philosophy. May be repeated for credit once with a different topic. Prerequisite: sophomore standing. (4)

PHIL 312 : Topics in Philosophy and Politics - VW

Examinations of a political issue or question in the light of one or more of the major political theories in the Western philosophical tradition. May be repeated for credit once with a different topic. Prerequisite: sophomore standing. (4)

PHIL 314 : Topics in the History of Philosophy - VW

Study of selected topics or historical figures in the history of philosophy. May be repeated for credit once with a different topic. Prerequisite: sophomore standing. (4)

PHIL 327 : Environmental Philosophy - VW

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. Prerequisite: sophomore standing. (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 495 : Internship

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

to 12)

PHIL 499 : Capstone: Advanced Seminar in Philosophy - SR

Exploration in a seminar format of an important philosophical issue, thinker, or movement. Topic to be announced at the time course is offered. Prerequisite: Three philosophy courses or consent of instructor. May be repeated once for credit. (4)

Physics

253.535.7999	www.plu.edu/physics/	physics@plu.edu
Katrina Hay, Ph.D., Chair		

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, teamwork, experimental techniques, and theoretical study. 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.

Bachelor of Arts Degree

Major in Physics
47 semester hours

- PHYS 153, 154, 163, 164, 223, 499
- **Plus:** three courses in physics or engineering from:
  - PHYS 310, 331, 336, 401
  - ENGR 240, 333, 334, 355
  - PHYS 354 or MATH 351
  - CHEM 341 or CHEM 342 or MATH 331 or 356 may be counted as a substitution for one course
- **Required supporting courses:** MATH 151, 152, 253; CSCI 144 or DATA 133; ENGR 131

Bachelor of Science Degree

Major in Physics

63 semester hours

- PHYS 153, 154, 163, 164, 223, 310, 331, 332, 336, 354, 401, 499
- ENGR 333
- Strongly Recommended: ENGR 355
- CHEM 341 or PHYS 221 may be substituted for ENGR 333
- CHEM 342 may be substituted for PHYS 401
- MATH 351 may be substituted for PHYS 354
- **Required supporting courses:**
  - CHEM 115; MATH 151, 152, 253; DATA 133 or CSCI 144

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 310, 331, 336; CHEM 115; DATA 133 or CSCI 144

- **Senior Year:** ENGR 333, PHYS 332, 401, 499

Bachelor of Science Degree - Applied Physics Major

69 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, 310, 331, 354, 499
- ENGR 131, 334
- **Plus: four courses, one of which must be upper division, selected from:**
    - CSCI 302
    - ENGR 240, 333
    - Strongly Recommended: ENGR 355
    - MATH 331, MATH/STAT 242
    - PHYS 221, 332, 336, 401
    - CHEM 341 may be substituted for ENGR 333
    - CHEM 342 may be substituted for PHYS 401
    - MATH 351 may be substituted for PHYS 354
- **Required supporting courses:**
    - CHEM 115; DATA 133 or CSCI 144; MATH 151, 152, 253

Typical Applied Physics Program Schedule

- **First Year:** PHYS 153, 163; ENGR 131; MATH 151, 152
- **Sophomore Year:** PHYS 154, 164, 221, 223, 354; MATH 253
- **Junior Year:** ENGR 333; PHYS 310; CHEM 115; DATA 133 or CSCI 144
- **Senior Year:** PHYS 331, 499; ENGR 240, 334, 355

Minors

Minor in Physics
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.

Minor in Engineering & Industry
28 semester hours

The curriculum of the Engineering & Industry Minor consists of engineering courses, courses in business, economics, and ethics with a special emphasis on industry and/or an internship. Students choosing the minor will learn the basics of engineering design and team problem solving, will gain familiarity with industry, and will obtain valuable skills ensuring their success in the workplace or in graduate studies.

The Engineering & Industry Minor is ideal for all students who would benefit from in-depth exposure to engineering and industry. Typically students in Natural Sciences, Business, Economics or any students who have completed the introductory calculus-based physics sequence (PHYS 153/163, 154/164) would be a good fit for the minor. BS in Applied Physics students are NOT ALLOWED to add this minor, as it essentially is the minor aligned with the Applied Physics major.

- ENGR 131
- PHYS 153/163, 154/164 (calculus-based introductory physics plus laboratory)
- 8 additional semester hours chosen from:
    - ENGR 240, 333, 334, 355
- Plus: 8 additional semester hours chosen from:
    - ENGR 495 (credits vary depending on internship type and schedule)
    - Courses in business, economics, ethics, and history that introduce students to aspects of industry:

- BUSA 201, 310, or 358
- ECON 101 or 313
- HIST 248, 254, 346, or 370
- PHIL 125, 223, 225, 226, 248, or 327

All courses counted toward the minor must be completed with grades of C or higher.

Engineering (ENGR) - Undergraduate Courses

ENGR 131 : Introduction to Engineering

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)

ENGR 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)

ENGR 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. (4)

ENGR 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)

ENGR 355 : 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)

ENGR 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 and the Advisory Board for the Engineering internship course and the Engineering & Industry Minor. (1 to 12)

Physics (PHYS) - Undergraduate Courses

PHYS 104 : The Science of Sound - NW

An introduction to sound and music for non-science majors. Topics include vibrations, simple harmonic motion, waves, resonance, sound production in musical instruments, the human voice and ear, pitch, loudness, timbre, and acoustics. Includes an in-class laboratory. Prerequisite: PLU Math Placement into MATH 115 or above. (4)

PHYS 110 : Astronomy - NW

Stars and their evolution, galaxies and larger structures, cosmology, and the solar system. Emphasis on observational evidence. Evening observing sessions. Prerequisite: MATH 115 or equivalent by math placement exam. (4)

PHYS 125 : College Physics I - NW

An algebra-based introduction to physics; including, the topics of kinematics, forces, momentum, work, energy, gravitation, and rotational motion. 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 - NW

An algebra-based introduction to physics; including, the topics of electricity, magnetism, waves, and optics. Prerequisite: PHYS 125 with a C- or higher. Prerequisite or corequisite: PHYS 136.(4)

PHYS 135 : College Physics I Laboratory

Basic laboratory experiments in mechanics 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 in electricity, magnetism, waves, and optics are performed in conjunction with the College Physics sequence. Concurrent registration in PHYS 126 is required. (1)

PHYS 153 : General Physics I - NW

A calculus-level survey of basic concepts in physics, emphasizing mechanics. Topics covered may include kinematics, Newton's Laws, circular motion, momentum, energy, oscillations, 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 - NW

A calculus-level survey of the general fields of physics emphasizing electromagnetism. Topics may include electricity, magnetism, circuits, waves, 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 in mechanics 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 in electricity, magnetism, waves, and optics are performed in conjunction with the General Physics sequence. Concurrent registration in PHYS 154 is required. (1)

PHYS 223 : Elementary Modern Physics

An introduction to the fundamental concepts that form the basis of special relativity and quantum mechanics. Topics may include time dilation, length contraction, four-momentum, wave interference and diffraction, wave-particle duality, and the modeling of bound systems. Prerequisites: PHYS 154 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 310 : Methods of Experimental Physics

A selected treatment of laboratory techniques; including, experimental design, error analysis, and communication of scientific results. Laboratory topics include circuits, electricity and magnetism, optics, and modern physics. Prerequisite: PHYS 154 with a C-or higher. (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 : Oscillations, Waves, & Optics

An introduction to oscillations and waves in their mechanical and electrical realizations. Methods for solving ordinary and partial differential equations and vector calculus will be discussed as relevant. In the final part of the course, applications of electromagnetic waves to physical optics will be discussed. Prerequisites: PHYS 154 with a C- or higher. Prerequisite or Corequisite: MATH 253. (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

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 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

An introduction to the fundamental techniques and concepts of quantum mechanics and their applications. Topics may include Schroedinger's equation, wavefunctions, Dirac notation, spin, and quantum information. Prerequisites: PHYS 223 with a C- or higher. Prerequisite or Corequisite: PHYS 354 or MATH 351 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 499 : Capstone: Senior Seminar SR

Professional development, exploring career paths, case studies in ethics, literature review, experimental design, and the research process. 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 499. (1)

Political Science

253.535.7836	www.plu.edu/political-science/	pols@plu.edu
Michael Artime, Ph.D., Chair		

POLS 151 or POLS 251 is highly recommended before registering for upper division courses. Prior consultation with the instructor of any advanced course is invited. Students wishing to pursue a major or minor in political science are requested to declare the major or minor with the department chair as soon as possible. All political science courses must be completed with a grade of C- or better.

Residency

A minimum of 12 semester hours for the major and 8 semester hours for the minor must be taken in residence at PLU.

Bachelor of Arts Degree

Majors should plan their course of study in consultation with their departmental advisor.

Major in Political Science
36 semester hours

- **Required Courses**
  16 semester hours
  - POLS 151, POLS 251, POLS 301, and POLS 499
- **Public Policy Requirement**
  4 semester hours
  - One 300-level course designated as a public policy course indicating that it explores the art and science of policymaking at the state, local, and national level. Courses that qualify are: POLS 345, 346, 354, 370.
- **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 are: POLS 345, 354, 361, 365, 372, and 373.
- **International/Comparative Politics**
  4 semester hours
  - One 300-level course in GLST. Courses that qualify are: GLST 325, 331, 332, and 357.
- **Electives**
  8 semester hours
  - Any POLS course
  - POLS/GLST double majors may request to take up to one 300-level GLST course as a POLS elective

Minors

Minor programs should be planned in consultation with the departmental chair or a designated adviser.

- **Minor in Political Science**
  Minimum of 20 semester hours, including POLS 151
- **Minor in Pre-Law**
  20 semester hours
  - Foundations in the Law *(4 semester hours)*
    - BUSA 303: Business Law & Ethics
    - POLS 370: Prisons & Prisoners
    - POLS 371: Judicial Process
    - POLS 372: Constitutional Law
    - POLS 373: Civil Rights & Civil Liberties
    - RELI 361: Church History Studies
  - Analytical Reasoning *(4 semester hours)*
    - ECON 101: Principles of Microeconomics
    - ECON 102: Principles of Macroeconomics
    - MATH 107: Mathematical Explorations (or higher level mathematics course)
      - Math placement or High School Math will not be accepted as a substitute
  - Ethics *(4 semester hours)*
    - HIST 248: Innovation, Ethics, and Society
    - PHIL 125: Ethics & the Good Life

        - PHIL 128: Politics & the Good Society
        - PHIL 229: Human Rights
        - RELI 226: Christian Ethics
    - Communication *(4 semester hours)*
        - COMA 212: Public Speaking
        - COMA 306: Persuasion
        - ENGL 323: Writing in Professional and Public Settings
        - ENGL 393: The English Language
        - PPAP 301: The Book in Society
        - PPAP 302: Publishing Procedures
    - Close Reading *(4 semester hours)*
        - Any 300-level course with an LT designation
        - ENGL 400: Studies in Criticism & Theory
        - HIST 254: History of Hanford
        - HIST 305: Slavery in the Americas
        - HIST 346: Innovation & Technology
        - HIST 351: History of the West and Northwest
        - HIST 362: Christians in Nazi Germany
        - RELI 211: Religion and Literature of the Hebrew Bible
        - RELI 220: Early Christianity
        - RELI 221: Medieval Christianity
        - RELI 331: New Testament Studies

Pre-Law Advising
For information, see Pre-Professional Programs section of the catalog

- **Minor in Public Affairs**
  24 semester hours, including POLS 345 (required) and 20 hours from economics, political science, sociology & criminal justice, or statistics

This minor offers an interdisciplinary study designed to support many major programs whose content has implications for public affairs and is particularly useful to students contemplating careers in public service or graduate study in public administration, public affairs, and related programs.

At least five additional courses from three of the following groups (courses which are taken as part of a major program may not also count toward the public affairs minor):

- **Political Science**
  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: Principles of Microeconomics
    - ECON 102: Principles of Macroeconomics
- **Sociology & Criminal Justice**
  Minimum of 4 semester hours if this group is selected
    - SOCI 240: Social Problems
    - SOCI 413: Criminological Theories
- **Statistics**
  4 semester hours, if this minor is selected
    - STAT 231: Introductory Statistics

On approval by the public affairs advisor, up to 8 semester hours may be earned through participation in an internship program as a substitute for courses listed above (except POLS 345). Internship opportunities are offered through several departments, and through the Cooperative Education Program, and provide students with actual work experience in diverse public and private agencies. Students interested in internships are urged to consult with their academic advisors and with intern faculty advisors at an early date.

Students interested in the public affairs minor should declare the minor in the Department of Political Science and consult with the department's public affairs advisor.

- **Minor in Conflict Resolution**
  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.

Political Science (POLS) - Undergraduate Courses

POLS 151 : American Government - ES

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 - ES, GE

A survey course in international relations with emphasis on current events. (4)

POLS 240 : Political Activism - ES

This course is designed to help students identify ways that they might contribute to the betterment of the communities of which they are a part through engagement with the political process. In addition to working on their own social action work, students will engage with the long history of political activism in this country and the ways that that previous work has shaped the contemporary political landscape. (4)

POLS 251 : Introduction to Political Science

This course is designed for political science majors and is an introduction to the discipline of Political Science. Throughout the semester we will learn about the various subfields of the discipline and contributions that the discipline has made to our understanding of American politics. (4)

POLS 265 : Latino Politics - ES, GE

This course will discuss the demographics, histories, and racialization of Latinos in the U.S. Likewise, students will explore contemporary research that examines Latinos' quest for political empowerment and how they are transforming American politics and society. Likewise, students will engage in an in-depth examination of contemporary realities for Latino professionals, including ideas on how to increase the numbers of Latino professionals. Finally, the class will provide an intersectional framework for examining how, in addition to race, other identities such as gender, "illegality", and sexuality shape the political experiences of Latinos in U.S. society and 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 345 : Government and Public Policy - ES

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 - ES, GE

An examination of environmental problems from political perspectives, including international and domestic political contexts and methods of evaluating policies. (4)

POLS 354 : State and Local Government - ES

Governmental structures, processes, and policy at state, local, and regional levels of the American system. (4)

POLS 361 : Political Parties and Elections - ES

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 365 : Race and Ethnic Politics - ES, GE

An interdisciplinary examination of the way racial and ethnic conflict shapes and structures American political, social, and economic life focused on the best path toward democratic equality. Discussions center on the literature that examines the integration of disenfranchised ethno-racial groups into in U.S. society, addressing the contemporary implications of changing demographics on institutions of power and on democracy in the U.S. (Intensive writing course). (4)

POLS 370 : Prisons & Prisoners

This course is an examination of the era of mass incarceration in the United States. We will explore the racial, economic, and gender dynamics of this issue as well as various alternatives to the current system. This course meets an elective requirement or a public policy requirement for the Political Science major or minor. (4)

POLS 372 : Constitutional Law - IT

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 - IT

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 450 : Internship in Politics

Internship in the political dimensions of non-governmental organizations. 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. POLS 151 strongly advised before taking upper division courses for POLS majors. (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. POLS 151 strongly advised before taking upper division courses for POLS majors. (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. POLS 151 strongly advised before taking upper division courses for POLS majors. (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 & completion of the Public Policy Requirement (4 credits from POLS 345, 346, 354, or 370). (4)

Pre-Professional Studies

Pre-Professional Studies includes the following career areas:

- Health Sciences
    - Medicine
    - Dentistry
    - Physician’s Assistant School
    - Physical Therapy
    - Occupational Therapy
    - Veterinary Medicine
    - Pharmacy
    - Optometry
- Law
- Military Science (Army ROTC)
- Peace Corps Prep Certificate
- Theological Studies

Pre-Health Sciences

www.plu.edu/healthsciences/

The overwhelming majority of students entering the professional schools for the careers listed below have earned baccalaureate degrees, each 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.

The Pre-Health Sciences Advising Team in the College of Natural Sciences advises students aspiring to careers in the health sciences. Students having such interests are encouraged to obtain a Pre-Health Sciences Team advisor early in their program. Summarized below are general pre-professional requirements for many health science areas; however, students should research the exact prerequisites for each specific program in which they are interested. Additional information is also available through the Pre-Health Sciences Advising Team.

Pre-Medicine

There is no pre-professional major for medicine at PLU; rather students each 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 courses are generally required for admission to medical school:

- BIOL 225, 226
    - Recommended courses include BIOL 330, 341, 342, 352, 357, 442, 453
- CHEM 115 & 116, 331 & 332 (with accompanying labs)
    - Most medical schools require CHEM 403
        - Biochemistry (CHEM 403) is on the Medical College Admission Test (MCAT). To adequately prepare, it is highly recommended for pre-med students to take the course even if it is not explicitly required.
    - MATH 140 is a pre-requisite for CHEM 115
- ENGL – most medical schools require two English courses
- MATH –most medical schools require Math and/or Statistics
- PHYS 125 & 126 or 153 & 154 (with accompanying labs)
- PSYC 101
- SOCI 101

Pre-Dentistry

There is no pre-professional major for dentistry at PLU; rather students each 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 courses are generally required for admission to dental school:

- BIOL 225, 226
    - Many dental schools require BIOL 342 and 352
    - Recommended courses include BIOL 330, 341, 357, 442, 453
- CHEM 115 & 116, 331 & 332 (with accompanying labs)
    - Some dental schools require CHEM 403
    - MATH 140 is a pre-requisite for CHEM 115
- ENGL – most dental schools require two English courses
- MATH – some dental schools require Math and/or Statistics
- PHYS 125 & 126 or 153 & 154 (with accompanying labs)
- PSYC 101 – most dental schools require one semester of Psychology

Pre-Physician's Assistant School

In general, the following coursework satisfies the required and recommended courses for admission to physician assistant school. Note this represents general guidelines and requirements vary from one school to the next.

- BIOL 225, 226
    - Often PA schools require BIOL 342, 352 and/or 453
    - Additional recommended courses include BIOL 330, 448, upper division human anatomy (BIOL 387)
- CHEM 115, 116, 331, 332 or 346 (with accompanying labs)
    - Most PA schools require CHEM 403
    - MATH 140 is a pre-requisite for CHEM 115
- MATH – most PA schools require one Math and/or Statistics course
- PSYC 315 and/or 320 are required by most PA schools
    - PSYC 101 is a pre-requisite for PSYC 315 and 320

Pre-Physical Therapy

At PLU, there are two routes to completing your prerequisites for admission to a PT program.

1. A BS in Kinesiology with a concentration in Pre-Physical Therapy – a concentration in Pre-Physical Therapy provides preparation for entry into Doctor of Physical Therapy degree programs throughout the United States. Visit plu.edu/kinesiology/quick-facts/ for details.
2. A major in a Natural Sciences discipline – a good approach with greater flexibility that might be right for you if you're unsure about committing to a PT program. This route allows you to fulfill the requirements for admission to a school of physical therapy but gives you more career options.

The requirements for admission to schools of physical therapy vary. In general, the following coursework satisfies the required and recommended courses for admission to a school of physical therapy:

- BIOL 225, 226
    - Most PT schools require BIOL 353 and 453
- CHEM 115, 116
    - CHEM 331 is recommended (with accompanying lab)
- MATH 140 is a pre-requisite for CHEM 115
- PHYS 125 & 126 or 153 & 154 (with accompanying labs)
- PSYC 101
- SOCI 101
- STAT – most PT schools require a Statistics course

Pre-Occupational Therapy

There are a few different choices for majors that will assist in becoming a certified occupational therapist. Some of these choices include anthropology, sociology, and psychology. In general, the following coursework satisfies the required and recommended courses for admission to a school of occupational therapy.

- BIOL 205, 206, 225
- CHEM 115
- PSYC 101, 320, 415
- PHYS 125
- SOCI 101, upper division sociology or anthropology
- STAT – most OT schools require a Statistics course
- Medical Terminology (KINS 800)

Pre-Veterinary Medicine

There is no pre-professional major for veterinary medicine at PLU; rather students each 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 courses are generally required for admission to veterinary school:

- BIOL 225, 226
    - Often vet schools require BIOL 330, 342, 352, 453
    - Recommended courses include BIOL 341, 357, 442
- CHEM 115 & 116, 331 & 332 (with accompanying labs)
    - Most vet schools require CHEM 403
    - MATH 140 is a pre-requisite for CHEM 115
- COMA 212 or 214 – many schools require a course in oral communication
- ENGL – most vet schools require two English courses

- MATH –most vet schools require Math and/or Statistics
- PHYS 125 & 126 or 153 & 154 (with accompanying labs)

Pre-Pharmacy

Although the pre-pharmacy requirements for individual schools vary, the following courses are usually required:

- BIOL 225, 226
- Recommended courses include BIOL 330, 341, 342, 352, 357, 442, 453
- CHEM 115, 116, 331, 332 (with accompanying labs)
    - Some pharmacy schools require CHEM 403
    - MATH 140 is a pre-requisite for CHEM 115
- COMA 212 or 214 – many schools require a course in oral communication
- ENGL – most pharmacy schools require two English courses
- MATH 151
    - Many pharmacy schools requires one Statistics course
- PHYS 125 & 126 or 153 & 154 (with accompanying labs)
- PSYC 101
- SOCI 101

Pre-Optometry

Although two years of pre-optometry study is the minimum required, most students accepted by schools of optometry have completed at least three years of undergraduate work. A large percentage of students accepted by schools of optometry have earned baccalaureate degrees. For those students who have not completed baccalaureate degrees, 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 the following courses:

- BIOL 225, 226
- Recommended courses include BIOL 342, 352, 453
- CHEM 115 & 116, 331 & 332 (with accompanying labs)
    - Most optometry schools require CHEM 403
    - MATH 140 is a pre-requisite for CHEM 115
- ENGL – most optometry schools require two English courses
- MATH – Calculus and Statistics
- PHYS 125 & 126 or 153 & 154 (with accompanying labs)
- PSYC 101

Pre-Law

253.535.7646 **253.535.7306**	**www.plu.edu/prelaw/**	**Advisors: Michael Artime** **Ralph Flick**

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, 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.

Law School 3 + 3 Partnerships

253.535.8397	www.plu.edu/cols	cols@plu.edu
Stephanie Johnson, Ph.D., Dean of the College of Liberal Studies		

Students interested in the 3 + 3 Law School Partnerships may major in any program that does not require more credits than can be completed in three years alongside other university requirements, including general education. Majors in the College of Liberal Studies are most appropriate. Please see https://www.plu.edu/prelaw/3-plus-3-program/ for additional information about program requirements.

Students should consult with the Pre-Law Advising program directors no later than the fall of their sophomore year to establish a plan for early law school application. Please see https://www.plu.edu/prelaw/ for contact information.

The Partnerships

PLU has established formal partnerships with Gonzaga University School of Law and Seattle University School of Law to enable qualified students to apply early to law school and complete both a bachelor's degree and a J.D. in six years instead of seven. Students apply credits earned during the first year of law school toward the completion of their final year of undergraduate study.

Criteria for Application

Gonzaga University School of Law

1. Successful completion of at least 100 PLU semester hours, including the completion of all general education requirements;
2. Successful completion of at least 64 PLU credits, including the completion of all major requirements, in residency at PLU;
3. Declaration and successful completion of all required minimums for a PLU major—

including courses, grades, credits, and undergraduate grade point average (UGPA)—or written approval from the appropriate PLU unit chair that the first-year Gonzaga Law courses will fulfill any remaining electives to complete the major;

4. Written approval from the appropriate PLU official indicating that the applicant is on track to meet al PLU graduation requirements for early entry to Gonzaga Law prior to enrolling in law school; and
5. Acceptance to Gonzaga Law through its established admissions process.

Seattle University School of Law

1. Successful completion of at least 98 PLU semester credit hours, including the completion of all PLU general education requirements;
2. Declaration and successful completion of a PLU major or written approval from the appropriate PLU unit chair that the first-year Seattle Law courses will fulfill any remaining electives to complete the major;
    1. For the purposes of the foregoing, "successful completion of a PLU major" means fulfilling all academic requirements established by PLU for the student's field of study, including courses, grades, credits, and UGPA, with the exception of the remaining electives to be fulfilled by the first year Seattle Law courses, resulting in conferral of the major on the student's transcript.
3. A 3.5 GPA at the time of application and until matriculation at Seattle Law;
4. Written certification from the appropriate PLU official stating that the applicant is on track to meet all PLU graduation requirements for early entry to Seattle Law; and
5. Acceptance to Seattle Law through its established admissions process.

Law School Admittance

Gonzaga University School of Law Admittance

1. Interested students should apply for early admission to Gonzaga Law during their third year of undergraduate study. Application materials are due by March 15 of the calendar year in which a candidate hopes to begin their studies at Gonzaga Law.

2. The LSAT and UGPA requirements for priority consideration for admission to Gonzaga Law include the following:
    1. The applicant's LSAT score must exceed or be equal to the median LSAT score of the preceding year's entering law class at Gonzaga Law;
    2. The applicant's UGPA at the time of application must exceed or be equal to the median UGPA of the preceding year's entering law class at Gonzaga Law; and

The applicant will be subject to a holistic review process that includes consideration of the applicant's character and fitness to eventually be licensed to practice law. Gonzaga Law reserves the right to deny admission to applicants who otherwise meet or exceed the LSAT and UGPA medians if, in its sole discretion, the applicant is not otherwise prepared or eligible for admission.

Failure to achieve the minimum LSAT score and UGPA requirement does not result in denial of admission but rather disqualifies the applicant for priority consideration for admittance to Gonzaga Law.

3. Students must have completed 100 credits from PLU at the end of three years (six semesters). Additionally, students must complete at least 64 credits in residency at PLU. Upon completion of 100 credits, the student should have met all undergraduate degree requirements outlined in the Criteria for Application above, except for the final 28 undergraduate credits typically required under PLU's 128-credit undergraduate degree policy.

Seattle University School of Law Admittance

1. Interested students should apply for early admission to Seattle Law during their third year of undergraduate study. Application materials must be submitted no later than February 1 of the year in which a candidate hopes to begin their studies at Seattle Law.
2. Students meeting or exceeding the following LSAT and undergraduate grade point average (UGPA) requirements will be given priority consideration for admission to Seattle Law:
    1. The applicant's LSAT score must exceed or be equal to the median LSAT score of the entering law class immediately preceding their matriculation year at Seattle Law; and
    2. The applicant's UGPA at the time of application must exceed or be equal to the median UGPA of the entering law class immediately preceding their matriculation year at Seattle Law.

Failure to achieve the minimum LSAT score and UGPA requirement does not result in denial of admission but rather disqualifies the applicant for priority consideration for admittance to Seattle Law.

3. Subject to the holistic review process and consideration of the applicant's character and fitness to eventually be licensed to practice law, Seattle Law reserves the right to deny admission to applicants who otherwise meet or exceed the GPA and LSAT medians if, in its sole discretion, the applicant is not otherwise prepared or eligible for admission.
4. Students must have completed 98 credits from PLU at the end of three years (six semesters). Upon completion of 98 credits, the student should have met all undergraduate degree requirements outlined in the Criteria for Application above, except for the final 30 (of 128 total) undergraduate credits typically required by PLU.
5. The final decision of whether a student is admitted into the 3 + 3 Program is within Seattle Law's sole discretion.

Procedures

Upon admission to law school, a student must submit a copy of the letter of acceptance to PLU. When their PLU coursework is successfully completed, they must request written approval from the appropriate PLU officials and submit it to the law school as explained under the Criteria for Admission above.

Conferral of a bachelor's degree requires completion of all PLU graduation requirements as agreed upon by the relevant academic department(s). A student accepted into law school through a 3 + 3 Program must complete all law school requirements to receive the J.D. degree. Upon successful completion of the law school's required first-year credits, students must submit a law school transcript to PLU's Office of the Registrar and apply for graduation at PLU. After graduation, the student is required to submit an official transcript from PLU to the law school stating that a bachelor's degree was conferred.

Students who are not admitted into law school at the conclusion of their third undergraduate year through a 3 + 3 Program must complete additional undergraduate courses to meet the 128 credits required by PLU for their bachelor's degree as well as all major requirements.

Military Science (ROTC)

253.535.8200	www.plu.edu/rotc/	ROTC@plu.edu

The objective of the military science instruction within Army ROTC (Reserve Officer Training Corps) is to prepare academically and physically qualified college women and men for the rigor and challenge of serving as an officer in the United States Army-Active, National Guard, or Reserve. To that end, the program stresses service to country and community through the development and enhancement of leadership competencies which support and build on the concept of service leadership.

The 100- and 200-level Military Science courses are open to all full-time students, and are an excellent source of leadership and ethics training for any career. They do not require a military commitment for non-contracted students. The 300- and 400-level military science courses are only open to Contracted Cadets. ROTC is traditionally a four-year program; however, a sophomore may complete the program in three years, and those with prior service including the National Guard and the United States Army Reserve may be eligible to complete the program in two years. Contracted Cadets are required to attend summer training at Fort Knox, Kentucky. All students and Cadets participating in military science courses are required to attend physical training, labs, and two weekend Leadership Training Exercises each semester. Uniforms are provided to Contracted Cadets. Course material is on Blackboard; there are no textbooks.

Contracted Cadets are commissioned by Congress upon the completion of the program and receiving a university degree. Students and Cadets may compete for an Army ROTC Scholarship. Students interested in military science are strongly encouraged to meet with an ROTC adviser as early as possible to determine prerequisites, scholarship eligibility, and for specific requirements in contracting.

Scholarships cover 100% tuition and fees, plus a book allowance of $1,200 per year and a monthly stipend of $300-$500. Additional information may be obtained by contacting the scholarship and enrollment officer.

Note: A maximum of 20 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:

- HGST 200: Introduction to Holocaust and Genocide Studies
- HIST 329: Europe and the World Wars, 1914-1945
- HIST 349: U.S. Civil War and Reconstruction
- HIST 352: The American Revolution
- IHON 257: The Human Experience (*Topic: The Experience of War)*
- PHIL 224: Military Ethics
- POLS 332: International Conflict Resolution
- other courses approved by the professor of military science

Military Science (MILS) - Undergraduate)

MILS 101 : 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 102 : 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 201 : Fundamentals of 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 202 : Fundamentals of 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 301 : Training Management

The overall objective of this course is to integrate the principles and practices of effective leadership, professional competence, adaptability, teamwork, comprehensive fitness, military operations, and personal development in order to adequately prepare the student to be an officer in the military. (3)

MILS 302 : Applied Leadership

The overall objective of this course is to integrate the principles and practices of effective leadership, professional competence, adaptability, teamwork, comprehensive fitness, military operations, and personal development in order to adequately prepare the student to be an officer in the military. (3)

MILS 401 : 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 402 : 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. This course is not an alternate or substitute for the previous listed required courses. 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

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 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 279: Teaching Physical Activity
  - KINS 280: Fitness and Recreation Programming and Delivery
  - KINS 315: Body Image
  - KINS 320: Nutrition, Health, and Performance
  - KINS 324: Physical Activity and Lifespan
  - KINS 366: Health Psychology
  - KINS 384: Foundations of Health and Fitness Promotion
  - KINS 395: Comprehensive School Health
- Nursing (any NURS courses)
- Additional Courses
  - PSYC 337: Culture and Health
  - 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 367: Conservation Biology and Management
    - BIOL 368: Ecology
    - BIOL 369: Marine Biology
    - CHEM 104: Environmental Chemistry
    - ECON 101: Principles of Microeconomics
    - ECON 313: Environmental Economics
    - ENGL 234: Environmental Literature
    - GEOS 104: Conservation of Natural Resources
    - GEOS 332: Geomorphology
    - HIST 370: Environmental History of the U.S.
    - PHIL 226: Environmental Ethics
    - PHIL 327: Environmental Philosophy
    - POLS 346: Environmental Politics and Policy
    - RELI 239: Environment and Culture
    - RELI 365: Climate Justice
    - RELI 393: Topics in Comparative Religions *(when topic is "Native Traditions in PNW" only)*
- Geosciences
    - GEOS 103: Earthquakes, Volcanoes, and Geologic Hazards
    - GEOS 201: Geologic Principles
- Native American and Indigenous Studies
    - NAIS 244: Environmental Justice and Indigenous People

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 101: Principles of Microeconomics
- 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
- Gender, Sexuality, and Race Studies
    - Any course that counts for the major
- Global Studies
    - Any course in the Development and Social Justice Concentration
- Kinesiology
    - Any course in Health and Fitness Education Concentration
- Additional Courses
    - ENGL 235: Children's Literature
    - ENGL 334: Studies in Literature for Young Readers
    - 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 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
  - GLST 210: Contemporary Global Issues: Migration, Poverty, and Conflict
  - HIST 103: Conflicts and Convergences in the Modern World
  - RELI 230: Religion and Culture
- 8 additional semester hours from any of the following list of courses *(Approved, semester-long study away programs may be substituted for some or all of these hours*):
  - ANTH 102: Introduction to Human Cultural Diversity
  - ANTH 203: Great Discoveries in Archaeology
  - ANTH 335: The Aztecs, Mayans, and their Predecessors
  - ANTH 343: East Asian Cultures
  - ANTH 368: Edible Landscapes: The Foraging Spectrum
  - ANTH 370: The Archaeology of Ancient Empires
  - CHIN 371: Chinse Literature in Translation
  - COMA 304: Intercultural Communication
  - DANC 301: Dance and Culture
  - ECON 333: Economic Development
  - EDUC 385: Comparative Education
  - ENGL 216: Topics in Literature
  - FREN 204: Postcolonial Francophone Fictions and Criticism
  - FREN 211: Francophone Africa in Global Context
  - FREN 305: French/Francophone Film (*when topic is "Francophone African Cinema")*
  - FREN 311: Francophone Africa in Global Context
  - FREN 404: Postcolonial Francophone Fictions and Criticism
  - FREN 405: French/Francophone Film (*when topic is "Francophone African Cinema")*
  - GLST 210: Contemporary Global Issues: Migration, Poverty, and Conflict
  - GLST 357: Global Development
  - HISP 231: Intensive Spanish in Latin America
  - HISP 301: Hispanic Voices for Social Change
  - HISP 322: Latin American Cultural Studies
  - HISP 325: Introduction to Hispanic Literary Studies
  - HISP 331: Intensive Spanish in Latin America
  - HISP 401: Introduction to Hispanic Linguistics
  - HIST 102: The Pre-Modern World: Explorations & Encounters
  - HIST 103: Conflicts and Convergences in the Modern World
  - HIST 109: East Asian Societies
  - HIST 210: Contemporary Global Issues: Migration, Poverty, and Conflict
  - HIST 218: Women and Gender in World History
  - HIST 220: Modern Latin American History
  - HIST 335: Slavery, Pirates, and Dictatorships: The History of the Caribbean
  - HIST 337: The History of Mexico
  - MUSI 105: The Arts of China
  - NAIS 230: Indigenous Creation Narratives of the Americas and their Resonance
  - NAIS 361: Storied Survivance: Seminar on Indigenous Literatures

- PHIL 229: Human Rights
- PSYC 335: Cultural Psychology
- PSYC 337: Culture and Health
- RELI 131: The Religions of South Asia
- RELI 232: The Buddhist Tradition
- RELI 233: The Religions of China
- RELI 235: Islamic Traditions
- RELI 238: The Religions of Korea and Japan
- RELI 245: Global Christian Theologies

Professional Resume

Completion of a professional resume review with the Alumni & Student Connections office, as certified by the program coordinator.

Interview Skills

Completion of a class or workshop on interview skills with the Alumni & Student 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.

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.

Professional Studies, College of

253.535.7150	www.plu.edu/professional-studies/	profstudies@plu.edu
Cameron Bennett, D.M.A., Dean		

The College of Professional Studies is a dynamic community of educators, artists, and practitioners in professional programs reaching across a wide breadth of disciplines. The College fosters an inclusive culture of collaboration, connecting directly with our community and region, as well as with national and international engagements and partnerships.

Descriptions of specific course offerings and degree requirements offered within the College of Professional Studies are listed as follows:

Degrees Offered

Undergraduate

- Business
- Communication, Media, & Design Arts
- Education
- Innovation Studies
- Music, Theatre, & Dance

Graduate

- Doctor of Education (Ed.D.)
- Master of Arts in Education (M.A.E.)
- Master of Education (M.Ed.)
- Master of Business Administration (M.B.A)

Social Work

253.535.7595	www.plu.edu/social-work/	socw@plu.edu
Heidi Brocious, Ph.D., Chair		

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 as well as graduate 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 individual, family, group, community and organizational needs. Students enhance their commitment to informed action to remove inequities based on race, ethnicity, culture, gender, immigration status, social class, sexual orientation, disability and age.

Admission to the Social Work Program

PLU students can declare their major in social work at any point in their academic career. Students can declare their major by meeting with the chair of the undergraduate social work program. Standard with the major of social work, all students complete a year-long practicum placement in a community or campus-based helping entity. In the fall of a student's junior year, they will be required to complete an application to the practicum experience. Details on this application process are provided to all potentially eligible declared majors by the program's field coordinator. Potential social work students should be advised that a criminal background check is required for placement into practicum.

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.

Bachelor of Social Work (B.S.W.) Degree

Major in Social Work
52 semester hours

- SOCW 290, 332, 335, 336, 350, 360, 460, 465, 480, and 481 (40)
- SOCI 101 (4)
- STAT 231, 232, or 242 (4)
- Electives (4)
    - Any course not used above from SOCI or SOCW, or PSYC 310, 315, or 337

Social Work majors are required to have the following prerequisites prior to entry to the program: ANTH 102 and PSYC 101.

Minor

Minor
20 semester hours

- SOCW 101 or 335 (4)
- SOCW electives (12)
    - Choose from either course not used above, or from:
        - SOCW 290, 332, 336, 350, or 360
- Remaining elective (4)
    - Choose from any course not used above, or from:
        - CRIM 102 or 226; SOCI 210, 230, 332, 309, or 393; SOCW 332; or PSYC 310, 315, 337

Requirements for those majoring in both sociology & criminal justice and social work
84 semester hours

- SOCW 290, 335, 336, 350, 360, 460, 465, 480, and 481
- SOCI 101, 210 or 240, 230 or 336 (230 is recommended), 496, 499, a 400-level elective, and 8 elective hours
- SOCI 301 and 302

- STAT 231, 232, or 242
- PSYC 101

Social Work (SOCW) - Undergraduate

SOCW 101 : Introduction to Social Work and Social Welfare - ES

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 - VW, GE

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 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 290 : Anti-Racism, Diversity, & Equity in SW Practice

In this course, human diversity is broadly explored and defined to include race, ethnicity, culture, nationality, religion, sexual orientation, gender identity and expression, and ability. The course content looks critically at privilege and ways in which a society's cultural practices and structure may oppress, marginalize, and alienate some while enhancing power and privilege of others. (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 325 : Social, Educational, and Health Services in Tobago - VW, GE

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 332 : Research Methods

This course will prepare students to demonstrate basic competencies in the knowledge, values, and skills of research methodology to analyze the social world. This includes problem formulation, research designs, measurement, sampling, interviewing, and critical evaluation of research in social work and the social sciences. Required for social work majors. Prerequisite: SOCI 101. (4)

SOCW 335 : Human Behavior in the Social Environment I - ES

Addresses theories and knowledge of human bio-psycho-social development from birth to young adulthood, including theories and knowledge about the range of social systems in which individual live (families, groups, organizations, institutions, and communities). Interactions between and among human biological, social, psychological, and cultural systems as they affect and are affected by human behavior. (4)

SOCW 336 : Human Behavior in the Social Environment II

Addresses theories and knowledge of human bio-psycho-social development from early adolescence through late adulthood, including theories and knowledge about the range of social systems in which individual live (families, groups, organizations, institutions, and communities). Interactions between and among human biological, social, psychological, and cultural systems as they affect and are affected by human behavior. (4)

SOCW 350 : Social Work Policy & History

This course will explore how power, privilege, and oppression emphasize political process and global social change in the development of the American welfare state and the profession of social work. Students reflect critically up on the development of social and political policies historically. Students also 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 policy in income assistance, health/mental health, child welfare, homelessness, and services to seniors. (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. May be dual-listed with SOCW 510. Prerequisite: SOCW 335. (4)

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 395 : Social Work & Health Care

This course is designed to provide students with an overview of social work practice in health care settings. Areas of emphasis will include social work practice in acute inpatient care settings, community health clinics, and agencies. Students will consider the historic context of medical social work, trends in both its development and theoretical orientations, present practice opportunities and characteristics, and ways in which professional practice differs across the health care spectrum. Skills required for effective social work practice in varied health care settings, factors impacting such practice, bioethical issues common to contemporary health care practice, and considerations and guidelines regarding the provision of care to diverse populations will be examined. The course will also address recent and anticipated changes in health care - and the role of the social worker within this dynamic context. (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 335, 360. (4)

SOCW 465 : Social Work Practice III: Macropractice - SR

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. Within this course, students also complete a capstone project in conjunction with their SOCW 481 course taken concurrently. Prerequisites: SOCW 335, 336, 350, 360, and 460. (4)

SOCW 480 : Social Work Practicum 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. In weekly seminar, students integrate the theories and skills from their coursework with experiences in their field settings, applying theories of human behavior and the social environment. May be dual-listed with SOCW 576. Prerequisites: SOCW 350 and 360; to be taken concurrently with SOCW 460. Requires consent of instructor. (4)

SOCW 481 : Social Work Practicum II

Continuation of SOCW 480. Practicum in social work consists of 460 hours of progressive growth in a professional setting and this course is the culmination of this effort. 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 respond to changing contexts and reflect on ways to engage in policy and advocacy practice. Weekly seminar supports student growth in their professional identification and behavior. Must be taken concurrently with SOCW 465. (4)

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. May be dual-listed with SOCW 587. (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)

Psychology

253.535.7394	www.plu.edu/psychology/	psyc@plu.edu
Tiffany Artime, Ph.D., Chair		

Bachelor of Arts Degree

Major in Psychology

42 semester hours, including:

- PSYC 101, 242, 499
- One of PSYC 310, 315, 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, 315, 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 from other departments in the College of Natural Sciences are required. The 20 hours include:
    - Computational Requirement (4 credit hours) – at least 4 hours must be in Mathematics (140-499), Computer Science, or Data Science
    - Biology Requirement (8 credit hours) – 8 semester hours in Biology
    - Additional Electives in the Natural Sciences (8 credit hours) – remaining courses may come from any department in the College of Natural Sciences (if Math, then 140 or higher)

Note: Those students who, after graduating from PLU, plan to enter schools of dentistry, medicine, physical and/or occupational therapy, public health, or veterinary medicine should note the specific pre-professional natural sciences requirements in the appropriate sections of this catalog.

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.

Department Policies

- **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.

Psychology (PSYC) - Undergraduate Courses

PSYC 101 : Introduction to Psychology - ES

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 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 315 : Clinical Psychology 1: Mental Health and Psychological Disorders

This course provides an overview of systems of classifying and diagnosing psychological symptoms and biopsychosocial/developmental models for understanding and treating mental disorders (previously termed Abnormal Psychology). Prerequisites: PSYC101. (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 - GE

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 337 : Culture and Health

This course explores the role of culture on health issues around the world from a psychological perspective. Theories from health psychology, and secondarily from medical anthropology and medical sociology, are used to consider how culture impacts health behaviors and how behaviors and services might be improved. Major topics include mental and physical health, treatment, health services, and health promotion. Prerequisite: PSYC 101, SOCI 101, or ANTH 102. (4)

PSYC 339 : Race, Anti-Racism, and Child Development

This course explores issues of race and racism as they relate to development in infancy, childhood, and adolescence. Topics include: the development of racial and ethnic identity, the development of racial biases, the effects of racial discrimination on development, and antiracist parenting and policy practices. Prerequisites: PSYC 101. (4)

PSYC 351 : Minds, Brains, and Computers: Introduction to Cognitive Science

An introduction to the interdisciplinary study of the mind. Students will explore how the mind works through the lenses of philosophy, psychology, linguistics, neuroscience, and computer science. This course is the equivalent of PSYC 148. Students may not take both PSYC 148 and PSYC 351 for credit. 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 375 : Psychology of Women

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 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 435 : Clinical Psychology 2: Psychotherapy

Introduction to basic methods of counseling and psychotherapy, and examination of the theories from which these methods derive. Prerequisites: PSYC 315 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 and Memory

A critical overview of the science of learning and memory. 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. May be repeated for up to eight semester hours. Prerequisite: sophomore standing plus one course in psychology and consent of the department. (1 to 8)

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 eight semester hours. 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 may serve as a teaching assistant for the same psychology course no more than twice. May be repeated for up to four semester hours. Prerequisite: Grade of B or better in class for which a TA , a minimum 3.0 overall G.P.A., junior standing at time the course is offered, consent of instructor. (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)

Statistics

253.535.7699 (Economics and Sociology & Criminal Justice)	253.535.7400 (Mathematics and Psychology)

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 minor is administered by the Department of Mathematics with course offerings from multiple disciplines. Students interested in a statistics minor are encouraged to declare the minor with a mathematics faculty member and discuss course selection with a faculty member from disciplines offering statistics courses.

Minor

16 semester hours, including:

- CSCI 144 or DATA 133
- STAT 231 or 232; SOCI 301; 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.)

A maximum of 8 credit hours can simultaneously count towards both a statistics minor and a mathematics major. Courses taken for the statistics minor cannot be simultaneously used to satisfy a mathematics or actuarial science minor.

Statistics (STAT) - Undergraduate Courses

STAT 145 : Statistics for Biologists - QR

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 - QR

Broad introduction to statistics with an emphasis on statistical literacy, statistical thinking, and computing with R statistical software. Basic sampling methods, experimental design and exploratory data analysis; including, descriptive statistics and data visualization. Parametric and nonparametric methods for inference. Simple linear regression and correlation. May not be taken for credit after MATH/STAT 242 has been taken. (4)

STAT 232 : Introductory Statistics for Psychology Majors - QR

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 242 : Introduction to Mathematical Statistics - QR

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 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)

STAT 342 : Probability and Statistical Theory

Introduction to mathematical probability and its applications. Topics may include: foundations of probability; conditional probability; independence; Bayes' Theorem; discrete, continuous, and multivariate probability distributions; correlation, functions of random variables, moment generating functions, Bayesian and non-parametric inference, convergence of distributions. Cross-listed with MATH 342. Prerequisite: MATH 152 and four hours from STAT 231, 232, SOCI 301, or MATH/STAT 242. MATH 253 (or concurrent enrollment) is strongly recommended. (4)

STAT 348 : Statistical Computing and Consulting

Topics include qualitative data analysis, as well as the use of R statistical software to create data visualizations and to conduct, present, and interpret statistical analyses such as multiple regression and nonlinear (e.g. logistic) regression. Students will learn about issues that arise when working with real data such as data cleaning, data preparation, ethical guidelines for statistical practice, and the logical connections between study design and the appropriate inferences that can be made. Statistical consulting strategies and communication of statistical ideas to nonstatistical clients will guide the course topics as students perform consulting services for peers, faculty, and/or the surrounding community. Cross-listed with MATH 348. Prerequisite: DATA 133, CSCI 144, or MATH 151, and one of MATH/STAT 145, 242, STAT 231, 232, or SOCI 301. Strongly recommended: Prior experience with the programming languages R or Python. (4)

STAT 442 : Statistical Modeling

Continuation of MATH/STAT 242. Introduction to multiple linear regression models, indicator variables, interactions. Uses R statistical software to explore applications of course topics. Topics may also include extensions to generalized linear models, multilevel models, Bayesian inference, or other statistical modeling techniques. Cross-listed with MATH 442. Prerequisites: MATH 331 and any of MATH/STAT 145, STAT 231, 232, SOCI 301, or MATH/STAT 242. (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)

Publishing & Printing Arts

253.535.7241	www.plu.edu/ppa/	solveig.robinson@plu.edu
Solveig Robinson, Ph.D., Director		

Pacific Lutheran University offers students a way to translate their 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 five-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, history, 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. PPA helps students connect publishing career opportunities in their fields and highlights the continuing importance of written communications in our modern world.

Publishing and Printing Arts Minor

20 semester hours including:

- Three core courses are required
  12 semester hours
  - PPAP 301/ENGL 311/COMA 321: The Book in Society (4)
  - PPAP 302/ENGL 312/COMA 322: Publishing Procedures (4)
  - PPAP 321/ENGL 313/ARTD 315: The Art of the Book I (4)

In addition to the above 12 semester hour core, students take two elective courses (8 semester hours) selected from two of the following categories:

- **Writing/Editing**
  Approved courses in English, History, or Publishing & Printing Arts:
  - ENGL 221: Research & Writing (4)
  - ENGL 225: Autobiographical Writing (4)
  - ENGL 227: Introduction to Creative Writing (4)
  - ENGL 236: Introduction to Screenwriting (4)
  - ENGL 320: Intermediate Creative Nonfiction (4)
  - ENGL 323: Writing in Professional & Public Settings (4)
  - ENGL 327: Intermediate Poetry Writing (4)
  - ENGL 329: Intermediate Fiction Writing (4)
  - ENGL 336: Digital Writing & Storytelling (4)
  - ENGL 339: Special Topics in Creative Writing (4)
  - ENGL 393: The English Language (4)
  - ENGL 424: Seminar: Writing (4)
  - ENGL 434: Seminar: Writing, Literature, & Public Engagement (4)
  - COMA 215: Writing in Communication Careers (4)
  - COMA 342: Communication Inquiry (4)
  - COMA 343: Media Writing (4)
  - PPAP 491: Independent Study (1-4)
  - PPAP 495: Internship (1-4)

- **Marketing/Management**
  Approved courses in Business, Communication, or Publishing and Printing Arts:
  - COMA 361: Strategic Communication (4)
  - COMA 421: Media, Ethics, and the Law (4)
  - COMA 461: Advertising, PR, and Campaigns (4)
  - BUSA 203: Managerial Accounting (4)
  - BUSA 305: Behavior in Organizations (4)
  - BUSA 308: Principles in Marketing (4)
  - BUSA 340: Nonprofit Management (4)
  - BUSA 358: Entrepreneurship (4)
  - BUSA 361: e-Marketing (4)
  - BUSA 363: Consumer Behavior (4)
  - BUSA 366: Multicultural Marketing (4)

- PPAP 491: Independent Study (1-4)
- PPAP 495: Internship (1-4)

- **Design/Production**
  Approved courses in Art, English, Communication, or Publishing & Printing Arts:
  - COMA 226: MediaLab (1-2)
  - COMA 229: Student Media (1-2)
  - COMA 401: Contemporary Issues in Media and Visual Culture (4)
  - COMA 426: Advanced MediaLab (1-2)
  - COMA 429: Advanced Student Media (1-2)
  - ARTD 110: Graphic Design 1 (4)
  - ARTD 210: Graphic Design 2 (4)
  - ARTD 220: Photography 1: B&W (4)
  - ARTD 310: Graphic Design 3 (4)
  - ARTD 320: Photography 2: Digital (4)
  - ARTD 370: Printmaking 1 (4)
  - ARTD 410: Graphic Design 4 (4)
  - ARTD 420: Photography 3: Color (4)
  - ARTD 470: Printmaking 2 (4)
  - PPAP 322: Art of the Book II (4)
  - PPAP 491: Independent Study (1-4)
  - PPAP 495: Internship (1-4)

- **History**
  Approved courses in English, History, or Publishing & Printing Arts:
  - ENGL 235: Children's Literature (4)
  - ENGL 334: Studies in Literature for Young Readers (4)
  - HIST 248: Innovation, Ethics, Society (4)
  - HIST 346: History of Innovation and Technology (4)
  - PPAP 491: Independent Study (1-4)
  - PPAP 495: Internship (1-4)

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. Cross-listed with COMA 321, ENGL 311. (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. Cross-listed with COMA 322, ENGL 312. (4)

PPAP 321 : The Art of the Book I - CX

This studio course explores the history, aesthetics, and creative dimensions of book design, typography, and printing as it relates to artist books. Students will learn the basics of letterpress printing and bookbinding. Prerequisite: Declared PPA minor or permission of instructor. Cross-listed with ARTD 315, ENGL 313. (4)

PPAP 322 : The Art of the Book II - CX

This course allows students to further explore book design, typography, and printing as it relates to book arts through independent projects and demonstrations. Prerequisite: PPAP 321 / ARTD 315 / ENGL 313 with a B grade or better or permission of instructor. Cross-listed with ENGL 314. (4)

PPAP 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)

PPAP 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)

Sociology, Criminal Justice, & Anthropology

253.535.8305	www.plu.edu/sociology-criminal-justice/ www.plu.edu/anthropology	soci@plu.edu anthro@plu.edu
Kate Luther, Ph.D., Chair	Bradford Andrews, Ph.D., Anthropology Director	

Bachelor of Arts Degree

Sociology and Criminal Justice majors are required to attain a minimum grade of C- in sociology and criminal justice classes.

Major in Sociology
40 semester hours, including:

- SOCI 101, 301, 302, 496, 499
- 4 semester hours of SOCI Inequalities elective coursework
    - Choose from 210, 309, or 332
- 16 semester hours of Sociology elective coursework not already selected above
    - Choose from 210, 230, 240, 287, 309, 332, 336, 387, 391, 393, 495, or CRIM 226

Major in Criminal Justice
40 semester hours, including:

- SOCI 101, 301, 302, 499
- CRIM 102, 413
- 4 semester hours of SOCI Inequalities elective coursework
    - Choose from SOCI 210, 309, or 332
- 12 semester hours of Criminal Justice elective coursework
    - Choose from CRIM 226, 287, 387, 495; SOCI 336, 393, 495; PHIL 125, 128, 227, or 229
        - Students may only take 4 semester hours of PHIL courses for the Criminal Justice major

Requirements for students co-pursuing majors and minors in Sociology and Criminal Justice

- A maximum of 8 credits may be double-counted for a Sociology major and Criminal Justice minor, Criminal Justice major and Sociology minor, or a Sociology and Criminal Justice double minor.
- Due to the shared core curriculum, students may not double major in sociology and criminal justice.

Minors

Minors are required to attain a minimum grade of C- in anthropology, sociology, and criminal justice classes.

Minor in Anthropology

16 semester hours

- Required: ANTH 102.
- Choose: ANTH 101, 103, or 203; 4 semester hours from ANTH 330–345; 4 semester hours from ANTH 350–499
- At least 8 semester hours of ANTH courses must be taken at PLU and at least 4 semester hours of the 8 semester hours must be earned from 300-level courses.

Minor in Sociology
20 semester hours, including:

- SOCI 101
- 16 semester hours of Sociology coursework
    - Choose from SOCI 210, 230, 240, 287, 301, 302, 309, 332, 336, 387, 391, 393, 495, 496, or CRIM 226

Minor in Criminal Justice
20 semester hours, including:

- SOCI 101
- CRIM 102

- 4 semester hours of SOCI Inequalities elective coursework
    - Choose from SOCI 210, 309, or 332
- 8 semester hours of Criminal Justice elective coursework
    - Choose from CRIM 226, 287, 387, 495; SOCI 336, 393, 495; PHIL 125, 128, 227, or 229
        - Students may only take 4 semester hours of PHIL courses for the Criminal Justice minor

Sociology and Criminal Justice Transfer Student Policy

Students may transfer up to 16 semester hours towards the Sociology or Criminal Justice major and 8 semester hours towards the Sociology or Criminal Justice minor, unless they have permission from the chair of the Department of Sociology and Criminal Justice.

Anthropology Honors

In recognition of outstanding work, the designation with anthropology honors may be granted by vote 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 anthropology 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 honors designation will appear on the transcript of a student graduating with an anthropology minor.

Anthropology (ANTH) - Undergraduate

ANTH 101 : Introduction to Human Biological Diversity - NW

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 - ES, GE

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 - ES, GE

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 203 : Great Discoveries in Archaeology - ES, GE

This course will teach you the basics of archaeology and about a few of the more exciting archaeological discoveries worldwide (Kennewick Man, King Tut, Machu Picchu, etc.). This will include seeing the instructor make flaked stone tools out of obsidian and discuss how such knowledge helps to inform us about the past. The course will also explore what has influenced the nature of "knowledge" about archaeological discoveries by looking at how they have been interpreted and understood in the sociopolitical contexts of the modern countries where they are located. Science makes lofty claims that it is an objective mode of inquiry. In other words, science claims that the analysis and interpretation of data (in this case, bones, stones, and pottery, etc.) is carried out free of bias. This course will take care to evaluate this proposition. This course may substitute for ANTH 103 under special circumstances with consent of department chair. (4)

ANTH 287 : Special Topics in Anthropology

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

ANTH 288 : Special Topics in Anthropology

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

ANTH 289 : Special Topics in Anthropology

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

ANTH 291 : Directed Study

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

ANTH 335 : The Aztecs, Mayans, and Their Predecessors - ES, GE

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 343 : East Asian Cultures - ES, GE

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 368 : Edible Landscapes: The Foraging Spectrum - ES, GE

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 - ES, GE

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 387 : Special Topics in Anthropology

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

ANTH 388 : Special Topics in Anthropology

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

ANTH 389 : Special Topics in Anthropology

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

ANTH 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 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)

Criminal Justice (CRIM) - Undergraduate

CRIM 102 : Introduction to 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. (4)

CRIM 226 : Delinquency & 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)

CRIM 287 : Special Topics in Criminal Justice

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

CRIM 288 : Special Topics in Criminal Justice

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

CRIM 289 : Special Topics in Criminal Justice

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

CRIM 387 : Special Topics in Criminal Justice

Selected topics as announced by the department. Prerequisite: SOCI 101, CRIM 102, or consent of instructor. (1 to 4)

CRIM 388 : Special Topics in Criminal Justice

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

CRIM 389 : Special Topics in Criminal Justice

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

CRIM 413 : Criminological Theories

An analysis of influential criminological theories of the 19th and 20th centuries, to the recent contemporary schools, and to the underlying patterns of thought which both unite and divide the criminological tradition. Required for senior criminal justice majors. Prerequisites: SOCI 101, CRIM 102, and declared major or minor in criminal justice. (4)

CRIM 487 : Special Topics in Criminal Justice

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

CRIM 488 : Special Topics in Criminal Justice

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

CRIM 489 : Special Topics in Criminal Justice

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

CRIM 491 : Independent Study

Readings or fieldwork in specific areas or issues of sociology or criminal justice under supervision of a faculty member. Prerequisite: departmental consent. (1 to 4)

CRIM 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: SOCI 101, CRIM 102, declared major or minor in criminal justice. (1 to 4)

Sociology (SOCI) - Undergraduate

SOCI 101 : Introduction to Sociology - ES

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 210 : Gender and Society - ES

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. (4)

SOCI 230 : The Family

An examination of the institution of the family in the United States, with emphasis on how families are affected by social forces such as the economy, race and ethnicity, gender, and social politics. (4)

SOCI 240 : Social Problems - ES

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 301 : Quantitative Research Methods - QR

An overview of the quantitative research methods social scientists use 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 constructing and administering surveys, analyzing existing data, and planning program evaluations. Required for criminal justice, sociology, and social work majors. Prerequisite: SOCI 101, CRIM 102, or consent of instructor. (4)

SOCI 302 : Qualitative Research Methods

An overview of qualitative research methods in sociology, criminal justice, and social work. Students will learn how to design qualitative research projects, collect qualitative data, and manage and analyze qualitative data. Students will also learn how to manage, analyze, and report findings from the data they collect. Required for criminal justice, sociology, and social work majors. Prerequisite: SOCI 101, CRIM 102, or consent of instructor.

SOCI 309 : Social Stratification

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, CRIM 102, or consent of instructor. (4)

SOCI 332 : Race and Racism - ES

A critical examination of race and racism in the United States. The course will explore the social construction of race and how racism shapes social institutions, such as the economy, education, and criminal justice. Prerequisite: SOCI 101, CRIM 102, or consent of instructor. (4)

SOCI 336 : Deviance

An examination of social norms and the deviation of social norms. We explore power structures that determine what behavior is normative and deviant, the implications for individuals who deviate from norms, and social control structure in place to reinforce conformity. Prerequisite: SOCI 101, CRIM 102, or consent of instructor. (4)

SOCI 387 : Special Topics in Sociology

Selected topics as announced by the department. Prerequisite: SOCI 101 or consent of instructor. (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

An investigation of the American religious scene with particular emphasis on religious group dynamics and processes, how people become religious, and measuring religiosity. This course will examine the interplay between religion and society and focus on how sociologists study religion. Prerequisite: SOCI 101 or consent of instructor. (4)

SOCI 393 : Gender & 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, CRIM 102, GSRS 201, 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 or criminal justice under supervision of a faculty member. Prerequisite: departmental consent. (1 to 4)

SOCI 495 : Internship

Students receive course credit for working in community organizations and integrating their experiences into an academic project. Placements are usually arranged by the student and may include the public school system, private and public social service organizations, criminal justice system agencies, local and state governmental agencies, and businesses. Prerequisite: SOCI 101 and declared major or minor in sociology or criminal justice. (1 to 4)

SOCI 496 : Sociological Theories

An analysis of influential sociological theories of the 19th and 20th centuries with attention to the classic theories of Marx, Durkheim, Weber, DuBois, and Gilman to the recent contemporary schools, and to the underlying patterns of thought which both unite and divide the sociological tradition. Required for senior sociology majors. Prerequisites: SOCI 101 and declared major or minor in sociology. (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 301, 302, and declared major in sociology or criminal justice. (4)

STEM Education

253.535.7069	www.plu.edu/stem-education	munroam@plu.edu
Andrea Munro, Ph.D., Director		

There is a need for excellent teachers with strong content knowledge in Science, Technology, Engineering, and Mathematics (STEM) who are able to teach using culturally sustaining pedagogy. The STEM Education minor is supportive of, and connects to PLU's focus on diversity, justice, and sustainability and provides a program for students to explore teaching as a vocation. This interdisciplinary program is designed to guide students through courses in Education and Natural Sciences and includes service learning.

The STEM Education Minor, is well suited for any student interested in exploring the vocation of teaching or who enjoys science outreach and science communication. The coursework emphasizes content knowledge, culturally sustaining and relevant pedagogies, and effective communication. The STEM Education Minor will appeal to students majoring in the Natural Sciences who are interested in teaching. Students interested in pursuing a Master of Arts in Education will find the STEM Education Minor coursework aligns with the requirements for a middle level science endorsement, but that additional coursework will be needed. Students planning to pursue a Master of Arts in Education with a middle level science endorsement are encouraged to meet with an advisor in the School of Education.

Minor

20 semester hours, including:

- EDUC 205: Multicultural Perspectives in the Classroom (4)
- NSCI 350: STEM Education Partnership (4)

In addition, STEM Education minors must complete a minimum of 12 semester hours in the following areas:

Biology & Chemistry (4)
4 semester hours

Choose from the following courses:

- BIOL 225: Molecules, Cells, and Organisms
- BIOL 226: Genes, Evolution, Diversity, and Ecology
- CHEM 104: Environmental Chemistry
- CHEM 115: General Chemistry I
- CHEM 116: General Chemistry II

Earth Science & Physics (4)
4 semester hours

Choose from the following courses:

- ESCI 102: General Oceanography
- ESCI 103: Earthquakes, Volcanoes, and Geologic Hazards
- ESCI 104: Conservation of Natural Resources
- ESCI 106: Geology of National Parks
- ESCI 107: Global Climate Changes
- PHYS 110: Astronomy
- PHYS 125: College Physics I
- PHYS 126: College Physics II
- PHYS 153: General Physics I
- PHYS 154: General Physics II

Computer Science & Mathematics (4)
4 semester hours

Choose from the following courses:

- DATA 133: Introduction to Data Science I
- CSCI 144: Introduction to Computer Science
- MATH 123: Modern Elementary Mathematics I
- MATH/STAT 145: Statistics for Biologists

- MATH 151: Calculus I
- MATH 152: Calculus II
- MATH/STAT 242: Introduction to Mathematical Statistics
- MATH 319: Introduction to Proofs: Geometry
- MATH/EDUC 446: Mathematics in the Secondary School

Students are expected to work closely with STEM Education faculty advisors to ensure their program of study meets the requirements. Students may substitute a 4-credit NSCI 495 Internship for NSCI 350 at the discretion of the program director. The program director is the instructor for NSCI 495.

Up to eight (8) approved semester hours from supporting majors and minors can be applied to the STEM Education minor. At least 12 semester hours must be earned in residence at PLU.

NSCI 287 : Special Topics in NSCI

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

NSCI 350 : STEM Education Partnership Program

This course introduces students to STEM teaching and provides opportunities for gaining teaching experience in a K-8 classroom. Teams of students will partner with K-8 teachers to co-develop and co-teach classroom lessons. Topics include Next Generation Science Standards and Common Core Standards in Mathematics, STEM-specific teaching strategies, issues of classroom equity and access, and designing assessments of STEM learning. Prerequisites: Consent of instructor and completion of one of the following with a grade of C- or above: BIOL 226 or CHEM 116 or CSCI 270 or GEOS 201 or MATH 152 or PHYS 154/164. (4)

NSCI 387 : Special Topics in NSCI

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

NSCI 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)

Religion

253.535.7314	www.plu.edu/religion/	choiaa@plu.edu
Agnes Choi, Ph.D., Chair		

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 499: Capstone Research Seminar (offered only in Spring semester)
- 8 semester hours RELI coursework from Line One: Christian Traditions (RC): RELI 212, 220-229, 245-257, 331, and 361-368.
- 8 semester hours RELI coursework from Line Two: Global Religious Traditions (RG): RELI 131, 211, 215, 230-241, 330, 342, and 390-397.
- **In addition:**
  - 12 semester hours RELI coursework from either Line RC or RG
  - At least 16 semester hours must be upper-division, not including RELI 499

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.

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): RELI 212, 220-229, 245-257, 331, and 361-368.
- 8 semester hours RELI coursework from Line Two: Global Religious Traditions (RG): RELI 131, 211, 215, 230-241, 330, 342, and 390-397.
- 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 131 : The Religions of South Asia - RL, VW, GE

Hinduism, Buddhism, Jainism, and Sikhism - their origins and development, expansion, and contemporary issues. (4)

RELI 211 : Religion and Literature of the Hebrew Bible - RL, IT

This course introduces students to the critical study of the books in the Hebrew Bible Canon. Students will become familiar with the socio-historical context of these biblical books and their major theological themes; explore in depth a representative selection of Hebrew Bible texts; learn about a variety of historical, theological, and interpretive approaches by means of which to understand the historical context, literary artistry, and rhetorical power of scriptural texts; and explore the significance of these writings for the urgent challenges of today. (4)

RELI 212 : Religion and Literature of the New Testament - RL, IT

This course will introduce students to the scholarly study of the New Testament, as well as the Greco-Roman and Jewish contexts from which they emerged; students will also be introduced to the basic methods and issues in New Testament interpretation. Much of the course will focus on understanding these ancient texts in their historical contexts and what they reveal about the people who produced them, though there will be some consideration of their influence on some contemporary issues. No previous familiarity with the New Testament or its interpretation is expected. (4)

RELI 215 : Religions of the Ancient Mediterranean - RL, VW, GE

This course introduces the religiously, culturally, and socially diverse world of the Late Bronze Age. During this time, ancient Egypt, Anatolia, Mesopotamia, Syria-Palestine, and Greece created the world's first recorded unified economy. In 1300 BCE, humans believed that all duties were duties to the gods and all events had deity as their cause. Our research shows that three thousand years ago, humans were living productively in a religiously pluralistic society. The ancient Mediterranean cultures participated in and enjoyed the advantages of a religiously diverse community. This course examines the ways in which religion shaped the cultures of the ancient Mediterranean world. (4)

RELI 216 : Jesus and the Movies - RL, IT

This course introduces students to the academic study of the canonical Gospels, with a focus on comparing the Gospels, including how they present Jesus in different ways. Students will then consider how several movies about Jesus handle these different presentations. No previous familiarity with the Gospels or its interpretation is expected. (4)

RELI 220 : Early Christian History - RL, IT

This course explores the social, cultural, and theological diversity and forms of self-definition of early Christian history across territories in which it emerged, including Western Asia, North and East Africa, and Western Europe. In this course, emphasis will be placed on the ways in which Christian groups established core elements flowering from the life of Jesus of Nazareth, affirmed or undermined social norms, and how those social norms impacted conceptions of gender, health, poverty, authority, and the sacred. (4)

RELI 221 : Medieval Christian History - RL, IT

This course introduces students to the history of Christianity in centuries identified as "medieval", 500-1500. Through original sources and contemporary studies, students will explore the interplay between Christian values and practices and diverse cultures in eastern and western Europe; the charisma of various types of sanctity (holy persons, sites, and relics); the development of ascetic behavior for monastics and laity; the relationship between Christians and diverse political systems; and the role of Christianity in the development of western culture. (4)

RELI 223 : American Christianity - RL, VW

History of Christianity in North America, with a particular focus on the United States. Course covers the interaction of Christianity with social and political issues; including, immigration, slavery, the civil rights movement, and feminism. (4)

RELI 224 : Always Reforming: The Lutheran Heritage - RL, VW

This course is an introduction to the central insights, historical development, and formative practices of Lutheran Christianity. Through engaging texts from the sixteenth century to today, we will explore how this living tradition understands the meaning of human life. Lutheranism is a movement within the Christian tradition and the course examines it within the context of our diverse, pluralistic, and secular world. The course includes topics such as: the history of this tradition and its impact, grace and freedom, church and secular authority, and social advocacy in politics, race, and gender. (4)

RELI 226 : Christian Ethics - RL, VW

This course introduces and explores moral arguments in conversation with Christian traditions. We learn from the discipline of ethics to understand and think critically about arguments in historical, social, and experiential contexts and

we engage in dialogue with sources from sacred Christian texts, from Christian social movement in the U.S., and from contemporary thinkers across the world. The primary goal of the course is to equip students with tools to think more deeply and more critically about moral issues in personal life, in community, and in politics. (4)

RELI 227 : Introduction to Christian Theologies - RL, VW

This course introduces contemporary theology and theological method while engaging topics such as the relation of faith and reason and the meaning of human suffering. This course focuses on a wide variety of theologies developed in the past 125 years from Europe, South and North America: Protestant, Catholic, feminist/womanist, Latin American liberation, and Black theologies. Students engage their own deepest convictions and beliefs and encounter tools to examine their ideas more clearly. RELI 247 for cross-cultural GenEd and RELI 257 for alternative perspective GenEd. (4)

RELI 229 : Health and Healing in Christian History - RL, IT

This course addresses the intersection of religion and medicine in Christian history. Students focus on approaches to health, healing, death and dying rooted in specific expressions of the Christian religion, universal and particular. Through analysis of primary and secondary source materials, students identify distinct Christian responses to physical, mental, and spiritual anguish as well as idiosyncrasies unique to social groups that identify as Christian. Students identify how historical context shapes Christian interpretations of health and well-being. (4)

RELI 230 : Religion and Culture - RL, VW, GE

Special topics course. Explores the interrelation and interaction of religion and culture in a variety of world religious traditions. Incorporates recognized methodologies in academic religious studies. May be repeated for credit with different topic (up to 12 credit hours). (4)

RELI 232 : The Buddhist Tradition - RL, VW, GE

Introduction to the history, teachings, and practice of Buddhist tradition in its South Asian, East Asian, and Western cultural contexts. (4)

RELI 233 : The Religions of China - RL, IT, GE

This course introduces students to the major traditions that have shaped Chinese culture, asking if we can understand them using the Western category of "religion". The course covers Daoism, Confucianism, Buddhism, Chinese folk practices, and Christianity. It closes with a study of the interplay of government policy and religious reality in China today. (4)

RELI 235 : Islamic Traditions - RL, VW, GE

An introduction to the history, teachings, and practices of Islam. (4)

RELI 236 : Native American Religious Traditions - RL, VW, GE

Introduction to a variety of Native American religious traditions, emphasizing the ways sacred traditions construct identity, promote individual and collective well-being, and respond to colonialism. Emphasis is also placed on notions of Indigenous religious traditions as expressions of a people's relationship with place, traditional ecological knowledge, and Indigenous ecological ethics. (4)

RELI 237 : Judaism - RL, IT, GE

Introduction to the history of the Jewish people and the religious tradition of Judaism. Emphasis is placed on the historical development of Judaism; the practice of Judaism and observation of Jewish law; impacts of and responses to anti-Semitism and the Holocaust. (4)

RELI 239 : Environment and Culture - RL, VW

This course focuses on ways environments and environmental issues are shaped by human culture, with particular attention to ways that religious traditions are responding to environmental degradation and environmental injustices. An introduction to humanistic study of the environment and the intercultural study of religion, the course equips students to more thoughtfully and critically analyze ideas and traditions in religious and indigenous communities and in the environmental movement. Centering democratic education, the class asks students to research, reflect, and practice communicating on current environmental concerns. (4)

RELI 240 : African American Religious Traditions - RL, VW, GE

Introduction to the history and diversity of African American and/or Afro-Caribbean religious traditions. Topics under consideration may include religion as a means for addressing social injustice, diasporic identities, healing from trauma, or

its expression within the arts, political activism, and theology. (4)

RELI 241 : Islam in the United States - RL, VW, GE

An introduction to the history and practices of Islam in the United States. Special attention paid to the intersection of race and gender in Muslim-American communities, the role of immigration in Muslim growth, and contemporary political issues involving Muslims and Islamophobia. (4)

RELI 245 : Global Christian Theologies - RL, VW, GE

Over the last 100 years, Christianity has been shrinking in its European (and Amer-European) historic strongholds and has been growing in Asia, Latin American, and Africa. This course examines writings by various writers who combine a Christian identity with their own cultural context and construct the theologies of the Christian future in Africa, Asia, and Latin America. (4)

RELI 257 : Christian Theology - RL, VW, GE

Survey of selected topics or movements in Christian theology designed to introduce the themes and methodologies of the discipline. RELI 247 for cross-cultural GenEd and RELI 257 for alternative perspective GenEd. (4)

RELI 287 : Special Topics in Religion

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

RELI 299 : Religious Literacy and Healthcare - RL, VW

Students will be introduced to general history, concepts, and themes of study relative to health and the body, within the broad field of Religion. This course will explore how four major religious traditions employ religious language and ideas to assist in their unique understanding of the body, human health, and illness. Students will build practical vocabularies and transferable analytical skills, and reflect critically upon the role of religion in health-related topics including, but not limited to: narratives of disease and illness, personhood and embodiment, patient/professional relationships, and death and dying. Key subtopics may include gender, sexuality, abortion, suicide and physician-assisted suicide, organ donation, and aging. (4)

RELI 299A : Religious Literacy and Healthcare I - RL, VW

Students will be introduced to general history, concepts, and themes of study relative to health and the body, within the broad field of Religion. This course will explore how two major religious traditions (Native American religions and Buddhism) employ religious language and ideas to assist in their unique understanding of the body, human health, and illness. Students will build practical vocabularies and transferable analytical skills, and reflect critically upon the role of religion in health-related topics including, but not limited to: narratives of disease and illness, personhood and embodiment, patient/professional relationships, and death and dying. Key subtopics may include gender, sexuality, abortion, suicide and physician-assisted suicide, organ donation, and aging. (2)

RELI 299B : Religious Literacy and Healthcare II - RL, VW

Students will be introduced to general history, concepts, and themes of study relative to health and the body, within the broad field of Religion. This course will explore how two major religious traditions (Islam and Christianity) employ religious language and ideas to assist in their unique understanding of the body, human health, and illness. Students will build practical vocabularies and transferable analytical skills, and reflect critically upon the role of religion in health-related topics including, but not limited to: narratives of disease and illness, personhood and embodiment, patient/professional relationships, and death and dying. Key subtopics may include gender, sexuality, abortion, suicide and physician-assisted suicide, organ donation, and aging. Prerequisite: RELI 299A. (2)

RELI 330 : Hebrew Bible Studies - RL, IT

The Hebrew Bible has been very influential for the development of three major monotheistic religions and has authoritative status for Judaism and Christianity. It has also left an indelible impact on secular culture. Courses under this designation may have a thematic focus, i.e. the prophets, psalms, wisdom literature, etc., and/or a topical focus, i.e. gender, sexuality, storytelling, mythology, etc. All courses read the text carefully, examine archaeological evidence, consider historical and cultural context, and analyze the formation of religious concepts before making responsible interpretive choices for both secular culture and living religious traditions. May be repeated for credit with different topic (up to 8 credit hours). (4)

RELI 331 : New Testament Studies - RL, IT

Major areas of inquiry: intertestamental, synoptic, Johannine, or Pauline literature, or New Testament theology. May be repeated for credit with different topic (up to 8 credit hours). (4)

RELI 342 : City of Gods: Ordinary Life and Religion in Late Antiquity - RL, VW

This course investigates the nature of religion in the late Roman Empire in regional, indigenous, mono-, di-, and poly-theistic systems, focusing on layers of life infused with distinctly religious significance: (1) family, (2) city, and (3) empire. Course content includes origin stories; operations of nature; locale and legitimacy of authority; ritual; forms and places of worship; definition and basis of moral behavior; public order; the body and sexuality; the nature of divinity; health; fertility; and death and the afterlife within the historical framework of Late Antiquity, broadly dated from the 4th century CE through the 7th century CE. (4)

RELI 361 : Church History Studies - RL, IT

Special topics course. 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. May be repeated for credit with different topic (up to 8 credit hours). (4)

RELI 364 : Theological Studies - RL, VW

Special topics course. Selected topic or movement within Christian theology. RELI 344 for cross cultural GenEd and RELI 354 for alternative perspective GenEd. May be repeated for credit with different topic (up to 8 credit hours). (4)

RELI 365 : Climate Justice - RL, VW

This course offers in-depth exploration of how religious communities and religious leaders are responding to anthropogenic climate change and how the study of religion and theology shed light on political and moral debates on the issue. Special attention is paid to Christian perspectives, but texts are included from other religious traditions and from multiple global, racial, and socio-economic contexts. Students will create a research-based final project developing and defending a response to climatic change and global injustices. (4)

RELI 366 : Race, Gender, and Christianity - RL, VW, GE

This course examines the intersection of race, gender, and Christianity. We will study a variety of movements and religious writings to uncover how Christians have both supported and resisted dominant understandings of race and gender. Topics may include the civil rights movement, liberation theology, Christian feminism, and womanist theology. Students will learn academic methods in the study of religion and use those tools to conduct a major research project. (4)

RELI 367 : Major Religious Thinkers, Texts, and Genres - RL, VW

Special topics course. In-depth study of major figures, texts, or genres in Christian traditions, focusing especially on the theology and religious thought of Christianity. Topics in RELI 347, RELI 357, and RELI 367 may include Journeys Toward Faith, Process Theology, Liberation Theology, and Death and the Afterlife. May be repeated for credit with different topic (up to 8 credit hours). (4)

RELI 368 : Feminist, Womanist, Latinx, and Queer Theologies - RL, VW, GE

A study of major Christian theological themes and issues through global perspectives on gender and intersectional identities. This course considers texts from 1666 to today, a long history of women engaging Christian theology and scripture in their work for social and religious liberation. This course explores a diversity of theological voices across race, gender, culture, politics, and economics. By comparing theologies, methods, and sources, we observe how experience forms new foundations for conceptions of God, salvation, human nature, evil, and social change. (4)

RELI 390 : Topics in Comparative Religions - RL, IT, GE

Special topics course. 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. May be repeated for credit with different topic (up to 8 credit hours). (4)

RELI 393 : Topics in Comparative Religions - RL, VW, GE

Special topics course. 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. May be repeated for credit with different topic (up to 8 credit hours). (4)

RELI 396 : Health, Healing, and Religious and Cultural Diversity - RL, VW, GE

An exploration of diverse religious and cultural traditions and their role in health and healing. This course explores how religious traditions shape one's understanding of the origins of illness and the path toward healing. Emphasis is placed on how a better awareness of religious and cultural diversity can inform medical practice and work in caring professions such as social work, education, and nursing. (4)

RELI 397 : Indigenous Religions and Cultures of the Pacific Northwest - RL, VW, GE

This course explores the religious and cultural diversity of Indigenous communities in the Pacific Northwest, from Alaska to northern California, and east to northern Idaho. Emphasis is placed on the history and impacts of colonialism; the relationship between Indigenous people and place as reflected in food systems, ceremonies, visual arts, and oral traditions; and the relevance of traditional ecological knowledge in addressing environmental concerns. (4)

RELI 491 : Independent Study

For religion majors only and consent of the department is required. (1 to 4)

RELI 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 4)

RELI 499 : Capstone: Research Seminar - SR

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. (4)

Graduate Admission

253.535.8570	www.plu.edu/graduate/	gradadmission@plu.edu

Pacific Lutheran University welcomes applications from students who exhibit the capability to succeed 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. The communication of the admission decision is made by the Office of Admission. Applications for admission are evaluated holistically 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. Exceptions may be made with program approval.

At the minimum, all application evaluations are based on scholastic qualifications, a statement of professional goals or essay, and preparation in the proposed field of study. Some graduate programs require additional evidence for admission including, but not limited to, letters of recommendation, autobiographical statements, personal interviews, standardized tests, and/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, or via the website at www.plu.edu/graduate/.

Application Requirements (Graduate)

Doctor of Education in Educational Leadership

- A master's degree, in any major, from a regionally accredited institution with a cumulative GPA of 3.0 or higher
- For Ed.D. plus Superintendent Credential:
    - Valid Washington State teaching, administrator, or ESA certificate
    - Three years of building or district level leadership experience
- For Superintendent to Ed.D.:
    - Washington State Superintendent Certificate completed at a Professional Educator Standards Board approved superintendent program
        - Applicants who have completed superintendent credentials in other states may be able to transfer courses based on a course-by-course review
- Online application
- Application fee (non-refundable)
- Transcripts from all colleges and universities attended
- Two letters of recommendation
- Résumé
- Personal statement

Doctor of Nursing Practice

- Master of Science in Nursing degree from a regionally accredited institution with a cumulative GPA of 3.0 or higher
- Current, unencumbered WA State RN License or Multistate License (MSL) from home state through Compact agreement
- Prerequisite Course: Introductory Statistics (including inferential and descriptive) with a minimum grade of 3.0 (B)
- Online application
- Application fee (non-refundable)
- Official transcripts from all colleges and universities attended
- Two letters of recommendation
- Résumé
- Statement of professional goals
- Official TOEFL, Duolingo, or IELTS score report (*for international applicants only*)

Master of Arts in Marriage and Family Therapy

- A bachelor's degree from a regionally accredited institution with
    - A major in Family Studies, Human Services, Psychology, Sociology, Social Work, or the equivalent OR completion of the following courses with a minimum grade of 2.0 (C):
        - Introduction to Psychology
        - Clinical Psychology – Mental Health and Psychological Disorders
        - Developmental Psychology – Lifespan
- Online application
- Application fee (non-refundable)
- Transcripts from all colleges and universities attended
- Two letters of recommendation
- Résumé
- Personal statement
- Interview, if invited
- Official TOEFL, Duolingo, or IELTS score report (*for international applicants only)*

Master of Arts in Education: Teacher Certification (Residency), Alternative Routes to Certification (ARC), and Non-Certification (for International Applicants)

- A bachelor's degree, in any major, from a regionally accredited institution with a cumulative GPA of 3.0 or higher
- Online application
- Application fee (non-refundable)
- Transcripts from all colleges and universities attended
- Two letters of recommendation, one of which speaks to the applicant's work with young people
- Résumé

- Personal Statement
- Score reports on the WEST-B OR official SAT or ACT scores in Reading, Writing, and Mathematics
- Interview, if invited
- Post-admission requirements (if admitted):
    - A passing score (240) on the WEST-E and (220) on the NES (or equivalent)
    - Completion of all content coursework
- Official TOEFL Duolingo, or IELTS score report (*for international applicants only)*

Master of Business Administration

- A bachelor's degree, in any major, from a regionally accredited institution with a cumulative GPA of 3.0 or higher
- Online application
- Application fee (non-refundable)
- Transcripts from all colleges and universities attended
- One letter of recommendation
- Résumé
- Personal statement of educational and professional goals
- Official TOEFL, Duolingo, or IELTS score report (*for international applicants only)*

Master of Education

- A bachelor's degree, in any major, from a regionally accredited institution with a cumulative GPA of 3.0 or higher
- Online application
- Application fee (non-refundable)
- Transcripts from all colleges and universities attended
- Two letters of recommendation
- Résumé
- Statement of Professional Goals
- Additional requirements for individuals planning to earn one of the stacked credentials:
    - To earn the Elementary Education, Special Education, or English Language Learns endorsement, the candidate must hold a valid Washington Teaching Certificate
    - To complete the Principal Certification program, the candidate must have three years of certified experience, a valid Washington State Teaching or ESA Certificate, PLU Form of District support, and OSPI forms 4001F and 4201

Master of Fine Arts - Low Residency Creative Writing

- Online application
- Application fee (non-refundable)
- Personal statement
- A creative writing sample
- A 500-word literary critique
- Transcripts from all colleges and universities attended
- Recommendations (optional)

Master of Science in Cybersecurity

The Master of Science in Cybersecurity

- A bachelor's degree, in any major, from a regionally accredited institution with a cumulative GPA of 3.0 or higher
- Knowledge of computer networking, computer programming, and mathematics demonstrated by the following:
    - Programming: Programming courses and/or professional experience in Java, C#, C++, C or Python
    - Networking: Education, professional experience, and/or certification in CompTIA Network+, CCNA, etc.
    - Mathematics: Discrete Structures and Introductory Statistics courses
- Online application
- Application fee (non-refundable)
- Official transcripts from all colleges and universities attended
- One letter of recommendation
- Résumé
- Personal Statement

Master of Science in Kinesiology

The Master of Science in Kinesiology program is on hiatus for the 2026-27 academic year.

- A bachelor's degree, in any major, from a regionally accredited institution with a cumulative GPA of 3.0 or higher
- Online application
- Application fee (non-refundable)
- Official transcripts from all colleges and universities attended
- Two letters of recommendation
- Résumé
- Personal statement
- Official TOEFL or IELTS score report (*for international applicants only)*

Master of Science in Nursing

Entry-Level M.S.N.

- A bachelor's degree, in any non-nursing major, from a regionally accredited institution with a cumulative GPA of 3.0 or higher
- Completion of the following prerequisite courses with a minimum grade in each of B- (2.5 on a 4.0 scale). Courses which require a lab may be completed either on-site or online:
    - College-level Statistics (both descriptive and inferential)
    - Human Anatomy and Physiology I (taken with lab within the last six years)
    - Human Anatomy and Physiology II (taken with lab within the last six years)
    - Developmental Psychology – Lifespan
    - Intro to Microbiology (taken with lab within last six years)
    - Nutrition

B.S.N. to M.S.N.

- A Bachelor of Science in Nursing from a regionally accredited institution with a cumulative GPA of 3.0 or higher
- Current, unencumbered WA State RN License or Multistate License (MSL) from home state through Compact agreement
- Completion of college-level statistics (both descriptive and inferential) with a 3.0 (B) or better on a 4.0 scale

Additional Requirements for both pathways

- Online application
- Application fee (non-refundable)
- Official transcripts from all colleges and universities attended
- Two letters of recommendation
- Résumé
- Statement of professional goals
- Official TOEFL, Duolingo, or IELTS score report *(for international applicants only)*

Master of Social Work

Regular Standing

- A bachelor's degree, in any major, from a regionally accredited institution with a cumulative GPA of 3.0 or higher

Advanced Standing

- A bachelor's degree in social work from a CSWE accredited program; CASWE-accredited baccalaureate social work degree (from the Canadian social work accreditor, recognized through an MOU with CSWE and CASWE); or an internationally earned ISWDRES-evaluated degree comparable to a baccalaureate social work
- GPA in social work courses of 3.0 or higher and cumulative GPA of 3.0 or higher. Applicants with a GPA below 3.0 may also be considered. Applicants with less than a 3.0 GPA are encouraged to provide additional information related to the context of their GPA in the application.

*Applicants who graduated from a CSWE-accredited B.S.W. program within 7 years from the time of application to the M.S.W. program may opt to waive the bridge course (SOCW 535) offered in the first summer of the program. Those who earned their B.S.W. degree 8+ years upon the time of applying for the M.S.W. degree, and who have not been working at least part-time in a social services-related field for every year since earning the B.S.W. degree, must take the bridge course (SOCW 535) the first summer term. These applicants may also be asked to schedule an interview with program faculty members.

Additional Requirements for both pathways

- Online application
- Application fee (non-refundable)
- Official transcripts from all colleges and universities attended
- Two letters of recommendation
- Résumé
- Personal Statement
- Interview, if invited
- Official TOEFL, Duolingo, and IELTS score report (*for international applicants only*)

M.S.W. Transfer Credit Policy

For the regular standing (2-year) program, up to 18 credits may be transferred into PLU's M.S.W. program. For the advanced standing (1-year) program, up to 12 credits may be transferred into PLU's M.S.W. program. All transferred courses must fulfill PLU M.S.W. course requirements and learning outcomes and must have earned a grade of B- or higher. Transfer credits for social work courses must be from another CSWE-accredited M.S.W. program. Transfer credits for elective courses are permissible if they were taken for graduate credit and can be shown to meet PLU's M.S.W. program's learning outcomes. Students may not receive credit for life experience or previous work experience, nor have any practicum experience or courses waived on this basis.

Transferring credits is not automatic nor guaranteed. To request consideration of transfer credits, please submit a statement to the M.S.W. Director that includes that course(2) you are requesting to transfer, including grades earned, which courses in the PLU curriculum you would like to replace, and how you think the courses you are transferring meet the learning outcomes of the replacement courses (or the program in the case of electives). Include the syllabi of the course(s) you are requesting to be transferred. If requesting transfer of social work courses, offer documentation (via a website reference or letter of support) that the social work courses are from a CSWE-accredited program. Requests will be reviewed after students are admitted to the PLU M.S.W. program and are considered on a case-by-case basis by the M.S.W. Director.

Post Graduate Nurse Practitioner Certificate

- Current, unencumbered WA State RN license or WA Advanced Registered Nurse Practitioner (APRN) certification
- For Family Nurse and Psychiatric Mental Health Nurse Practitioner Certificates
    - For candidates with an APRN certification, a master's degree or above from a nationally-accredited school of nursing
- Online application
- Application fee (non-refundable)
- Official transcripts from all colleges and universities attended
- Two letters of recommendation
- Résumé
- Statement of professional goals
- Official TOEFL, Duolingo, or IELTS score report (*for international applicants only*)

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 term in all graduate programs. Admitted students who have not enrolled in any coursework for the admitted term must reapply for another term or request permission for deferral. Approval for deferral is subject to the discretion of each program.

Accepting the Offer of Admission (Graduate)

All graduate and certificate students must do the following to officially accept the offer of admission.

Submit Enrollment Deposit

A non-refundable $300 enrollment deposit is required for all graduate students. This payment is the student's acknowledgement of acceptance and is credited to the student's account to be applied toward tuition for the first term of enrollment.

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.

Official Transcripts

If unofficial transcripts were used for admission, official transcripts from all colleges and universities attended must be provided prior to the start of the program.

International Student Application Requirements and Admission (Graduate)

To quality for admission to graduate program at PLU, international applicants with foreign coursework and degrees must meet the following criteria:

- **U.S. Bachelor's Degree Equivalency**: Must hold the equivalent of a U.S. bachelor's degree or higher, with a minimum of 120 completed semester credits. Applicants holding a 3-year bachelor's degree may be admitted at the discretion of a specific graduate program and subject to the total number of semester credits completed.
- **Official Degree Evaluation**: Applicants must submit an official, course-by-course degree evaluation from an approved credential evaluation service to verify degree equivalency.
- **English Language Proficiency**: Proof of English proficiency is required and must be demonstrated by submitting an official English language test score report (e.g. TOEFL, IELTS, Duolingo).

In addition to the requirements applicable to all students, the following documents are necessary before an application for an international student can be processed:

Official Transcripts & Credential Evaluation

- You must submit official transcripts from all colleges and universities attended
    - International transcripts must be translated to English and must be submitted for international credential evaluation by any organization on the **AICE list** or **NACES list** before being sent to PLU
- The Evaluation Company (TEC) is listed as a NACES-approved international credential evaluator and has created a custom application for Pacific Lutheran University (PLU) that will make sure you select the right kind of evaluation at a discounted rate. You can access their application here: **Evaluation Request Form – Pacific Lutheran University**
- International Education Evaluation (IEE) is a member of NACES. You can use their custom application for Pacific Lutheran University applicants to receive a discounted evaluation within 3 business days: Here is the custom application: International Credential Evaluation – Pacific Lutheran University
- PLU reserves the right to request further evaluation by an approved credential evaluation agency

Copy of university/college degree diploma

English translations provided by PLU approved translation services if the transcripts and documents are in a language other than English.

Demonstrated University-Level Proficiency in the English Language

Proficiency in English is required for graduate study at Pacific Lutheran University. Applicants whose native language is not English must demonstrate English language proficiency.

Proficiency can be demonstrated by the official score from the Test of English as a Foreign Language (TOEFL), Duolingo, or the International English Language Testing System (IELTS). See below for the minimum requirements for each graduate program.

The English proficiency requirement can also be met if applicants have completed one of the following:

1. A bachelor's, master's, or doctoral degree from a regionally-accredited institution in the United States.
2. A baccalaureate degree or higher from a recognized college or university in an English-speaking country or region, including Australia, Canada (other than Quebec), Great Britain, Ireland, or New Zealand.
3. A baccalaureate degree or higher from a recognized college or university in an English-speaking country or region, including United States, Australia, Bahamas, Canada, Ireland, Jamaica, New Zealand, Trinidad & Tobago, United Kingdom, Botswana, Eswatini, Gambia, Ghana, Kenya, Lesotho, Liberia, Malawi, Namibia, Nigeria, Seychelles, Sierra Leone, South Africa, Tanzania, Uganda, Zambia, Zimbabwe, Anguilla, Antigua & Barbuda, Barbados, Belize, Bermuda, British Virgin Islands, Cayman Islands, Dominica, Fiji, Gibraltar, Grenada, Guyana, Malta, Monserrat, Papua New Guinea, the Philippines, St. Kitts & Nevis, St. Lucia, St. Vincent and the Grenadines, Solomon Islands, Tonga, Turks & Caicos Islands, or Vanuatu.
4. Secondary school diploma from an institution in countries where English is the general medium of instruction as listed above.
5. A recognized Intensive English Program (IEP) in the United States and received an English proficiency level equivalent to the required minimum TOEFL/Duolingo/IELTS scores of the applied program.

Other waiver conditions may be allowed subject to the determination of individual graduate programs.

Minimum TOEFL, Duolingo, or IELTS requirements are as follows:

- **Business**
    - **Master of Business Administration:** Minimum TOEFL-iBT of 83, minimum IELTS score of 6.5, or minimum Duolingo score of 120.
- **Creative Writing**
    - **Master of Fine Arts in Creative Writing:** Minimum TOEFL-iBT score of 80, minimum IELTS score of 6.5, or minimum Duolingo score of 120.
- **Education**
    - **Master of Arts in Education Non-Certification:** Minimum TOEFL-iBT score of 88, minimum IELTS score of 6.5, or minimum Duolingo score of 120. All other programs: Minimum TOEFL-iBT score of 80, minimum IELTS score of 6.5, or minimum Duolingo score of 120.
- **Kinesiology**
    - **Master of Science in Kinesiology**: Minimum TOEFL-iBT score of 80 or minimum IELTS score of 6.5.
        - **The Master of Science in Kinesiology program is on hiatus for the 2026-27 academic year.**
- **Marriage and Family Therapy**
    - **Master of Arts (Marriage and Family Therapy):** Minimum TOEFL-iBT score of 80, minimum IELTS score of 6.5, or minimum Duolingo score of 120.
- **Master of Social Work**
    - **Master of Social Work**: Minimum TOEFL-iBT score of 80, minimum IELTS score of 6.5, or minimum Duolingo score of 120.
- **Nursing (Master of Science in Nursing, Doctor in Nursing Practice, and Post-Graduate Nurse Practitioner Certificate)**
    - 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 enrollment deposit 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 (253.535.7264).

International Pathway Program (Graduate Studies)

International students who do not meet the English language proficiency requirement for admission to the PLU graduate program of their interest are encouraged to join the University community through the International Pathway Program (IPP).

To be admitted to this program, students must have a Bachelor's degree or equivalent and are required to submit the following:

- A completed IPP application.
- Official transcripts from all colleges or universities attended in the United States, home country, or other country
- Copy of university/college degree diploma
- Evidence of English proficiency:
    - Test of English as a Foreign Language (TOEFL) with a minimum score of 60 or
    - International English Language Testing System (IELTS) with a minimum score of 5.5
- A completed International Student Declaration of Finances.

Students have up to nine months to complete the IPP. Upon completion of the IPP, students will be considered for admission to graduate study at PLU. For more information, please contact the Director of Graduate Admission at 253.535.8570 or email to gradprograms@plu.edu.

Degrees (Graduate)

Doctor of Education (Ed.D.) – www.plu.edu/doctor-of-education

Doctor of Nursing Practice (D.N.P.) – www.plu.edu/dnp/

- M.S.N. to D.N.P.: www.plu.edu/dnp/program-of-study/

Post-Graduate Nurse Practitioner Certificates – www.plu.edu/post-graduate-nursing-certificates

- Family Nurse Practitioner (FNP) Certificate: **www.plu.edu/post-graduate-nursing-certificates/programs-of-study/fnp/**
- Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate: **www.plu.edu/post-graduate-nursing-certificates/programs-of-study/pmhnp/**

Master of Arts (Marriage and Family Therapy) (M.A.) – www.plu.edu/mft/

Master of Arts in Education (M.A.E.)

- Principal or Program Administrator Certification Only: www.plu.edu/education/programs/principal-preparation-program/
- M.A.E. Certification (Elementary Education): www.plu.edu/mae-teaching
- M.A.E. Certification (Secondary Education): www.plu.edu/mae-teaching
- M.A.E. Alternative Routes: www.plu.edu/mae-teaching
- Add-On Endorsement: www.plu.edu/education/ppd/add-on-endorsements

Master of Business Administration (M.B.A.) – www.plu.edu/mba/

Master of Fine Arts (Creative Writing) (M.F.A.) – www.plu.edu/mfa

Master of Science (Cybersecurity) (M.S.) – www.plu.edu/

Master of Science (Kinesiology) (M.S.) – www.plu.edu/master-of-science-kinesiology – **The Master of Science in Kinesiology program is on hiatus for the 2025-26 academic year**

Master of Science in Nursing (M.S.N.) – www.plu.edu/msn/

- Entry-Level M.S.N.: www.plu.edu/msn/program-details/
- B.S.N. to M.S.N.: https://www.plu.edu/msn/program-details/
- RN-B to M.S.N.: www.plu.edu/msn/program-details/

Master of Social Work (M.S.W.) – www.plu.edu/social-work/

Doctor of Education (Ed.D.)

253.535.7272	www.plu.edu/education/	educ@plu.edu
Allison Drago, Ed.D., Executive Director		

The Ed.D. in Educational Leadership prepares school leaders to meet the demands of school and district leadership. The program equips leaders to implement programs, policies, and practices to improve outcomes for all students.

Students can apply to one of two options within the doctorate of education:

1. The Ed.D. with Washington Superintendent Certification includes a year-long internship in a P-12 district. Candidates are eligible for the Superintendent certificate at the end of the second summer. Candidates can complete all degree requirements within a three-year time frame.
2. The second option provides a pathway for certified Superintendents to complete a doctoral degree. Candidates can complete all degree requirements within a three-year time frame.

Admission Criteria

- Master's Degree from a regionally accredited college or university
- A minimum cumulative GPA of 3.00 (B) on a 4.00 scale for all college work
- Submission of PLU Graduate Application forms and non-refundable fee
- Official transcripts from each college and university attended
- Current professional resumé
- Statement of professional goals
- Two letters of recommendation
- Three years of building or district level leadership experience
- For Ed.D. plus Superintendent Credential
    - Valid Washington State Teaching, Administrator, or ESA Certification
      Applicants from other states who hold a certificate in that state may be admitted but will not be eligible for Washington state Superintendent Certification
    - Letter of District Internship Support
    - OSPI Forms-4001 F-C & 4201
- For Superintendent to Ed.D.
    - Washington state Superintendent Certificate completed at a Professional Educator Standard Board approved superintendent program.
      Applicants who have completed superintendent credentials at regionally accredited college or universities in other sates may be able to transfer courses. They will be reviewed on a course-by-course basis.

Ed.D. in Educational Leadership with Superintendent Certification

This terminal degree program is designed for school leaders to obtain their Ed.D. and superintendent credentials in three years. The P12 (preschool through grade 12) School District Superintendent Certificate is embedded in the first year of the program. The superintendent credential is followed by two years of advanced leadership and research course work. The program culminates with two job-embedded applied projects focused on program evaluation and instructional leadership equity impacts in P12 schools and districts.

Degree Requirements

Ed.D. with Superintendent Certification
60 semester hours

- **Superintendent Strand – 16 semester hours**
    - EDUC 741: Educational Law, Policy, and Governance (2)
    - EDUC 742: Human Resources in K-12 (2)
    - EDUC 743: Educational Finance in P12 (2)
    - EDUC 744: Community & Family Engagement (2)
    - EDUC 745: School Board Relations (1)
    - EDUC 746: Crisis, Conflict, Emergency Management (2)
    - EDUC 747: Central Office and Programmatic Leadership (2)
    - EDUC 795: Executive Leadership Internship (1)

        - Taken three times for a total of 3 credits

- **Educational Leadership Strand – 18 semester hours**
    - EDUC 700: Educational/Instructional Leadership Orientation & Introduction (3)
    - EDUC 731: Educational Leadership: Instructional Leadership (3)
    - EDUC 732: Current Trends and Challenges in Educational Leadership (3)
    - EDUC 760: Evaluation and Supervision in Educational Leadership (2)
    - EDUC 761: Educational Leadership: Equity and Social Justice (3)
    - EDUC 762: Educational Leadership: Systems Leadership (3)
    - EDUC 763: Collaboration and Contributions to the Profession (1)

- **Applied Research Strand – 26 semester hours**
    - EDUC 701: Educational Research I (4)
    - EDUC 711: Educational Research II: Qualitative Research (1)
    - EDUC 721: Educational Research III: Program Evaluation (2)
    - EDUC 790: Program Evaluation Applied Project & Seminar (3)
    - EDUC 791: Program Evaluation Applied Project & Seminar (4)
    - EDUC 792: Applied Project Seminar (2)
    - EDUC 793: Instructional Leadership & Equity Applied Project & Seminar (4)
    - EDUC 794: Instructional Leadership & Equity Applied Project & Seminar (5)

Ed.D. for Certified Superintendents
47 semester hours

This program track is designed for individuals who have already completed a Superintendent credential program at another PESB-approved administrator program.

- **Advanced Educational Leadership Strand – 3 semester hours**
    - EDUC 795: Executive Leadership Internship (1)
        - Taken three times for a total of 3 credits
- **Educational Leadership Strand – 18 semester hours**
    - EDUC 700: Educational/Instructional Leadership Orientation & Introduction (3)
    - EDUC 731: Educational Leadership: Instructional Leadership (3)
    - EDUC 732: Current Trends and Challenges in Educational Leadership (3)
    - EDUC 760: Evaluation and Supervision in Educational Leadership (2)
    - EDUC 761: Educational Leadership: Equity and Social Justice (3)
    - EDUC 762: Educational Leadership: Systems Leadership (3)
    - EDUC 763: Collaboration and Contributions to the Profession (1)

- **Applied Research Strand – 26 semester hours**
    - EDUC 701: Educational Research I (4)
    - EDUC 711: Educational Research II: Qualitative Research (1)
    - EDUC 721: Educational Research III: Program Evaluation (2)
    - EDUC 790: Program Evaluation Applied Project & Seminar (3)
    - EDUC 791: Program Evaluation Applied Project & Seminar (4)
    - EDUC 792: Applied Project Seminar (2)
    - EDUC 793: Instructional Leadership & Equity Applied Project & Seminar (4)
    - EDUC 794: Instructional Leadership & Equity Applied Project & Seminar (5)

Continuation Requirements:

To continue in the program, a candidate must maintain a 3.00 GPA, demonstrate dispositions in line with the National Educational Leadership Preparation (NELP) standards and those published by the School of Education, and successfully complete the Superintendent Portfolio and each Applied Project.

Program Requirements for Washington State Superintendent Certification

Candidates who successfully complete a program of professional studies in the school, who meet all related academic requirements for a degree or a certificate, and who meet all state requirements will be recommended by the school for a Washington State superintendent certificate. Specific requirements for the Superintendent Certificate include completion of a supervised internship of 360 hours and completion of a professional portfolio.

Additional state requirements include: minimum age of 18, good moral character, and personal fitness as evidenced by completion of Washington State Patrol/FBI background check via fingerprint clearance, 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 school. State requirements are subject to immediate change. Candidates should meet with school advisors each semester and the certification officer for updates in program or application requirements.

Note: The school 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.

Doctor of Education (EDUC) - Graduate Courses

EDUC 700 : Educational/Instructional Leadership Orientation & Introduction

This course is to prepare students for executive/advanced school leadership roles in districts. The course emphasizes the character, dispositions, and skills, as well as the values and beliefs, which inform effective school and organizational leadership and support the development of a districtwide vision. Additionally, this course will introduce students to the PLU Ed.D. program and build relationships among cohort members and faculty. (3)

EDUC 701 : Educational Research I

This course provides foundational concepts in educational research including various methodologies. The course will address criteria for evaluating and using educational research in their own practice. Students will develop skills in understanding and evaluating research claims. Course concepts include descriptive and inferential statistics and quantitative research designs. Students will also develop knowledge and skills of action research. (4)

EDUC 711 : Educational Research II: Qualitative Research

This second course in the research methods sequence addresses major concepts of qualitative research methods. Students will learn the major methodologies and ethical implications of qualitative research including appropriate research questions. Students will learn and implement qualitative data collection and analysis techniques. (2)

EDUC 721 : Educational Research III: Program Evaluation

This third course in the research methods sequence addresses major concepts of program evaluation. This course prepares students to plan, implement, evaluate, and disseminate the results of a job-embedded Program Evaluation for their Applied Project. The course addresses the similarities and differences between program evaluation and other forms of education research and related ethical implications. Students will learn the steps in designing and conducting a program evaluation, as well as considerations when contracting for program evaluations, as many educational grants and programs require outside evaluation. (2)

EDUC 731 : Educational Leadership: Instructional Leadership

In this course, students will learn both the field's best knowledge of what high-quality learning is and how to generate it at a systems level. Students will read, discuss, collect and analyze data around learning at all levels of a school district's system; including, students, teachers, and school and district leaders. Concurrently, students will examine the leadership actions and formal and informal organizational systems that serve as levers for learning. Students will be guided by three key questions at each level of analysis: what is the learning, how does the learning occur, and when and under what conditions do people learn? (3)

EDUC 732 : Current Trends and Challenges in Educational Leadership

Educational leaders serve in districts impacted by many social, economic, and political factors; thus, leaders must maintain a clear understanding of these issues in order to implement change. This course will provide an in-depth analysis of current trends and issues impacting leadership. This will enable the candidate to focus on personal growth and development of characteristics of leadership. This course will explore and study the current issues and trends related to the field of education leadership through several case studies. Emphasis will be placed on current problems of practice, research, and analysis of practices related to effectiveness. (3)

EDUC 741 : Educational Law, Policy, and Governance

The primary goal of this course is to assist the school leader to develop the attitudes, knowledge, and skills necessary to effectively practice high quality, ethical and legal practices based on the law and appropriate policy application. This course explores federal and state law that school administrators and superintendents are responsible to know and administer. This course is a requirement for all students in the Ed.D. program and for the superintendent certification. (2)

EDUC 742 : Human Resources in P12

This course provides learning of concepts, skills, theories, and techniques involving human resource management and a review of examples of HR practices in P-12 school systems. This course extends what building leaders know and understand about HR and looks at it through a district and superintendent role. There will be an examination of human resource planning, development, and utilization in modern organizations. Topics include: recruitment, selection, training and development, performance appraisal, collective bargaining, contracts, benefit programs, relationships, and role of the human resource department. (2)

EDUC 743 : Educational Finance in P12

The primary goal of this course is to help aspiring school leaders understand school finance and the systemic and political impacts on P12. Students will look at school funding, applying an equity and instructional lens, to help prioritize and guide district level funding. Particular emphasis will be placed on the role of the superintendent or program leader in advocating for students and programs. (2)

EDUC 744 : Community & Family Engagement

The primary goal of this course is to assist district leaders in developing the knowledge, skills, and cultural understanding to improve learning and achievement by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. Students will explore the roles and responsibilities of school leaders in co-creating with families and communities to establish social networks of shared responsibility for student learning and development. This course is a requirement for all students in the Ed.D. program and for the superintendent certification. (2)

EDUC 745 : School Board Relations

The school board governs and the superintendent administers the school district. While this may sound simple, it is often the most difficult area for the board and superintendent to clarify. Not having a clear understanding of the board and superintendent's proper role can lead to poor communication, mistrust, and, in the end, conflict and educational failure. This course will focus on the role of the superintendent, board, and the relationship between the two. (1)

EDUC 746 : Crisis, Conflict, Emergency Management

Effectively managing crisis, conflict, and emergencies is a critical responsibility of a school leader. This course focuses on how educational leaders plan for, manage, and address crises at the institutional level. This course provides practical experiences where students analyze and apply knowledge related to crisis management systems essential to the health and safety of employees and students. (2)

EDUC 747 : Central Office and Programmatic Leadership

This course focuses on superintendent or school district leader roles in establishing effective central management and the integration of special programs; including, Title I, LAP, student services, early childhood, career and technical education, and special education. The course also includes systems and strategies to evaluate program leaders and principals across the system. Students will explore approaches to improve central district systems and student learning for historically underserved populations. (2)

EDUC 760 : Evaluation and Supervision in Educational Leadership

The primary goal of this course is to develop knowledge, skills, dispositions, and cultural competence required of the aspiring school leader to effectively assess instruction and provide feedback to teachers for the improvement of practice and pedagogy in the P-12 setting. This course will cover the evaluation and supervision of certificated staff; including, teachers, principals, and central office/program administrators. During this course, the school leader will conduct several classroom, school, and district observations using the Washington State Teacher and Principal Evaluation (TPEP), one of the three approved instructional frameworks, and the AWSP principal framework. (2)

EDUC 761 : Educational Leadership: Equity and Social Justice

This course will prepare students to serve as leaders who can demonstrate effective diversity leadership for all students; including, students of all races, students who are linguistically diverse, students with disabilities, students from low-income families, and students along the gender/sexual identity spectrum and their intersections. This course supports students in creating equitable and rich school and district cultures where staff, students, and members of the wider school community are engaged and work together to create a dynamic, inclusive learning environment. (3)

EDUC 762 : Educational Leadership: Systems Leadership

The goal of this course is to expand the students' understanding of systems thinking (a) the role of the leader in evaluating systems theory and frameworks used by educational organizations, particularly in the creation and maintenance of organizational identity; (b) knowledge and skill of policy formulation, evaluation, and advocacy; including, methods of influence, building strategic alliances, and setting policy agendas; (c) the role of the educational leader in working with multiple constituencies (government, legislature, lobbyists, special interest groups, media); and (d) purposes and effective strategies for building teams in leadership settings. (3)

EDUC 763 : Collaboration and Contributions to the Profession

This course supports Ed.D. students/candidates by offering opportunities for them to engage in providing and receiving professional growth and development, mentorship, and networking within the P-12 system. Students in this course will

partner with local school and local system leaders, community leaders, current cohort members, and alumni to advance connections and identify next career steps. (1)

EDUC 790 : Program Evaluation Applied Project & Seminar

This is the first course in the Ed.D. Program Evaluation Applied Project Series. Throughout this sequence the Ed.D. student will plan, implement, evaluate, and disseminate the results of a job-embedded Program Evaluation. (3; 1 didactic, 2 clinical)

EDUC 791 : Program Evaluation Applied Project & Seminar

This is the second course in the Ed.D. Program Evaluation Applied Project Series. Throughout this sequence the Ed.D. student will plan, implement, evaluate, and disseminate the results of a job-embedded Program Evaluation. This course includes public presentation of the Program Evaluation to both an academic audience as well as the relevant client (e.g. school, district, state agency, and/or community organization). (4; 1 didactic, 3 clinical)

EDUC 792 : Applied Project Seminar

This course serves as an introduction to the Instructional Leadership and Equity Applied Project process. Students will build upon their research methods and leadership courses to develop their problem statement, research question(s), and outline for their project proposal. The course will also provide an overview of the IRB process. (2)

EDUC 793 : Instructional Leadership and Equity Applied Project & Seminar

This is the first course in the Ed.D. Instructional Leadership and Equity Applied Project series. Throughout this sequence the Ed.D. student will plan, implement, evaluate, and disseminate the results of an Equity Focused Applied Project that represents a synthesis of the learning throughout the doctoral program. (4)

EDUC 794 : Instructional Leadership and Equity Applied Project & Seminar

This is the second course in the Ed.D. Instructional Leadership and Equity Applied Project series. Throughout this sequence the Ed.D. student will plan, implement, evaluate, and disseminate the results of an Instructional Leadership and Equity Focused Applied Project that represents a synthesis of the learning throughout the doctoral program. This course includes public presentation of the project to both an academic audience as well as the relevant school, district, state agency, and/or community organization. (5; 1 didactic, 4 clinical)

EDUC 795 : Executive Leadership Internship

The superintendent internship is part of the professional preparation of school administrators. The basic function of the internship is to enable the intern/candidate to gain the necessary experience in the performance of the critical tasks of his/her profession while under the close supervision of a certified, experienced superintendent and a university field supervisor. The internship is 360 hours and will assist the aspiring school leader by building upon coursework and learning through practical field experience. NELP leadership standards that are in the foundation for the superintendent certification program frame this course. Will be repeated twice for certification and may be repeated up to four times total. (1)

Doctor of Nursing Practice (D.N.P.)

253.535.7674	www.plu.edu/dnp/	nurs@plu.edu
Rhoberta Haley, Ph.D., Dean		

Accreditation

The Doctor of Nursing Practice program and post-graduate APRN certificate programs at Pacific Lutheran University are accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

The Family Nurse Practitioner curriculum meets the eligibility requirements for Family Nurse Practitioner Certification.

The Psychiatric Mental Health Nurse Practitioner curriculum meets the eligibility requirements for Psychiatric Mental Health Nurse Practitioner Certification.

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 non-refundable fee
- Official transcripts from each college and university attended
- 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)

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 or a Multi-State License from their home state of record under the Nurse License Compact;
- 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

Students may be required to submit to 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 Program Coordinator or designee for the School of Nursing typically completes initial advising and program planning with interested applicants and admitted students. Post-master's students will meet with the Program Coordinator or designee 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 Program Coordinator or designee, enroll in up to nine semester hours of D.N.P. courses on a non-matriculated basis. 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.

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 core coursework (theory, advanced practice roles, evaluation and outcomes research, leadership and management, and advanced health promotion, information systems and patient care technology, epidemiology, analytical methods, translating research into practice, and health policy), a D.N.P. Final 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 nurse practitioners to respond to the needs of today 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.

Doctor of Nursing Practice Degree Requirements

80 semester hours

Prerequisite Course: Introductory Statistics (including inferential and descriptive) with a minimum grade of 3.0 (B).

- **Core D.N.P. Courses – 31 *semester hours***
  - GNUR 701: Foundations of Scholarly Writing & Communications (2)
  - GNUR 702: Advanced Practice Roles & Collaboration (1)
  - GNUR 703: Theoretical Foundations & Evidence Based Practice (3)
  - GNUR 704: Population Health, Policy, & Politics (2)
  - GNUR 705: Information Systems & Patient Care Technology (2)
  - GNUR 706: Biostatistics, Analytical Methods, & Epidemiology (3)
  - GNUR 707: Quality Improvement & Research Methods (3)
  - GNUR 708: Advanced Practice Leadership & Resource Management (3)
  - GNUR 710: Advanced Pathophysiology (3)
  - GNUR 711: Advanced Pharmacotherapeutics (3)
  - GNUR 712: Advanced Pharmacotherapeutics Discussion (1)
  - GNUR 713: Advanced Physical Assessment (3)
  - GNUR 714: Advanced Practice Clinical Diagnosis & Management (2)
- **Doctor of Nursing Practice Scholarly Project Courses – *minimum* 13 *semester hours***
  - GNUR 795: DNP Project Proposal (1)
  - GNUR 796: DNP Project Proposal Seminar (2)
  - GNUR 797: DNP Project Seminar (1 each semester after N791 until final semester)
  - GNUR 798: DNP Project Clinical Hours (1-5)
  - GNUR 799: DNP Project Final Seminar (2 in final semester)
- **Family Nurse Practitioner Core Courses – 34 *semester hours***

- GNUR 715: Psych/Mental Health Essentials for Primary Care (2)
- GNUR 720: Primary Care Procedures & Diagnostics (3)
- GNUR 721: FNP 1 (2)
- GNUR 722: FNP 2 (2)
- GNUR 723: FNP 3 (2)
- GNUR 724: FNP 4 (1)
- GNUR 731: FNP 1 Seminar/Clinical (3)
- GNUR 732: FNP 2 Seminar/Clinical (3)
- GNUR 733: FNP 3 Seminar/Clinical (3)
- GNUR 734: FNP 4 Seminar/Clinical (3)
- GNUR 735: FNP 5 Seminar/Clinical (4)
- GNUR 736: FNP Capstone Seminar/Clinical (6)

- **Psychiatric Mental Health Nurse Practitioner Core Courses — *38 semester hours***
  - GNUR 716: Primary Care Essentials for PMHNPs (2)
  - GNUR 717: Management of Substance Abuse & Addiction (2)
  - GNUR 718: Management of Complex Trauma (2)
  - GNUR 740: Psychopharmacology Across the Lifespan (3)
  - GNUR 741: PMHNP 1 (2)
  - GNUR 742: PMHNP 2 (2)
  - GNUR 743: PMHNP 3 (2)
  - GNUR 744: PMHNP 4 (1)
  - GNUR 751: PMHNP 1 Seminar/Clinical (3)
  - GNUR 752: PMHNP 2 Seminar/Clinical (3)
  - GNUR 753: PMHNP 3 Seminar/Clinical (3)
  - GNUR 754: PMHNP 4 Seminar/Clinical (3)
  - GNUR 755: PMHNP 5 Seminar/Clinical (4)
  - GNUR 756: PMHNP 6 Seminar/Clinical (6)

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. 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.

Post-Graduate Certificates

The School of Nursing offers a Post-Graduate Certificate for the Family Nurse Practitioner, Psychiatric Mental Health Practitioner, or Emergency Nurse Practitioner specialty.

Program Approval

The School of Nursing is a member of the American Association of Colleges of Nursing (AACN) and is approved by the Washington State Board of Nursing. The Family Nurse Practitioner (FNP) curriculum meets requirements for national certification as a Family Nurse Practitioner. The Psychiatric Mental Health Nurse Practitioner (PMHNP) curriculum meets eligibility requirements for national certification as a Psychiatric Mental Health Nurse Practitioner.

Post-Graduate Certificate Application Priority Deadlines

Post-Graduate Certificate 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.

- Priority Date #1: December 1
- Priority Date #2: January 15

Admission Criteria

- Completion of a master's degree or doctoral degree in nursing from a nationally-accredited school of nursing.
- A minimum cumulative 3.00 GPA (B) on a 4.00 scale for all college work.

- Submission of PLU Graduate Application via Nursing CAS.
- Official transcripts from each college and university attended.
- 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.

Advance Deposit

There are limitations on the number of students accepted into the Post-Graduate Certificate 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 Post-Graduate Certificate 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;
- Verification of graduation from an accredited nursing masters or doctoral program;
- Immunization and health status;
- BLS 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

Students may be required to submit to 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 School of Nursing.

Advising

The School of Nursing graduate lead typically completes initial advising and program planning with applicants and admitted students. Post-Master's students will meet with the Program Coordinator or designee to conduct a gap analysis of previous master's coursework and develop a plan of study to meet the Post-Masters Certificate requirements. Upon matriculation, all students are assigned a graduate faculty advisor.

Post-Graduate Certificate

The Post-Graduate Certificate prepares graduates in the advanced practice specialty areas of Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, and Emergency Nurse Practitioner. The curriculum consists of the specialty track coursework. A gap analysis of previous graduate coursework will be conducted for all applicants.

Family Nurse Practitioner Certificate

46 semester hours

The Family Nurse Practitioner (FNP) 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 Family Nurse Practitioner Post-Graduate Certificate 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.

- GNUR 710: Advanced Pathophysiology (3)
- GNUR 711: Advanced Pharmacotherapeutics (3)
- GNUR 712: Advanced Pharmacotherapeutics Discussion (1)
- GNUR 713: Advanced Physical Assessment (3)
- GNUR 714: Advanced Practice Clinical Diagnosis & Management (2)
- GNUR 715: Psych/Mental Health Essentials for Primary Care (2)
- GNUR 720: Primary Care Procedures & Diagnostics (3)
- GNUR 721: FNP 1 (2)
- GNUR 722: FNP 2 (2)
- GNUR 723: FNP 3 (2)
- GNUR 724: FNP 4 (1)
- GNUR 731: FNP 1 Seminar/Clinical (3)
- GNUR 732: FNP 2 Seminar/Clinical (3)

- GNUR 733: FNP 3 Seminar/Clinical (3)
- GNUR 734: FNP 4 Seminar/Clinical (3)
- GNUR 735: FNP 5 Seminar/Clinical (4)
- GNUR 736: FNP Capstone Seminar/Clinical (6)

Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate

50 semester hours

The Psychiatric Mental Health Nurse Practitioner specialty coursework prepared 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 Psychiatric Mental Health Nurse Practitioner Post-Graduate Certificate 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.

- GNUR 710: Advanced Pathophysiology (3)
- GNUR 711: Advanced Pharmacotherapeutics (3)
- GNUR 712: Advanced Pharmacotherapeutics Discussion (1)
- GNUR 713: Advanced Physical Assessment (3)
- GNUR 714: Advanced Practice Clinical Diagnosis & Management (2)
- GNUR 716: Primary Care Essentials for PMHNPs (2)
- GNUR 717: Management of Substance Abuse & Addiction (2)
- GNUR 718: Management of Complex Trauma (2)
- GNUR 740: Psychopharmacology Across the Lifespan (3)
- GNUR 741: PMHNP 1 (2)
- GNUR 742: PMHNP 2 (2)
- GNUR 743: PMHNP 3 (2)
- GNUR 744: PMHNP 4 (1)
- GNUR 751: PMHNP 1 Seminar/Clinical (3)
- GNUR 752: PMHNP 2 Seminar/Clinical (3)
- GNUR 753: PMHNP 3 Seminar/Clinical (3)
- GNUR 754: PMHNP 4 Seminar/Clinical (3)
- GNUR 755: PMHNP 5 Seminar/Clinical (4)
- GNUR 756: PMHNP 6 Seminar/Clinical (6)

D.N.P. and Graduate Certificate Courses

GNUR 640 : ENP Procedures

Provides the Emergency Nurse Practitioner student with a range of diagnostic and interventional skills used in urgent care and emergency settings; including, the ability to understand, manage, and safely perform these procedures. (2) (2 credits lab/seminar)

GNUR 701 : Foundations of Scholarly Writing & Communication

Reinforces composition and writing skills for academic purposes. APA is stressed; including, writing, citations, and references. Written communication of ideas to inform and persuade a reader on a topic through a variety of dissemination methods. (2)

GNUR 702 : Advanced Practice Roles & Collaboration

Focuses on the role of an advanced practice nurse and interprofessional collaboration, change management and systems thinking to improve outcomes. Includes an historical perspective of nursing roles as well as the evolution of advanced practice nursing. Students will explore advanced practice nursing roles through analysis of ethical, professional, social, and practice perspectives. (1)

GNUR 703 : Theoretical Foundations & Evidence Based Practice

Advances student understanding of the foundational nursing, scientific, and theoretical underpinnings of advanced practice. Provides a broad overview of evidence-based advanced practice nursing. Philosophical, conceptual, and theoretical perspectives as well as research methods are examined. (3)

GNUR 704 : Population Health, Policy, & Politics

Provides theoretical foundation and a framework for examining health promotion, population health, health equity, and

health policy that focus on advanced practice nursing and advocacy. 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. (2)

GNUR 705 : Information Systems & Patient Care Technology

Focuses on nursing informatics knowledge and skills needed to assess, evaluate, and optimize health information systems and technology to support communication, the delivery of high-quality evidence-based care, and improvement of population health. Includes use of systems analysis, decision theory, consumer use of informatics for health care information, and consideration of ethical, regulatory, and legal issues. (2)

GNUR 706 : Biostatistics, Analytical Methods, & Epidemiology

Prepares students to think quantitatively and assess data critically. Examines principles of statistical inference and their application to the analysis and interpretation for answering practice questions. Students gain experience in interpreting qualitative and quantitative data. (3)

GNUR 707 : Quality Improvement & Research Methods

Explores the theoretical foundations and application of quality improvement methods, tools, and strategies needed to increase organizational effectiveness. Focuses on measurement and accountability in health care delivery systems through the examination and analysis of data, structure, processes, and outcomes. Students explore the development and use of relevant outcome measures to evaluate research, quality improvement, and programs in order to inform and use new knowledge to provide, change, and evaluate delivery of healthcare initiatives focused on client-centered, clinically demonstrable care. (3)

GNUR 708 : Advanced Practice Leadership & Resource Management

Prepared students to ethically lead and practice in organizations that advance high reliability principles, patient safety, inter-professional teamwork, and continuous learning. Provides a comprehensive systems-thinking approach to include policy, economics, and financial principles to promote high quality health care delivery to individuals, families, and communities. Develops foundational financial cost and budgeting concepts integral to advanced practice nursing; including, entrepreneurship, management of resources, productivity, reimbursements, and cost effective care. (3)

GNUR 710 : Advanced Pathophysiology

Focuses on normal physiologic and pathologic mechanisms of disease for the advanced practice student. It provides primary components of the foundation for clinical assessment, decision making, and management of patients across the lifespan. (3)

GNUR 711 : Advanced Pharmacotherapeutics

Prepares the advanced practice student for prescriptive authority and focuses on the pharmacokinetic basis for and pharmacotherapeutic management of simple and complex disease processes. Includes ethical, legal, and procedural aspects of prescriptive authority. (3)

GNUR 712 : Advanced Pharmacotherapeutics Discussion

Discussion on pharmacology topics specific to population focus. Co-requisite: GNUR 711. (1 seminar)

GNUR 713 : Advanced Physical Assessment

Development and performance of the skills needed for advanced health assessment of individuals, families, or communities through the lifespan. Provides knowledge to complete a comprehensive history, physical, and mental health exam leading to the development of a differential diagnosis. Incorporates assessing wellness, screening, and chief complaint. (3; 1 didactic, 2 lab)

GNUR 714 : Advanced Practice Clinical Diagnosis & Management

A focus on the symptoms/health problem assessment and selection and interpretation of screening and diagnostic tests in order to formulate a differential diagnosis and treatment plan. Emphasis is on acquisition and analysis of relevant data for the development of a comprehensive and holistic assessment with an understanding of population health and care of diverse populations. (2)

GNUR 715 : Psych/Mental Health Essentials for Primary Care

Provides foundational knowledge and skills to facilitate recognition and management of mental health conditions in the primary care setting. Focuses on the evaluation and management of common mental health issues in primary care; including, mood disorders, anxiety, ADHD, substance use/abuse, suicidal intent, self-injurious behavior, etc. Assessment tools, primary care management, and criteria for referral to be included. (2)

GNUR 716 : Primary Care Essentials for PMHNPs

Provides the PMHNP student knowledge and skills to assist in the primary care management of co-morbid medical conditions commonly occurring in patients with psychiatric-mental health disorders. (2)

GNUR 717 : Management of Substance Abuse & Addiction

Provides an integrated approach to the neurobiology, assessment, diagnosis, and clinical management of substance-related and addictive disorders across the lifespan. (2)

GNUR 718 : Management of Complex Trauma

Focus on the principles and inter-professional practices of Trauma-Informed Care. Includes an overview of the major theories of trauma assessment and treatment, including care for the patient and self-care for the practitioner. Evidence-based psychotherapies will be emphasized and students will learn about the use of medications as adjuncts for psychiatric symptoms that are often comorbid with trauma. (2)

GNUR 720 : Primary Care Procedures & Diagnostics

Provides the family nurse practitioner student with a range of office-based skills; including, the ability to understand, manage, and perform common primary care procedures. (3; 1 didactic, 2 lab)

GNUR 721 : FNP 1

Application of theory, research, and diagnostic reasoning related to health care conditions and the management of individuals with common episodic and/or stable chronic conditions across the lifespan with a focus on wellness, including topics specific to women and children. (2)

GNUR 722 : FNP 2

Application of theory, research, and diagnostic reasoning related to health care conditions and the management of individuals with complex chronic conditions across the lifespan. (2)

GNUR 723 : FNP 3

Application of theory, research, and diagnostic reasoning related to health care conditions and the management of individuals with multiple complex chronic conditions across the lifespan. (2)

GNUR 724 : FNP 4

Application of theory, research, and diagnostic reasoning related to health care conditions and the management of individuals with complex comorbid patients across the lifespan. (1)

GNUR 731 : FNP 1 Seminar/Clinical

Discussion of FNP 1 course concepts and real-life scenarios. Includes demonstration of clinical concepts; including, assessment, differential diagnosis, and documentation. Clinical practice preceptorship to develop physical and mental health exam, differential diagnosis, diagnostic reasoning, and plan of care for individuals with common conditions. (3; 1 seminar, 2 clinical) (120 hours)

GNUR 732 : FNP 2 Seminar/Clinical

Discussion of FNP 2 course concepts and real-life scenarios. Includes demonstration of clinical concepts; including, assessment, differential diagnosis, and documentation. Clinical practice preceptorship to develop physical and mental health exam, differential diagnosis, diagnostic reasoning, and plan of care for individuals with multiple chronic conditions. (3; 1 seminar, 2 clinical) (120 hours)

GNUR 733 : FNP 3 Seminar/Clinical

Discussion of FNP 3 course concepts and real-life scenarios. Includes demonstration of clinical concepts; including, assessment, differential diagnosis, and documentation. Clinical practice preceptorship to develop physical and mental health exam, differential diagnosis, diagnostic reasoning, and plan of care for individuals with multiple complex chronic conditions. (3; 1 seminar, 2 clinical) (120 hours)

GNUR 734 : FNP 4 Seminar/Clinical

Discussion of FNP core concepts and real-life scenarios. Includes demonstration of clinical concepts; including, assessment, differential diagnosis, and documentation. Clinical practice preceptorship to demonstrate independent physical and mental health exam, differential diagnosis, diagnostic reasoning and plan of care for individuals. (3; 1 seminar, 2 clinical) (120 hours)

GNUR 735 : FNP 5 Seminar/Clinical

Discussion of advanced FNP core concepts and real-life scenarios. Includes demonstration of clinical concepts; including, assessment, differential diagnosis, and documentation. Clinical practice preceptorship to demonstrate effective independent physical and mental health exam, differential diagnosis, diagnostic reasoning, and plan of care for individuals. (4; 2 seminar, 2 clinical) (120 hours)

GNUR 736 : FNP Capstone Seminar/Clinical

In this culminating clinical course students will demonstrate increased competency and accountability in the provision of comprehensive primary health care. Professional practice issues including contract negotiation and requirements for certification and licensure are included. Culminating clinical practice preceptorship to demonstrate independent, competent, appropriate care of individuals across the lifespan. (6; 2 seminar, 4 clinical) (240 hours)

GNUR 740 : 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. (3)

GNUR 741 : PMHNP 1

An integrated approach to the assessment, diagnosis, and clinical management of psychopathology across the lifespan is covered in this course. An in-depth exploration of the neurobiological underpinnings of mental health problems and psychiatric disorders will serve as the framework of the course. (2)

GNUR 742 : PMHNP 2

Provides an integrated approach to the assessment, diagnosis, and clinical management of complex psychopathology across the lifespan. (2)

GNUR 743 : PMHNP 3

Provides an integrated approach to the assessment, diagnosis, and clinical management of complex psychopathology across the lifespan. (2)

GNUR 744 : PMHNP 4

Examines methods and major conceptual frameworks of individual, group, and family psychotherapy. An overview of the major schools of family and personality theory, psychological development, and derived individual psychotherapy treatment modalities, to better understand the dynamics of the patient and the therapeutic relationship with children, adolescents, adults, elders, families, and groups. (1)

GNUR 751 : PMHNP 1 Seminar/Clinical

Discussion of PMHNP 1 course concepts with real-life scenarios. Includes demonstration of clinical concepts; including, assessment, differential diagnosis, and documentation. Clinical practice preceptorship to develop mental health exam, differential diagnosis, diagnostic reasoning, and plan of care for individuals with common mental health conditions. (3; 1 seminar, 2 clinical) (120 hours)

GNUR 752 : PMHNP 2 Seminar/Clinical

Discussion of PMHNP 2 course concepts with real-life scenarios. Includes demonstration of clinical concepts; including, assessment, differential diagnosis, and documentation. Clinical practice preceptorship to develop mental health exam, differential diagnosis, diagnostic reasoning, and plan of care for individuals with complex mental health conditions. (3; 1 seminar, 2 clinical) (120 hours)

GNUR 753 : PMHNP 3 Seminar/Clinical

Discussion of PMHNP 3 course concepts with real-life scenarios. Includes demonstration of clinical concepts; including, assessment, differential diagnosis, and documentation. Clinical practice preceptorship to develop mental health exam, differential diagnosis, diagnostic reasoning, and plan of care for individuals and groups in psychotherapy. (3; 1 seminar, 2 clinical) (120 hours)

GNUR 754 : PMHNP 4 Seminar/Clinical

Discussion of PMHNP 4 course concepts with real-life scenarios. Includes demonstration of clinical concepts; including, assessment, differential diagnosis, and documentation. Clinical practice preceptorship to demonstrate progressively independent mental health exam, differential diagnosis, diagnostic reasoning, and plan of care for individuals. (3; 1 seminar, 2 clinical) (120 hours)

GNUR 755 : PMHNP 5 Seminar/Clinical

Discussion of advanced PMHNP core concepts and real-life scenarios. Includes demonstration of clinical concepts; including, assessment, differential diagnosis, and documentation. Clinical practice preceptorship to demonstrate independent mental health exam, differential diagnosis, diagnostic reasoning, and plan of care for individuals. (4; 2 seminar, 2 clinical) (120 hours)

GNUR 756 : PMHNP Capstone Seminar/Clinical

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. Culminating clinical practice preceptorship to demonstrate independent, competent, appropriate care of individuals across the lifespan. (6; 2 seminar, 4 clinical) (240 hours)

GNUR 791 : Independent Study

Opportunities for advanced study in selected topic related to student's area of interest. Consent of the Dean required. (1-4)

GNUR 795 : DNP Project Proposal

Builds upon previous DNP courses and provides students a structured environment to begin the DNP project process, including developing strategies for translating research findings into sustainable improvements in patient and clinical outcomes for a diverse population. The use of information technology and interprofessional collaboration will be emphasized. Models used to guide the process of implementing and evaluating evidence-based practice change will be examined. (1)

GNUR 796 : DNP Project Proposal Seminar

Mentorship and guidance for successful proposal of DNP project. May be repeated for credit until project successfully proposed. (2)

GNUR 797 : DNP Project Seminar

Student will plan, implement, evaluate, and disseminate the results of a DNP project. This seminar course is repeated for credit every semester after DNP Project proposal is accepted until their final semester. Students will take the Final Seminar in their final semester. Each semester will focus on different aspects of the project; including, planning, implementation, and data analysis. (1)

GNUR 798 : DNP Project Clinical Hours

Variable credit DNP Project Experience course for students to progress through the DNP Project sequence. Required number of clinical credits will be between 5 and 15 depending on their program. Required number of credits will be delineated by the APC at the beginning of the student's program (1-5)

GNUR 799 : DNP Project Final Seminar

Dissemination of results of the DNP Project through writing, presentation, and peer-review. May be repeated for credit until project successfully completed and disseminated. (2)

Master of Arts – Marriage and Family Therapy (M.A.)

253.535.8307	www.plu.edu/mft/	mfth@plu.edu
Fiona O'Farrell, Ph.D., Chair		

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 personal statement.

The personal statement (maximum 200 words each question) should address the following questions:

1. With all of the helping professions available, why does marriage and family therapy feel like the right fit for you?
2. Tell us about yourself. How do your different proximities to power shape your interactions with others?
3. What does it mean for differences to strengthen us? Give an example from your personal life.
4. How would you create a space in the program that feels supportive for individuals who share your identities and individuals who have different identities?
5. What are your professional goals post-graduation?

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.

Degree Requirements

48 semester hours

- MFTH 500: Biopsychosocial Health and Development Across the Lifespan (4)
- MFTH 503: Systems Approach to Marriage and Family Therapy (4)
- MFTH 504: Contextual Foundations of Systemic Practice (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)
- MFTH 529: J-term Practicum (1)
- **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 : Biopsychosocial Health and Development Across the Lifespan

This course leans heavily on biopsychosocialspiritual (BPSS) health and development across the lifespan. This course emphasizes clinical application and prepares students to work with clients across the lifespan with various health and developmental issues including trauma, abuse, and death. This course also invites students to engage with readings on established theories of development, participate in learning experiences and contextual influences. The goal of this course is to be able to use a biopsychosocialspiritual (BPSS) clinical approach when working with clients across the lifespan, considering how contextualized human development impacts relational interactions. (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 : Contextual Foundations of Systemic Practice

This course provides an introduction to contemporary family developmental theory which explores issues of power, privilege, and oppression when considering family structure and development. We recognize that families' intersecting social contexts influence the meaning of family, relational functioning, and changes over time. Throughout the semester, we will study how race, gender, social class, immigration, religion, spirituality, sexual orientation, and other factors impact family development. You will take part in several projects, including a group cultural "immersion," a religious community observation, and on-going volunteer work in the community. (4)

MFTH 505 : Research Methods in Marriage and Family Therapy

This course focuses on helping students understand research methodologies related to assessment, quantitate 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 529 : J-term Practicum

J-term semester of practica required as part of the continuous process toward developing specific therapeutic competencies in work with individuals, couples, and families. (1)

MFTH 591 : Directed 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)

MFTH 598 : Graduate 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 Arts in Education (M.A.E.)

253.535.7272	www.plu.edu/education/	educ@plu.edu
John Wright, Ph.D., Associate Dean		

The School of Education offers three programs leading to a graduate degree in education; including, two leading to teacher certification and one for international students. In addition, the school offers principal certification and add-on endorsement programs. All programs are aligned with the school's Guiding Principles.

1. The one-year master's degree with certification 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.
2. The Alternative Routes to Certification (ARC) is for current paraeducators and conditional teachers or career changers seeking endorsements in high needs areas 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 24-25 of the required 34 program semester hours in order to become certified. After completing certification, candidates have three additional years to complete the remaining program semester hours to obtain the M.A.E.

Master of Arts in Education (M.A.E.)

34-38 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 two 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.

2) The Alternative Routes to Certification (ARC) is for students seeking elementary or 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 24 or 26 of the required 34 program semester hours in order to become certified. After completing certification, candidates have three additional years to complete the remaining program semester hours to obtain the M.A.E.

All teacher candidates must pass the WEST-B, WEST-E, or NES 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. Scores on the WEST-B or SAT/ACT equivalent and passing scores on the WEST-E or NES 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 school for more information on endorsements.

Admission Procedures

Please visit: www.plu.edu/admission-graduate/

Program Requirements for Washington State Teacher Certification

Candidates who successfully complete a program of professional studies in the school, who meet all related academic requirements for a degree or a certificate, and who meet all state requirements will be recommended by the school 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 Pre-Residency Clearance and Washington State Patrol/FBI background check via fingerprint clearance, assessment by means of passing scores on WEST-B, WEST-E/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 school. State requirements are subject to immediate change. Candidates should meet with school advisors each semester and the certification officer for updates in program or application requirements.

Note: The school 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.

M.A.E. Certification

Elementary Program
38 semester hours

- EDUC 510: Teaching Reading and Language Arts (3)
- EDUC 514: Management and Student Engagement (2)
- 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 580: Foundations and Instructional Strategies for Students with Disabilities (2)

- EDUC 562: Schools and Society (2)
- EDUC 563A: Integrating Seminar: Technology Embedded Instructional Design (2)
- EDUC 565: Elementary Reading, Language Arts, and Social Studies (2)
- EDUC 566: Elementary Math and Science (4)
- SPED 520: Teaching Students with Special Needs (2)

- EDUC 528: Reading and Writing Across the K-8 Curriculum (2)
- EDUC 564: The Arts, Mind, and Body (2)
- EDUC 563B: Integrating Seminar: Internship (4)
- EDUC 568: Internship in Teaching (6)

Secondary Program
36 semester hours

- EDUC 510: Teaching Reading and Language Arts (3)
- EDUC 514: Management and Student Engagement (2)
- 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 580: Foundations and Instructional Strategies for Students with Disabilities (2)
- EDUC 561: Instructional Methodology for Secondary Teachers (4)
- EDUC 562: Schools and Society (2)
- EDUC 563A: Integrating Seminar: Technology Embedded Instructional Design (2)
- SPED 520: Teaching Students with Special Needs (2)
- EDUC 529: Reading and Writing Across the Secondary Curriculum (2)
- EDUC 563B: Integrating Seminar: Internship (4)
- EDUC 568: Internship in Teaching (6)

M.A.E. Alternative Routes to Certification (ARC)

24-26 semester hours for certification, 34 semester hours for degree completion

The Master of Arts in Education-Alternative Routes to Certification program includes special pathways designed to meet the needs of individuals who are career changers in high needs areas (such as math, science, special education) or who have prior experience in schools as paraeducators or substitutes. 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.

The certification portion of the M.A.E.-ARC program begins in June. 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.

After candidates have completed the initial certification portion of the program, they will have three years to complete the remaining 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.

Elementary Program
26 semester hours

- EDUC 510: Teaching Reading and Language Arts (3)
- EDUC 514: Management and Student Engagement (2)
- EDUC 520: Issues of Child Abuse and Neglect (1)
- EDUC 544: Sociocultural Foundation of Education (2)
- SPED 580: Foundations and Instructional Strategies for Students with Disabilities (2)
- EDUC 565: Elementary Reading, Language Arts, and Social Studies (2)
- EDUC 566: Elementary Math and Science (2)
- SPED 520: Teaching Students with Special Needs (2)
- EDUC 564: The Arts, Mind, and Body (2)
- EDUC 563B: Integrating Seminar: Internship (2)
- EDUC 568: Internship in Teaching (6)

Candidates have the option to complete the following semester hours within three years to receive the Master of Arts in Education:

- EDUC 528: Reading and Writing Across the K-8 Curriculum (2)
- EDUC 562: Schools and Society (2)
- EDUC 563A: Integrating Seminar: Technology Embedded Instructional Design (2)
- EPSY 566: Advanced Cognition, Development, & Learning (2)

Secondary Program
24 semester hours

- EDUC 510: Teaching Reading and Language Arts (3)
- EDUC 514: Management and Student Engagement (2)
- EDUC 520: Issues of Child Abuse and Neglect (1)
- EDUC 544: Sociocultural Foundations of Education (2)
- SPED 580: Foundations and Instructional Strategies for Students with Disabilities (2)
- EDUC 561: Instructional Methodology for Secondary Teachers (4)
- SPED 520: Teaching Students with Special Needs (2)
- EDUC 563B: Integrating Seminar: Internship (2)
- EDUC 568: Internship in Teaching (6)

Candidates have the option to complete the following semester hours within three years to receive the Master of Arts in Education:

- EDUC 529: Reading & Writing Across the Secondary Curriculum (2)
- EDUC 562: Schools and Society (2)
- EDUC 556: Critical Issues in Secondary Teaching (2)
- EDUC 563A: Integrating Seminar: Technology Embedded Instructional Design (2)
- EPSY 566: Advanced Cognition, Development, & Learning (2)

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.

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/

Elementary Program
38 semester hours

- EDUC 510: Teaching Reading and Language Arts (3)
- EDUC 514: Management and Student Engagement (2)
- 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 580: Foundations and Instructional Strategies for Students with Disabilities (2)
- EDUC 562: Schools and Society (2)
- EDUC 563A: Integrating Seminar: Technology Embedded Instructional Design (2)
- EDUC 565: Elementary Reading, Language Arts, and Social Studies (2)
- EDUC 566: Elementary Math and Science (2)
- SPED 520: Teaching Students with Special Needs (2)
- EDUC 528: Reading and Writing Across the K-8 Curriculum (2)
- EDUC 564: The Arts, Mind, and Body (2)
- EDUC 560: Practicum (2)
- EDUC 563B: Integrating Seminar: Internship (4)
- EDUC 585: Comparative Education (3)

Secondary Program
35 semester hours

- EDUC 510: Teaching Reading and Language Arts (3)
- EDUC 514: Management and Student Engagement (2)
- 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 580: Foundations and Instructional Strategies for Students with Disabilities (2)
- EDUC 561: Instructional Methodology for Secondary Teachers (4)
- EDUC 562: Schools and Society (2)
- EDUC 563A: Integrating Seminar: Technology Embedded Instructional Design (2)
- SPED 520: Teaching Students with Special Needs (2)
- EDUC 529: Reading and Writing Across the Secondary Curriculum (2)
- SPED 577: The Inclusive Classroom (2)
- EDUC 560: Practicum (2)
- EDUC 563B: Integrating Seminar: Internship (4)
- EDUC 585: Comparative Education (3)

Master of Arts in Education (EDUC) - Graduate Courses

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 514 : Management and Student Engagement

Introduces commonly used engagement and management strategies for increasing academic achievement. Includes a 15 hour practicum. (2)

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 540 : Introduction to Bilingual/ESL Education

This course builds a foundational understanding of the legal and policy development of Bilingual/ESL education through the rich history of state and federal litigation and current legal challenges faced in American public K-12 schools. The course assesses how differences in race/ethnicity, class, gender, and power affect education for culturally and linguistically diverse students in American public schools. Examines legal requirements for program identification and placements, as well as promotes critical uses, effectiveness, validity, and fairness in the testing of linguistically diverse populations. Provides first-hand experiences developing, selecting, reviewing, and adapting test materials as critical to making informed teaching decisions. (3)

EDUC 541 : Program Models for Culturally & Linguistically Diverse Students

This course examines current research on the academic effectiveness of various program models, philosophies, and theoretical underpinnings of bilingual education. It includes the role of emerging research findings of asset-based models that support the academic, cognitive, linguistic, and sociocultural aspects that lead to student success. Overview of federal and state mandates and resources related to program models will be addressed. (3)

EDUC 542 : Culturally & Linguistically Relevant Pedagogy

This course prepares educators to serve as leaders in culturally and linguistically diverse settings. Topics include strategies for creating inclusive learning environments in the school setting, issues of identity, power, and privilege with an emphasis on English Learners. (3)

EDUC 543 : Language Acquisition and Linguistic Foundations

Explores the orientations, theories, debates, and research findings in the areas of first, second, and bilingual language acquisition in addition to connecting the nature of linguistic development and performance to teaching and learning in the classroom. Topics include: theory and research of language development, transference, language identity, translanguaging, and strategies to promote language acquisition and proficiency. Analysis of language proficiency standards, language domains, and language acquisition stages will be examined with emphasis on application to classroom instruction. (3)

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 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 557 : Interdisciplinary Pedagogy

This course explores the theoretical foundations and practical applications of teaching across disciplinary boundaries. Students will examine various models for integrating subject matter, focusing on how interdisciplinary approaches can foster deeper critical thinking, problem-solving skills, and a more holistic understanding of complex issues among diverse learners. The course emphasizes designing and implementing cohesive, standards-aligned interdisciplinary curricula and units of study appropriate for various educational settings. Participants will develop the skills necessary to collaboratively plan and assess learning experiences that connect traditionally separate fields of study. (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: Technology Embedded Instructional Design

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 with opportunities to demonstrate your knowledge and skills related to the complexities of teaching. (2-4)

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. (2-4)

EDUC 567 : Current Issues in Education

This course provides a rigorous examination of contemporary challenges shaping national and state educational systems. Students will analyze complex, high-impact topics such as the intersection of Artificial Intelligence (AI) and pedagogy, the politics of funding and equity, and teacher retention and preparation, among other topics. The course emphasizes critical analysis of recent policy changes, relevant research, and journalistic coverage to develop informed perspectives and innovative solutions for the future of learning. (4)

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 569 : Current Issues in Inclusive Differentiation

This course is designed to assist candidates in becoming familiar with differentiation from a school leadership perspective. Using implementation science with a focus on all students, school leaders are prepared to be system leaders, fostering strong core instruction as an essential component of implementing multi-tiered systems of support (MTSS). (3)

EDUC 576 : Personnel/Policy for Educational Leaders

Effective leadership strategies for professional development, mentoring/coaching, supervision; contract law, hiring and firing of school personnel. (3)

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 582 : Instructional Leadership I: Introduction to Curriculum and Instruction

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. (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 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 592 : Advanced Data-Based Decision Making

This course provides a rigorous examination of the methodological and ethical issues involved in using educational data to drive policy and instructional practice. The primary focus is on critically evaluating data quality and translating the findings into equitable and actionable recommendations for supporting student, teacher, and school improvement. (4)

EDUC 594 : Capstone

This course focuses on creating a culminating project that serves as a "capstone" to a student's academic journey in their chosen education concentration in the M.Ed. program at Pacific Lutheran University. It is a demonstration of their readiness for future endeavors in their chosen concentration. (4)

EDUC 700 : Educational/Instructional Leadership Orientation & Introduction

This course is to prepare students for executive/advanced school leadership roles in districts. The course emphasizes the character, dispositions, and skills, as well as the values and beliefs, which inform effective school and organizational leadership and support the development of a districtwide vision. Additionally, this course will introduce students to the PLU Ed.D. program and build relationships among cohort members and faculty. (3)

EDUC 701 : Educational Research I

This course provides foundational concepts in educational research including various methodologies. The course will address criteria for evaluating and using educational research in their own practice. Students will develop skills in understanding and evaluating research claims. Course concepts include descriptive and inferential statistics and quantitative research designs. Students will also develop knowledge and skills of action research. (4)

EDUC 711 : Educational Research II: Qualitative Research

This second course in the research methods sequence addresses major concepts of qualitative research methods. Students will learn the major methodologies and ethical implications of qualitative research including appropriate research questions. Students will learn and implement qualitative data collection and analysis techniques. (2)

EDUC 721 : Educational Research III: Program Evaluation

This third course in the research methods sequence addresses major concepts of program evaluation. This course prepares students to plan, implement, evaluate, and disseminate the results of a job-embedded Program Evaluation for their Applied Project. The course addresses the similarities and differences between program evaluation and other forms of education research and related ethical implications. Students will learn the steps in designing and conducting a program evaluation, as well as considerations when contracting for program evaluations, as many educational grants and programs require outside evaluation. (2)

EDUC 731 : Educational Leadership: Instructional Leadership

In this course, students will learn both the field's best knowledge of what high-quality learning is and how to generate it at a systems level. Students will read, discuss, collect and analyze data around learning at all levels of a school district's system; including, students, teachers, and school and district leaders. Concurrently, students will examine the leadership actions and formal and informal organizational systems that serve as levers for learning. Students will be guided by three key questions at each level of analysis: what is the learning, how does the learning occur, and when and under what conditions do people learn? (3)

EDUC 732 : Current Trends and Challenges in Educational Leadership

Educational leaders serve in districts impacted by many social, economic, and political factors; thus, leaders must maintain a clear understanding of these issues in order to implement change. This course will provide an in-depth analysis of current trends and issues impacting leadership. This will enable the candidate to focus on personal growth and development of characteristics of leadership. This course will explore and study the current issues and trends related to the field of education leadership through several case studies. Emphasis will be placed on current problems of practice, research, and analysis of practices related to effectiveness. (3)

EDUC 741 : Educational Law, Policy, and Governance

The primary goal of this course is to assist the school leader to develop the attitudes, knowledge, and skills necessary to effectively practice high quality, ethical and legal practices based on the law and appropriate policy application. This course explores federal and state law that school administrators and superintendents are responsible to know and administer. This course is a requirement for all students in the Ed.D. program and for the superintendent certification. (2)

EDUC 742 : Human Resources in P12

This course provides learning of concepts, skills, theories, and techniques involving human resource management and a review of examples of HR practices in P-12 school systems. This course extends what building leaders know and understand about HR and looks at it through a district and superintendent role. There will be an examination of human resource planning, development, and utilization in modern organizations. Topics include: recruitment, selection, training and development, performance appraisal, collective bargaining, contracts, benefit programs, relationships, and role of the human resource department. (2)

EDUC 743 : Educational Finance in P12

The primary goal of this course is to help aspiring school leaders understand school finance and the systemic and political impacts on P12. Students will look at school funding, applying an equity and instructional lens, to help prioritize and guide district level funding. Particular emphasis will be placed on the role of the superintendent or program leader in advocating for students and programs. (2)

EDUC 744 : Community & Family Engagement

The primary goal of this course is to assist district leaders in developing the knowledge, skills, and cultural understanding to improve learning and achievement by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. Students will explore the roles and responsibilities of school leaders in co-creating with families and communities to establish social networks of shared responsibility for student learning and development. This course is a requirement for all students in the Ed.D. program and for the superintendent certification. (2)

EDUC 745 : School Board Relations

The school board governs and the superintendent administers the school district. While this may sound simple, it is often the most difficult area for the board and superintendent to clarify. Not having a clear understanding of the board and superintendent's proper role can lead to poor communication, mistrust, and, in the end, conflict and educational failure. This course will focus on the role of the superintendent, board, and the relationship between the two. (1)

EDUC 746 : Crisis, Conflict, Emergency Management

Effectively managing crisis, conflict, and emergencies is a critical responsibility of a school leader. This course focuses on how educational leaders plan for, manage, and address crises at the institutional level. This course provides practical experiences where students analyze and apply knowledge related to crisis management systems essential to the health and safety of employees and students. (2)

EDUC 747 : Central Office and Programmatic Leadership

This course focuses on superintendent or school district leader roles in establishing effective central management and the integration of special programs; including, Title I, LAP, student services, early childhood, career and technical education,

and special education. The course also includes systems and strategies to evaluate program leaders and principals across the system. Students will explore approaches to improve central district systems and student learning for historically underserved populations. (2)

EDUC 760 : Evaluation and Supervision in Educational Leadership

The primary goal of this course is to develop knowledge, skills, dispositions, and cultural competence required of the aspiring school leader to effectively assess instruction and provide feedback to teachers for the improvement of practice and pedagogy in the P-12 setting. This course will cover the evaluation and supervision of certificated staff; including, teachers, principals, and central office/program administrators. During this course, the school leader will conduct several classroom, school, and district observations using the Washington State Teacher and Principal Evaluation (TPEP), one of the three approved instructional frameworks, and the AWSP principal framework. (2)

EDUC 761 : Educational Leadership: Equity and Social Justice

This course will prepare students to serve as leaders who can demonstrate effective diversity leadership for all students; including, students of all races, students who are linguistically diverse, students with disabilities, students from low-income families, and students along the gender/sexual identity spectrum and their intersections. This course supports students in creating equitable and rich school and district cultures where staff, students, and members of the wider school community are engaged and work together to create a dynamic, inclusive learning environment. (3)

EDUC 762 : Educational Leadership: Systems Leadership

The goal of this course is to expand the students' understanding of systems thinking (a) the role of the leader in evaluating systems theory and frameworks used by educational organizations, particularly in the creation and maintenance of organizational identity; (b) knowledge and skill of policy formulation, evaluation, and advocacy; including, methods of influence, building strategic alliances, and setting policy agendas; (c) the role of the educational leader in working with multiple constituencies (government, legislature, lobbyists, special interest groups, media); and (d) purposes and effective strategies for building teams in leadership settings. (3)

EDUC 763 : Collaboration and Contributions to the Profession

This course supports Ed.D. students/candidates by offering opportunities for them to engage in providing and receiving professional growth and development, mentorship, and networking within the P-12 system. Students in this course will partner with local school and local system leaders, community leaders, current cohort members, and alumni to advance connections and identify next career steps. (1)

EDUC 790 : Program Evaluation Applied Project & Seminar

This is the first course in the Ed.D. Program Evaluation Applied Project Series. Throughout this sequence the Ed.D. student will plan, implement, evaluate, and disseminate the results of a job-embedded Program Evaluation. (3; 1 didactic, 2 clinical)

EDUC 791 : Program Evaluation Applied Project & Seminar

This is the second course in the Ed.D. Program Evaluation Applied Project Series. Throughout this sequence the Ed.D. student will plan, implement, evaluate, and disseminate the results of a job-embedded Program Evaluation. This course includes public presentation of the Program Evaluation to both an academic audience as well as the relevant client (e.g. school, district, state agency, and/or community organization). (4; 1 didactic, 3 clinical)

EDUC 792 : Applied Project Seminar

This course serves as an introduction to the Instructional Leadership and Equity Applied Project process. Students will build upon their research methods and leadership courses to develop their problem statement, research question(s), and outline for their project proposal. The course will also provide an overview of the IRB process. (2)

EDUC 793 : Instructional Leadership and Equity Applied Project & Seminar

This is the first course in the Ed.D. Instructional Leadership and Equity Applied Project series. Throughout this sequence the Ed.D. student will plan, implement, evaluate, and disseminate the results of an Equity Focused Applied Project that represents a synthesis of the learning throughout the doctoral program. (4)

EDUC 794 : Instructional Leadership and Equity Applied Project & Seminar

This is the second course in the Ed.D. Instructional Leadership and Equity Applied Project series. Throughout this sequence the Ed.D. student will plan, implement, evaluate, and disseminate the results of an Instructional Leadership and Equity Focused Applied Project that represents a synthesis of the learning throughout the doctoral program. This course

includes public presentation of the project to both an academic audience as well as the relevant school, district, state agency, and/or community organization. (5; 1 didactic, 4 clinical)

EDUC 795 : Executive Leadership Internship

The superintendent internship is part of the professional preparation of school administrators. The basic function of the internship is to enable the intern/candidate to gain the necessary experience in the performance of the critical tasks of his/her profession while under the close supervision of a certified, experienced superintendent and a university field supervisor. The internship is 360 hours and will assist the aspiring school leader by building upon coursework and learning through practical field experience. NELP leadership standards that are in the foundation for the superintendent certification program frame this course. Will be repeated twice for certification and may be repeated up to four times total. (1)

Master of Arts in Education (EPSY) - Graduate Courses

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)

EPSY 593 : Community & Justice in Practice

This course provides educators with the theoretical knowledge and practical skills necessary to effectively implement and evaluate SEL programs in diverse PreK-12 settings. Students will deeply explore the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework, focusing on the five core competencies and their integration into both academic instruction and school culture. The course emphasizes evidence-based strategies for teaching SEL directly, embedding it into subject matter and using data to assess student growth and program impact on over all well-being and academic success. (4)

Master of Arts in Education (SPED) - Graduate Courses

SPED 500 : Foundations in Special Education

This is a foundational course designed to provide students with a baseline knowledge set of special education. The field of special education is founded on basic principles as well as legal mandates. This course will explore these and provide students with a deeper understanding of the IEP (Individualized Education Plan). (1)

SPED 509 : Current Topics in Serving Students with Disabilities

This course is designed to look at some of the current topics, issues, "problems of practice", and more recent trends in special education and advance solutions and evidence-based practices, such as Universal Design for Learning (UDL), collaboration, inclusion, trauma-informed practices, and culturally-responsive teaching. (1)

SPED 511 : Students with Developmental Disabilities

This course is designed to develop baseline knowledge of various issues related to special education. You will learn about the children and young adults who are placed in related IDEA categories and the various strengths and challenges they bring to the educational table. The course explores what the term "Developmental Disability" means (there are multiple meanings), variation among those with a disability, how to create access while teaching important skills, and collaboration to implement the least restrictive environment. This course addresses terminology that you will need to know in Special

Education, including acronyms and process-related knowledge. (2)

SPED 514 : Students with High Incidence Disabilities

High-incidence disabilities make up 80% of the population of students with disabilities and are disabilities that are more commonly served in general education classrooms. This course focuses on developing understanding of perspectives on the learning, school, and classroom experiences of learners with high incidence disabilities. Topics include: characteristics of students with high incidence disabilities such as specific learning disability, attention deficit/hyperactivity, mild intellectual disability, speech and language impairments, and emotional behavioral disorders, the development and implementation of individualized educational plans, instructional strategies, and accommodations. (3)

SPED 515 : Students with Emotional/Behavioral Disabilities

This course is designed to provide students with an overview of working with students who have significant support needs surrounding emotional regulation and challenging behavior. In Washington State, the Emotional Disturbance category is referred to as Emotional Behavioral Disability (EBD). This course will address foundational strategies for supporting children with EBD, including behavior analytic approaches to increasing pro-social behaviors in school. (3)

SPED 516 : Students with Autism Spectrum Disorders

This course is designed to assist you to become familiar with the various issues related to special education. You will learn about the children and young adults who are placed in this IDEA category and the various strength and challenges they bring to the educational table. You will leave with a much better understanding of special education, this particular population, and all of its inherent variability, and its nature as a part of education rather than a separate entity. (2)

SPED 520 : Teaching Students with Special Needs

Introduction and overview of services for students with special needs at all levels. Includes procedural and substantive legal issues in special education, program modification, and classroom management. (2)

SPED 540 : Theory & Philosophy in Behavior Analysis

This course provides the introduction to the philosophical underpinnings of Applied Behavior Analysis and will include the history of the science behind ABA, the main core principles that guide all research, and how research translates into practice. It will also cover the fundamentals of experimental design in applied behavior analytic research. This is the first in a 3-part series that meets the VCS requirements for Behaviorism and Philosophical Foundations as well as Concepts and Principles. This course addresses the Test Content Standards 6th Edition. (3)

SPED 541 : Basic Principles of Behavior

This course is the first in a series of two that covers the Concepts and Principles section of the BACB Test Content Outline. (3)

SPED 542 : Measurement & Experimental Design

This course provides a complete and comprehensive overview of the measurement practices and principles used most in ABA. This course addresses the Test Content Standards 6th Edition. (3)

SPED 545 : Ethics in Behavior Analysis

This course is the first of two in a series designed to meet the VCS requirements for Ethics and Professionalism in ABA. This course will overview ethical behavior and requirements for BCBAs as well as how to conduct their practice as professionals. In particular, this course will address the four core principles of the BACB Ethics Code. (3)

SPED 580 : Foundations and Instructional Strategies for Students with Disabilities

This course is designed to build a strong foundational understanding of the various issues related to special education and provide ways to apply strategies aimed at building inclusive, supportive, and positive classroom environments that are characterized by quality differentiated instruction. (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 Business Administration (M.B.A.)

253.535.7252	www.plu.edu/mba/	plumba@plu.edu
Woojun Lee, Ph.D., Dean	Juanita Reed, M.Ed., Associate Dean	

Admission

The PLU M.B.A. program offers two tracks: a general M.B.A. in Business Administration and an M.B.A. in Management Science & Quantitative Methods. Aspirants may apply for admission to either of the two tracks.

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.

To apply submit the following:

- The PLU graduate application is available online at www.plu.edu/mba/
- A current résumé detailing work experience and community service
- All official transcripts from higher education institutions
- International transcripts should be translated into English. In some cases, a professional transcript evaluation may be required.
- A Statement of Professional Goals
- Official Graduate Management Assessment Test (GMAT) **or** Graduate Record Exam (GRE) (Optional)
- Two letters of recommendation
- 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.

M.B.A. Repeat Policy

Master of Business Administration students may repeat an M.B.A. course one time. The cumulative grade point average is computed using the highest of the grades earned. Credit toward graduation is allowed only once. Under exceptional circumstances, a student may appeal to the dean to repeat a course a second time.

Master of Business Administration Degree (M.B.A.)

M.B.A. (Business Administration) Degree Requirements
36 *semester hours; 44 semester hours with concentration*

Students are not required to have an area of concentration:

- 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. (Management Science & Quantitative Methods) Degree Requirements
44 semester hours; 52 hours with emphasis

Students are not required to have an area of emphasis

- BMBA 504: Quantitative Methods for Decision Making (4)
- 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)
- BMBA 526: Big Data and Decision Analytics (4)

R-Designated Concentration Courses

Concentration courses with an "R" designation after the course number are offered online through a consortium of regionally accredited colleges and universities. Instruction is provided by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education.

Pacific Lutheran University reviews, approves, and oversees courses offered through the consortium. Students register through Pacific Lutheran University and receive academic credit from Pacific Lutheran University.

M.B.A. Concentration Areas

- **Artificial Intelligence Concentration**
  9 *semester hours*
  - BMBA 555R: Generative AI for Managers (3)
  - BMBA 556R: Business Use Cases for AI (3)
  - **Three semester hours from the following:**
    - BMBA 557R: AI Governance and Ethics (3)
    - BMBA 559R: Managing AI Projects (3)

- **Business Analytics Concentration**
  9 *semester hours*
  - BMBA 540R: Storytelling with Data (3)
  - BMBA 541R: Spreadsheet Modeling for Decision-Making (3)
  - **Three semester hours from the following:**
    - BMBA 542R: Python for Business Analytics (3)
    - BMBA 559R: Managing AI Projects (3)

- **Cybersecurity Management Concentration**
  9 *semester hours*
  - BMBA 564R: Information Governance, Risk Management, and Compliance (3)
  - BMBA 565R: Network Architectures for Cyber Managers (3)
  - **Three semester hours from the following:**
    - BMBA 566R: Cyber Risk Management and Strategy (3)
    - BMBA 567R: Executive Cyber Defense (3)

- **Entrepreneurship and Closely-Held Enterprises Concentration**
  8 *semester hours*
  - BMBA 550: Leading Family and Closely-Held Enterprises (4)
  - **Four 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)

- **Finance Concentration**
  9 *semester hours*

  - BMBA 572R: Managerial Finance (3)
  - BMBA 573R: Capital Markets and Investing (3)
  - **Three semester hours from the following:**
    - BMBA 574R: Financial Statements Analysis and Valuation (3)
    - BMBA 575R: Frontiers of Finance (3)

- **Healthcare Administration Concentration**
  9 *semester hours*

  - BMBA 545R: Structure and Economics of the US Healthcare System (3)
  - BMBA 548R: Management of Healthcare Organizations (3)
  - **Three semester hours from the following:**
    - BMBA 546R: Data Analysis for Healthcare Management (3)
    - BMBA 547R: Healthcare Finance (3)

- **Healthcare Management Concentration**
  8 *semester hours*

  - BMBA 560: Managing Health Care Enterprises (4)
  - **Four semester hours from the following:**
    - BMBA 577: Project Management (4)
    - Approved BMBA 587/588/589: Special Topics (1 to 4)
    - BMBA 596: Internship (1 to 4)

- **Supply Chain Management Concentration**
  8 semester hours

  - BMBA 561: Advanced Supply Chain Management (4)
  - **Four 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)

- **Technology and Innovation Management Concentration**
  8 *semester hours*

  - BMBA 570: Management and Marketing of Technology (4)
  - **Four 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)

Certificates

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 Healthcare 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 Healthcare 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 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 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 504 : Quantitative Methods for Decision Making

Methods and techniques of quantitative 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)

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 526 : Big Data and Decision Analytics

This course provides a broad overview of analytic strategies for (structured and unstructured) data collected in interactive channels. Topics covered include: big data, key performance indicators, and how to optimize digital experiences by incorporating testing and experimentation. Prerequisites: BMBA 513. (4)

BMBA 540R : Storytelling with Data

Storytelling is one of the oldest and most powerful tools for action and this course empowers MBA students to transform raw data into compelling narratives that drive business decisions. By the end of this course, you'll be able to create data queries and visualizations, integrate data into business planning, and effectively communicate your findings, helping organizations turn data into a strategic tool for competition and innovation. (3)

BMBA 541R : Spreadsheet Modeling for Decision-Making

Spreadsheet tools are the most universal and easily accessible program for most people to use and interpret data - and a vital skill for any analyst to know. In this course, students will learn data cleaning, financial modeling, optimization, and data visualization using PivotTables and PivotCharts, enabling students to analyze complex datasets, create forecasts, and effectively communicate insights to support data-driven decision-making in business contexts. (3)

BMBA 542R : Python for Business Analytics

Managers who hope to stay competitive in business analytics need to be able to scale their analytics - and Python provides that solution. This course covers Python's significance in business analytics, setting up the Python environment, and learning basic syntax. You'll leverage three of Python's essential libraries - NumPy for numerical data, Pandas for data manipulation, and Matplotlib for data visualization - to use data to solve complex business problems. (3)

BMBA 545R : Structure and Economics of the US Healthcare System

Healthcare systems are complicated structures beholden economically and legally to many different stakeholders and policies. When those factors change, they have consequences. Aspiring managers must be able to make informed decisions about what to do in the face of change. By the end of this course, aspiring healthcare system managers will be prepared to analyze the economic impact of policy changes on their institutions and tackle challenges such as hospital mergers, new payment models, regulated drug prices, and Medicaid insurance bids. (3)

BMBA 546R : Data Analysis for Healthcare Management

Healthcare managers that can leverage data analysis make more informed decisions that lead to better outcomes. Data in healthcare context brings solutions, but also unique challenges that managers must navigate to harness its potential. In this course, students will explore effective management and integration of data-driven decisions in healthcare. By the end, students will be able to strategize and communicate data insights to drive ethical impact in healthcare systems. (3)

BMBA 547R : Healthcare Finance

In health services organizations, bad financial management can cost more than money - it can cost lives, making financial acumen crucial for quality patient care. This course covers financial statement analysis, cost accounting, capital budgeting, and financial modeling, equipping future managers to make informed decisions around challenges such as evaluating insurance designs, assessing service line impacts, and analyzing new drug costs. (3)

BMBA 548R : Management of Healthcare Organizations

Should a hospital focus on pediatrics or heart surgery? How can clinics build and retain a strong workforce? What is the best strategy for negotiating with insurance companies? This course focuses on the management principles and practices that create successful healthcare organizations. Students will learn to navigate key management challenges, apply strategic analysis frameworks, and manage healthcare workforce and IT systems - all with an emphasis on ethical leadership, collaboration, and quality assurance. (3)

BMBA 555R : Generative AI for Managers

Generative AI (GenAI) is ushering in a new age of productivity in business. Managers who ineffectively adopt it risk being outpaced by forward-thinking competitors. This course equips students to drive impact in any industry using GenAI tools. You'll learn to engineer effective prompts, integrate AI into workflows, and develop innovative GenAI solutions, as well as explore ethical considerations and future trends. (3)

BMBA 556R : Business Use Cases for AI

Just like you wouldn't use a financial model to drive a marketing campaign, different business use cases require different AI tools. In this course, students will explore the potential and limitations of AI technologies, learning to identify business problems suitable for AI solutions and build effective AI implementation strategies. (3)

BMBA 557R : AI Governance and Ethics

Alongside powerful data-driven solutions, AI opens a Pandora's box of ethical issues: data privacy, bias, transparency, and balancing automation with human oversight. AI governance may be the biggest ethical issue of our time, something essential for any manager to understand before implementing this new technology. Students will develop AI policies for ethics and compliance, mitigate AI-related risks, and communicate governance standards to stakeholders. (3)

BMBA 559R : Managing AI Projects

AI project can help predict trends and optimizes operations, allowing businesses to understand not just what has happened but what will happen - and what should be done about it. By the end of this course, students will be prepared to drive financial and operational impact by managing AI project lifecycles: developing comprehensive project plans, managing data and models, ensuring effective deployment, and communicating progress and outcomes to stakeholders. (3)

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 564R : Information Governance, Risk Management, and Compliance

Companies storing information are responsible for keeping it safe - and face consequences if they don't. Who's at fault after an attack and who must be informed? This course covers corporate governance principles, risk identification methods, business regulations, accountability, and audits. In a data-driven world, business leaders must handle data responsibly and, by the end of this course, you'll learn how to manage the growing legal obligations around cybersecurity. (3)

BMBA 565R : Network Architectures for Cyber Managers

In order to ensure a house is safe, we need to know how it's built. It's the same for cybersecurity: to ensure systems are secure, we need to understand their design and the unique security challenges of different network architectures and data storage solutions. By the end of this course, you'll be able to critique security for various network designs, including IT and OT systems, cloud environments, data storage, and IoT networks, in terms of cyber risk. (3)

BMBA 566R : Cyber Risk Management and Strategy

Cyberattacks today are inevitable - but the extant of the damage may rely on how much you, as the manager, are prepared. By the end of this course, you'll know how to create risk management strategies before, during, and after cyberattacks, developing incident response plans, understanding frameworks like NIST and MITRE ATT&CK, identifying proactive and reactive protection techniques, and debriefing with 'hotwashes'. (3)

BMBA 567R : Executive Cyber Defense

To defend against hackers, you need to think like a hacker. This course covers the fundamentals of ethical hacking, from Linux commands and open-source tools to attack tree construction and vulnerability research. By the end of the course, you'll be able to use what you've learned to analyze, interpret, and communicate penetration tests and security strategies to executives. (3)

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 572R : Managerial Finance

All businesses need to take risks, but managerial finance experts do so without risking it all. This course focuses on present value analysis, capital markets and budgeting, and corporate capital structure. You'll learn to assess company value, understand debt vs. equity financing, and forecast financial performance while gaining skills in budget management and decision-making that allow you to drive value creation in every aspect of the corporate world. (3)

BMBA 573R : Capital Markets and Investing

Investing involves risk - but this course teaches you how to manage that risk and make the right decisions to build and protect your wealth. What portfolio decisions are safer? How can companies thrive by balancing debt and equity? How can options mitigate risk? By the end, you'll have the financial acumen to make informed investment decisions, optimize portfolio performance, and master strategies for risk management, capital allocation, and sustainable financial growth. (3)

BMBA 574R : Financial Statements Analysis and Valuation

Financial statements are a gold mine that, when analyzed correctly, can reveal a company's financial health and potential for future profitability. And valuing a company is a critical skill in finance that both influences investment decisions and drives financial success. Through financial statement analysis, financial ratio analysis, risk assessment, pro forma financial statements, and advanced valuation techniques like DCF and comparable company analysis, students will gain the quantitative expertise to make informed investment decisions. (3)

BMBA 575R : Frontiers of Finance

Finance isn't a static field and understanding disruptors like blockchain and cryptocurrency allows you to capitalize on opportunities that are revolutionizing financial operations. Students will describe and evaluate blockchain, analyze cryptocurrencies, and assess decentralized finance (DeFi) platforms. By course end, students will be ready to explore

blockchain and crypto career opportunities and lead discussions on these cutting-edge technologies. (3)

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)

Master of Education (M.Ed.)

253.535.7272	www.plu.edu/education/	educ@plu.edu
John Wright, Ph.D., Associate Dean		

The Master of Education degree provides current educators and related professionals the opportunity to advance their knowledge and skills in critical areas to meet the needs of children and students in our region. Candidates will focus their studies in a chosen concentration to go more deeply into an area of interest. With completion of additional continuing education coursework, candidates may complete an add-on teaching endorsement, administrator certification, or sit for the BCBA exam.

Concentration options are as follows:

- Applied Behavior Analysis
- Educational Leadership
- Elementary Education
- English Language Learners
- Special Education

M.Ed. Application Priority Deadlines

M.Ed. candidates may apply for admission at any time during the year. However, application by the priority deadlines will enhance the applicant's potential for admission. Guaranteed Graduate Admission is available for alumni of the BAE, BAK with certification, and BME programs who have graduated within the last 10 years or upon graduation in the future.

- Priority Date #1: December 1
- Priority Date #2: February 1

Admission Criteria

- PLU online application
- Application fee
- Official transcripts from all colleges and universities attended
- Statement of professional goals
- Two letters of recommendation
- Current professional resumé
- Additional requirements for individuals planning to earn one of the stacked credentials:
    - To earn the Elementary Education, Special Education, or English Language Learners endorsement, the candidate must hold a valid Washington Teaching Certificate
    - To complete the Principal Certification program, the candidate must have three years of certified experience, a valid Washington State Teaching or ESA Certificate, PLU Form of District approval, and OSPI forms 4001F and 4201

Master of Education (M.Ed.)

Advanced Pedagogy and Practice Degree Requirements
32 semester hours

Candidates will complete a common required Core and Capstone and complete one concentration selected from those listed below.

Core and Capstone Courses
20 semester hours

- EDUC 557: Interdisciplinary Pedagogy (4)
- EPSY 593: Community and Justice in Practice (4)
- EDUC 567: Current Issues in Education (4)
- EDUC 592: Advanced Data-Based Decision Making (4)
- EDUC 594: Capstone (4)

Concentration Courses

Elementary Education
12 semester hours

- EDUC 510: Teaching Reading and Language Arts (3)
- EDUC 565: Elementary Reading, Language Arts, and Social Studies (2)
- EDUC 566: Elementary Math and Science (2)
- EDUC 528: Reading and Writing Across the K-8 Curriculum (2)
- EDUC 564: The Arts, Mind, and Body (2)
- EDUC 901: Pacific Northwest and Its Indigenous Inhabitants (1)

Special Education
12 semester hours

- SPED 500: Foundations in Special Education (1)
- SPED 509: Current Topics in Serving Students with Disabilities (1)
- SPED 511: Students with Developmental Disabilities (2)
- SPED 514: Students with High Incidence Disabilities (3)
- SPED 515: Students with Emotional/Behavioral Disabilities (3)
- SPED 516: Students with Autism Spectrum Disorders (2)

English Language Learners
12 semester hours

- EDUC 540: Introduction to Bilingual/ESL Education (3)
- EDUC 541: Program Models for Culturally & Linguistically Diverse Students (3)
- EDUC 542: Culturally and Linguistically Relevant Pedagogy (3)
- EDUC 543: Language Acquisition and Linguistic Foundations (3)

Educational Leadership
12 semester hours

- EDUC 582: Instructional Leadership I: Introduction to Curriculum & Instruction (3)
- EDUC 576: Personnel/Policy for Educational Leaders (3)
- EDUC 578: School Law (3)
- EDUC 569: Current Issues in Inclusive Differentiation (3)

Applied Behavior Analyst
12 semester hours

- SPED 540: Theory and Philosophy in Behavior Analysis (3)
- SPED 541: Basic Principles of Behavior (3)
- SPED 542: Measurement and Experimental Design (3)
- SPED 545: Ethics in Behavior Analysis (3)

A maximum of four credits of continuing education may be used towards the degree. Beyond these four credits, prior courses or credits completed via continuing education cannot be used toward completion of this degree.

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.

Continuation Requirements

To continue in the program, a candidate must maintain a 3.0 GPA, demonstrate dispositions in line with the TPEP criteria and those published by the Education Department, and earn a B- or better in each course.

Master of Arts in Education (EDUC) - Graduate Courses

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 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 540 : Introduction to Bilingual/ESL Education

This course builds a foundational understanding of the legal and policy development of Bilingual/ESL education through the rich history of state and federal litigation and current legal challenges faced in American public K-12 schools. The

course assesses how differences in race/ethnicity, class, gender, and power affect education for culturally and linguistically diverse students in American public schools. Examines legal requirements for program identification and placements, as well as promotes critical uses, effectiveness, validity, and fairness in the testing of linguistically diverse populations. Provides first-hand experiences developing, selecting, reviewing, and adapting test materials as critical to making informed teaching decisions. (3)

EDUC 541 : Program Models for Culturally & Linguistically Diverse Students

This course examines current research on the academic effectiveness of various program models, philosophies, and theoretical underpinnings of bilingual education. It includes the role of emerging research findings of asset-based models that support the academic, cognitive, linguistic, and sociocultural aspects that lead to student success. Overview of federal and state mandates and resources related to program models will be addressed. (3)

EDUC 542 : Culturally & Linguistically Relevant Pedagogy

This course prepares educators to serve as leaders in culturally and linguistically diverse settings. Topics include strategies for creating inclusive learning environments in the school setting, issues of identity, power, and privilege with an emphasis on English Learners. (3)

EDUC 543 : Language Acquisition and Linguistic Foundations

Explores the orientations, theories, debates, and research findings in the areas of first, second, and bilingual language acquisition in addition to connecting the nature of linguistic development and performance to teaching and learning in the classroom. Topics include: theory and research of language development, transference, language identity, translanguaging, and strategies to promote language acquisition and proficiency. Analysis of language proficiency standards, language domains, and language acquisition stages will be examined with emphasis on application to classroom instruction. (3)

EDUC 557 : Interdisciplinary Pedagogy

This course explores the theoretical foundations and practical applications of teaching across disciplinary boundaries. Students will examine various models for integrating subject matter, focusing on how interdisciplinary approaches can foster deeper critical thinking, problem-solving skills, and a more holistic understanding of complex issues among diverse learners. The course emphasizes designing and implementing cohesive, standards-aligned interdisciplinary curricula and units of study appropriate for various educational settings. Participants will develop the skills necessary to collaboratively plan and assess learning experiences that connect traditionally separate fields of study. (4)

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. (2-4)

EDUC 567 : Current Issues in Education

This course provides a rigorous examination of contemporary challenges shaping national and state educational systems. Students will analyze complex, high-impact topics such as the intersection of Artificial Intelligence (AI) and pedagogy, the politics of funding and equity, and teacher retention and preparation, among other topics. The course emphasizes critical analysis of recent policy changes, relevant research, and journalistic coverage to develop informed perspectives and innovative solutions for the future of learning. (4)

EDUC 569 : Current Issues in Inclusive Differentiation

This course is designed to assist candidates in becoming familiar with differentiation from a school leadership perspective. Using implementation science with a focus on all students, school leaders are prepared to be system leaders, fostering strong core instruction as an essential component of implementing multi-tiered systems of support (MTSS). (3)

EDUC 576 : Personnel/Policy for Educational Leaders

Effective leadership strategies for professional development, mentoring/coaching, supervision; contract law, hiring and firing of school personnel. (3)

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 582 : Instructional Leadership I: Introduction to Curriculum and Instruction

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. (3)

EDUC 592 : Advanced Data-Based Decision Making

This course provides a rigorous examination of the methodological and ethical issues involved in using educational data to drive policy and instructional practice. The primary focus is on critically evaluating data quality and translating the findings into equitable and actionable recommendations for supporting student, teacher, and school improvement. (4)

EDUC 594 : Capstone

This course focuses on creating a culminating project that serves as a "capstone" to a student's academic journey in their chosen education concentration in the M.Ed. program at Pacific Lutheran University. It is a demonstration of their readiness for future endeavors in their chosen concentration. (4)

Master of Arts in Education (EPSY) - Graduate Courses

EPSY 593 : Community & Justice in Practice

This course provides educators with the theoretical knowledge and practical skills necessary to effectively implement and evaluate SEL programs in diverse PreK-12 settings. Students will deeply explore the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework, focusing on the five core competencies and their integration into both academic instruction and school culture. The course emphasizes evidence-based strategies for teaching SEL directly, embedding it into subject matter and using data to assess student growth and program impact on over all well-being and academic success. (4)

Master of Arts in Education (SPED) - Graduate Courses

SPED 500 : Foundations in Special Education

This is a foundational course designed to provide students with a baseline knowledge set of special education. The field of special education is founded on basic principles as well as legal mandates. This course will explore these and provide students with a deeper understanding of the IEP (Individualized Education Plan). (1)

SPED 509 : Current Topics in Serving Students with Disabilities

This course is designed to look at some of the current topics, issues, "problems of practice", and more recent trends in special education and advance solutions and evidence-based practices, such as Universal Design for Learning (UDL), collaboration, inclusion, trauma-informed practices, and culturally-responsive teaching. (1)

SPED 511 : Students with Developmental Disabilities

This course is designed to develop baseline knowledge of various issues related to special education. You will learn about the children and young adults who are placed in related IDEA categories and the various strengths and challenges they bring to the educational table. The course explores what the term "Developmental Disability" means (there are multiple meanings), variation among those with a disability, how to create access while teaching important skills, and collaboration to implement the least restrictive environment. This course addresses terminology that you will need to know in Special Education, including acronyms and process-related knowledge. (2)

SPED 514 : Students with High Incidence Disabilities

High-incidence disabilities make up 80% of the population of students with disabilities and are disabilities that are more

commonly served in general education classrooms. This course focuses on developing understanding of perspectives on the learning, school, and classroom experiences of learners with high incidence disabilities. Topics include: characteristics of students with high incidence disabilities such as specific learning disability, attention deficit/hyperactivity, mild intellectual disability, speech and language impairments, and emotional behavioral disorders, the development and implementation of individualized educational plans, instructional strategies, and accommodations. (3)

SPED 515 : Students with Emotional/Behavioral Disabilities

This course is designed to provide students with an overview of working with students who have significant support needs surrounding emotional regulation and challenging behavior. In Washington State, the Emotional Disturbance category is referred to as Emotional Behavioral Disability (EBD). This course will address foundational strategies for supporting children with EBD, including behavior analytic approaches to increasing pro-social behaviors in school. (3)

SPED 516 : Students with Autism Spectrum Disorders

This course is designed to assist you to become familiar with the various issues related to special education. You will learn about the children and young adults who are placed in this IDEA category and the various strength and challenges they bring to the educational table. You will leave with a much better understanding of special education, this particular population, and all of its inherent variability, and its nature as a part of education rather than a separate entity. (2)

SPED 540 : Theory & Philosophy in Behavior Analysis

This course provides the introduction to the philosophical underpinnings of Applied Behavior Analysis and will include the history of the science behind ABA, the main core principles that guide all research, and how research translates into practice. It will also cover the fundamentals of experimental design in applied behavior analytic research. This is the first in a 3-part series that meets the VCS requirements for Behaviorism and Philosophical Foundations as well as Concepts and Principles. This course addresses the Test Content Standards 6th Edition. (3)

SPED 541 : Basic Principles of Behavior

This course is the first in a series of two that covers the Concepts and Principles section of the BACB Test Content Outline. (3)

SPED 542 : Measurement & Experimental Design

This course provides a complete and comprehensive overview of the measurement practices and principles used most in ABA. This course addresses the Test Content Standards 6th Edition. (3)

SPED 545 : Ethics in Behavior Analysis

This course is the first of two in a series designed to meet the VCS requirements for Ethics and Professionalism in ABA. This course will overview ethical behavior and requirements for BCBAs as well as how to conduct their practice as professionals. In particular, this course will address the four core principles of the BACB Ethics Code. (3)

Master of Fine Arts – Creative Writing (M.F.A.)

253.535.7221	www.plu.edu/mfa/	mfa@plu.edu
Rick Barot, M.F.A., Director		

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.

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 of genres of choice. 3 mailings. Emphasis on organization of creative thesis (book-length manuscript), final revision, planning for public presentation (class or lecture). (8)

Master of Science – Cybersecurity (M.S.)

253.535.7400	www.plu.edu/master-of-science-cybersecurity/	gradadmission@plu.edu
Laurie Murphy, M.S., Chair		

Admission

The Master of Science in Cybersecurity prepares students by equipping them with the knowledge and skills necessary to address the complex challenges of protecting information systems and data. Graduates are prepared for various roles in the cybersecurity field, with a focus on the technical aspects of the discipline as well as some aspects of management and law.

Admission to the M.S. in Cybersecurity is based on a holistic review of the applicant's academic preparation, work and volunteer experiences, and potential contributions to the classroom experience, the profession of cybersecurity, and society. Review of applications and acceptance into the program is determined by faculty evaluation. Review is based on the following requirements:

- Bachelor's degree from an accredited institution with at least a 3.0 GPA
- Knowledge of computer networking, computer programming, and mathematics. This can be demonstrated by the following:
    - Computer programming
        - Education: an introduction to programming course(s) in Java, C#, C++, C, or Python, including data structures
        - Professional experience in programming
    - Networking
        - Education: an introductory computer networking course
        - Professional experience and/or certification in an applicable credential such as CompTIA Network+, CCNA, etc.
    - Mathematics
        - Education: courses in discrete structures and introductory statistics

Application Materials:

- Official transcripts from all colleges and universities attended
- A personal essay describing your reasons for pursuing this degree
- Programming, networking, and mathematics: please describe where you acquired your knowledge of computer networking, programming, and mathematics.
- A current resume or vita

Guaranteed Graduation Admission – M.S. in Cybersecurity

PLU's Guaranteed Graduate Admission process provides qualified students with an expedited pathway to the Master of Science in Cybersecurity.

Eligibility:

Current PLU students majoring in Computer Science (BS or BA) or Data Science (BS) with a minimum GPA of 3.0 who have completed CSCI 386 and PLU Computer Science or Data Science minors who have completed CSCI 270 and CSCI 386 and maintain a cumulative GPA of 3.0 or higher qualify for guaranteed admission.

Master of Science - Cybersecurity (M.S.)

36 semester hours

- CSCI 501: Cybersecurity Fundamentals (4)
- CSCI 510: Ethics, Risk Management, and Cyber Law (4)
- CSCI 520: Secure Software Development (4)
- CSCI 525: Network Security (4)
- CSCI 530: Ethical Hacking (4)
- CSCI 540: Security Operations, Incident Response, and Forensics (4)
- CSCI 545: Cybersecurity Lab (4)
- CSCI 550: AI and Cybersecurity (4)
- CSCI 599: Cybersecurity Capstone (4)

Master of Science - Cybersecurity (M.S.) - Graduate Courses

CSCI 501 : Cybersecurity Fundamentals

A survey of the fundamental concepts, principles, and practices of cybersecurity. Designed to provide students with a comprehensive understanding of the field. Includes topics such as: basic cryptography, secure development lifecycle; common threats, vulnerabilities, and exploits; confidentiality, integrity, and availability; information lifecycle; privacy considerations; legal and regulatory issues. (4)

CSCI 510 : Ethics, Risk Management, and Cyber Law

This course explores risk management and incident response, ethics, policy, and law from a cybersecurity perspective. Includes topics such as: ethics frameworks; professional ethical obligations; ethical decision making; local and federal policy; privacy; legal and regulatory issues; risk management; risk assessment and analysis; cybercrime. (4)

CSCI 520 : Secure Software Development

This course provides an exploration of secure software development practices, emphasizing the integration of security throughout the software development lifecycle (SDLC). Students will learn to identify vulnerabilities, apply secure coding techniques, and implement security measures in software design and architecture. (4)

CSCI 525 : Network Security

This course explores the concepts, technologies, and methodologies used to secure networks. It covers a range of topics from fundamental principles to advanced security techniques, preparing students to design, implement, and manage secure network infrastructures. Prerequisite: CSCI 501. (4)

CSCI 530 : Ethical Hacking

Explores the techniques and tools used by ethical hackers to identify vulnerabilities and assess and enhance the security posture of systems and networks. Students will explore the ethical and legal implications of hacking, distinguishing between malicious hacking and ethical practices aimed at improving security. Topics include penetration testing methodologies, vulnerability assessment, and the use of various hacking tools and techniques. (4)

CSCI 540 : Security Operations, Incident Response, and Forensics

Students will explore the critical functions of a Security Operations Center (SOC); including, threat detection, incident response, and continuous monitoring. The curriculum emphasizes the importance of establishing robust security frameworks and protocols to protect sensitive information and maintain compliance with industry regulations. Topics include: the use of Security Information and Event Management (SIEM) systems and the implementation of threat intelligence to enhance situational awareness. The topic of digital forensics is covered, where students will gain hands-on experience with forensic tools and methodologies to investigate cyber incidents. Topics such as network forensics, malware analysis, and mobile device forensics will be explored, equipping students with the skills to analyze and interpret digital evidence. Additionally, the course will cover incident response strategies; including, preparation, detection, analysis, containment, eradication, and recovery. Students will learn how to develop and implement incident response plans, conduct post-incident reviews, and communicate effectively with stakeholders during and after security events. (4)

CSCI 545 : Cybersecurity Lab

This lab course provides students with practical experience in various aspects of cybersecurity; including, network security, penetration testing, incident response, and secure coding practices. Students will engage in hands-on exercises, simulations, and projects that reinforce their understanding of cybersecurity concepts and tools. Prerequisites: CSCI 525, 530, and 540. (4)

CSCI 550 : AI and Cybersecurity

This course explores the intersection of artificial intelligence (AI) and cybersecurity, focusing on how AI technologies can enhance security measures and how they can also introduce new vulnerabilities. Students will gain understanding of AI applications in threat detection, incident response, and risk management as well as the ethical implications and challenges associated with these technologies. (4)

CSCI 599 : Cybersecurity Capstone

This can take one of two forms: internship or project. With the internship option, students secure and complete a cybersecurity-related internship, working with a faculty sponsor to set and assess learning goals. The project option involves the completion and presentation of an independent study project that makes use of the knowledge obtained form the program's curriculum to form connections between academic concepts and the application of those concepts in a real-world setting. Students present their work at the end of the program and produce a comprehensive report. (4)

Master of Science – Kinesiology (M.S.)

253.535.8570	www.plu.edu/master-of-science-kinesiology/	gradadmission@plu.edu
Mallory Mann, Ph.D., Chair		

Admission

The Master of Science in Kinesiology program is on hiatus for the 2025-26 academic year.

Admission to the MS in Kinesiology is based on several criteria including academic preparation, work experience, and potential contribution to the classroom experience. The Graduate Admissions Committee bases decisions on a holistic assessment of the individual merits of each applicant. Academic preparation will be evaluated holistically by the program admission team with consideration given to the applicant's previous formal education and relevant professional certifications or experience. Students may be given conditional admission based on gaps in previous knowledge. Conditional admission may require the completion of necessary prerequisite coursework prior to the start of the program.

To be eligible for admission applicants must hold a bachelor's degree from a regionally accredited institution with a cumulative undergraduate GPA of 3.0 or higher.

To apply, submit the following:
Official transcripts from all universities attended
Two letters of recommendation, either academic or professional
A current resume
A letter of application not to exceed a total of five double spaced pages
Application processing fee

Master of Science - Kinesiology (M.S.)

34 semester hours

- KINS 500: Research Methods and Applications (4)
- KINS 505: Inclusive Leadership (4)
- KINS 510: Mentorship and Leadership (2)
- KINS 515: Applied Sport Psychology I (4)
- KINS 520: Adapted Training for Special Populations (4)
- KINS 592: Special Topics (4)
- KINS 595: Project + Defense (4)

- **Select one focus area from the following**
  - Applied Sport Psychology
    8 semester hours
    - KINS 530: Current and Social Issues in Sport (4)
    - KINS 540: Applied Sport Psychology II (4)
  - Applied Exercise Science
    8 semester hours
    - KINS 525: Applied Exercise Science I (4)
    - KINS 535: Applied Exercise Science II (4)

Master of Science - Kinesiology (M.S.) - Graduate Courses

KINS 510 : Mentorship and Leadership

This course is designed to provide independent mentoring between a faculty member and a graduate student. The experience provides opportunities for leadership development and professional development appropriate to the student's interests and abilities. This is a Pass/Fail class only. A general outline of the student's final project is also expected to be developed as a function of the mentoring process. Can be repeated once for credit up to four semester hours. (2)

KINS 515 : Applied Sport Psychology I

Examination and analysis of theory and research relating to social psychological factors and group dynamics affecting sport and exercise behavior. This course will focus on theory, research and application related to individual and group factors (e.g., motivation, communication, feedback, attribution, leadership) that affect cognitions, behavior and performance in sport and physical activity. Current issues in exercise psychology including exercise adherence and behavioral change strategies will also be examined. (4)

KINS 520 : Adapted Training for Special Populations

The course will emphasize designing exercise programs for special populations, including adapted training, younger and older adults, and individuals with specific conditions and limitations. Emphasis will be placed on modifications and application of training programs. (4)

KINS 525 : Applied Exercise Science I

The course will address the physiological responses and adaptations to acute and chronic training. Additionally, students will understand how the energy systems impact design of training programs. Emphasis will also be placed on periodization and yearlong design in relation to development of training programs to improve or maintain agility, power, cardiovascular endurance, and balance. (4)

KINS 530 : Current and Social Issues in Sport

This course serves as a comprehensive introduction to current topics facing practitioners in sport and exercise psychology. The focus of the course will be to critically examine the challenges and opportunities facing athletes, exercisers, and non-sport performers as well as teams, franchises, leagues, national governing bodies (NGBs) and others with a vested interest in performance excellence. Given the seminar style of the course, topics will focus on the interests of each unique cohort. The purposes of the course is to help students develop the ability to make constructive, evidence-based, practical decisions regarding contemporary issues they may face in their profession. (4)

KINS 535 : Applied Exercise Science II

This course will address theoretical and practical bases of program design in weight training. Additionally, the course will cover functional anatomy and proper lifting techniques. Emphasis is placed on the design of individual and group exercise programs. The main goal after successfully completing this course is for the student to be able to perform safe and appropriate exercise testing and develop a safe and effective strength training program. (4)

KINS 591 : Independent Study

To provide individual graduate 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: departmental approval and consent of mentor. Can be repeated up to three times for credit for a total of eight semester hours. (2)

KINS 592 : Special Topics

A seminar-style course focused on a particular topic of relevance to the field or a current issues, challenge, or trend in the discipline. (4)

KINS 595 : Final Project and Defense

This course encompasses the completion of the final written project and the public defense of the project. (4)

Master of Science in Nursing (M.S.N.)

253.535.7674	www.plu.edu/msn/	nurs@plu.edu
Rhoberta Haley, Ph.D., Dean		

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 M.S.N. degree.

Membership

The School of Nursing is a member of the American Association of Colleges of Nursing (AACN) and the National League for Nursing (NLN).

Accreditation and Approval

The MSN program is accredited and approved by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

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.:** 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).

Admission Criteria

The following are the minimum criteria for consideration of admission to the Master of Science in Nursing program. Admission to the School of Nursing programs are 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 or a Multi-State License from their home state of record under the Nurse License Compact.
- A minimum cumulative GPA of 3.00 (B) on a 4.00 scale for all college work.
- Minimum grade of 2.67 (B-) on a 4.00 scale in each prerequisite course.
- Submission of application.
- 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;
- 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 2.67 (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.

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.
- Please note that, due to clinical site availability, **students may be required to participate in clinicals any day of the week and shifts may be day, evening, or night shift.**

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 or a Multi-State License from their home state of record under the Nurse License Compact.

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.

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. Clinical placement sites may vary in location and distance from campus. Students should be prepared to travel to clinical sties as assigned. 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.

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. 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 2.0 on a 4.00 scale must be achieved in all required prelicensure (300-400 level) nursing courses. A student receiving a grade less than a 2.0 in any course that is prerequisite to another nursing course may not continue in the prelicensure nursing sequence until the prerequisite course is repeated with a grade of 2.0 or above on a 4.00 scale. A minimum grade of 3.00 on a 4.00 scale (B) must be achieved in all graduate level classes (500+ level). No course may be repeated more than one time.
- MSN students must maintain a cumulative GPA of 3.00 on a 4.00 scale in all prelicensure and graduate nursing courses.
- Withdrawal from a course in failing status is considered equivalent to a course failure.
- 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 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.

Drug Testing Policy

Students may be required to undergo drug screening if mandated by a clinical agency as a condition of participation in clinical experiences.

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 from the Nursing department, enroll in up to nine semester hours of M.S.N. courses on a non-matriculated basis with Nursing department approval. Non-matriculated students are by definition non-degree seeking individuals. For more information on non-matriculated status, see the Graduate School policies.

M.S.N. Program for B.S.N. Prepared Registered Nurses

The traditional Master of Science in Nursing program is designed for Bachelor of Science in Nursing (B.S.N.) prepared registered nurses. The sequence of study recognizes the academic and professional success of the nursing graduate as groundwork for graduate study. A limited number of candidates is admitted each year and admission is competitive.

The Master of Science (M.S.N.) degree prepares professional nurses for advanced nursing roles. 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 one of two tracks: Clinical Nurse Leader (CNL) or Certified Nurse Educator (CNE).

M.S.N. core requirements may be completed in 11 months full-time. 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. 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 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 (2021). In the Clinical Nurse Leader (CNL) track, students meet the competencies for the Clinical Nurse Leader role through immersion in the CNL role in the clinical setting. The M.S.N. Certified Nurse Educator (CNE) track meets the competencies for the Clinical Nurse Educator role through immersion in the CNE role and completion of internship. Students will select a track (either CNL or CNE) at acceptance to the program. This will be noted on their Academic Progression Contract (APC) and kept on file in the School of Nursing. Minimum 500 post licensure clinical/experience hours required for graduation with M.S.N.

Master of Science in Nursing Degree Requirement

- **M.S.N. Core**
  25 semester hours
    - GNUR 523: Role of the Advanced Nurse (2)
    - GNUR 525: Theoretical Foundations (3)
    - GNUR 526: Nursing Leadership and Management (3)
    - GNUR 527: Evaluation and Outcomes Research (3)
    - GNUR 534: Informatics in Nursing and Healthcare (2)
    - GNUR 541: Advanced Health Assessment and Health Promotion (3)
    - GNUR 542: Advanced Pathophysiology and Pharmacology for Nursing Practice (2)
    - GNUR 544: Advanced Nursing Management of Illness and Disease (4)
    - GNUR 596: Scholarly Inquiry in Nursing Practice (2)
- **M.S.N. Clinical Nurse Leader (CNL) Track**
  Minimum 12 semester hours
    - GNUR 530: Resource Management (3)
    - GNUR 531: Clinical Outcomes Management I (4)
    - GNUR 532: Clinical Outcomes Management II (5)
- **M.S.N. Certified Nurse Educator (CNE) Track**
  Minimum 12 semester hours
    - GNUR 538: Program Development (3)

- GNUR 550: Curriculum, Instruction, and Evaluation (3)
- GNUR 595: Internship (6 to 12)

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.

Entry-Level Master of Science in Nursing Program

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 curriculum. 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. 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. Participation in an RN residency program, however, is not recommended because scheduling conflicts with nursing courses and residency hours may significantly impair student performance. 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 may not be able to sustain/obtain licensure in the State of Washington and/or other states.

Entry-Level M.S.N. Pre-Licensure, Core, and CNE/CNL Track Curriculum

56 semester hours (pre-licensure)
37 semester hours (post-licensure, at minimum)

- **Prerequisite Courses**
  - Introductory Statistics (including inferential and descriptive)
  - Human Anatomy and Physiology I (with lab)
  - Human Anatomy and Physiology II (with lab)

    - Introductory Microbiology (with lab)
    - Lifespan Developmental Psychology
    - Nutrition

- **Pre-Licensure Coursework**
    - GNUR 320: Fundamentals of Nursing (6)
    - GNUR 330: Health & Physical Assessment (4)
    - GNUR 340: Pathophysiology (4)
    - GNUR 350: Pharmacology (3)
    - GNUR 360: Nursing Care of Adults I (7)
    - GNUR 370: Research, Theory, & EBP (2)
    - GNUR 380: Mental Health Nursing (3)
    - GNUR 390: Diversity & Population Health (5)
    - GNUR 420: Nursing Care of Adults II (6)
    - GNUR 430: Gerontological Nursing (2)
    - GNUR 440: Pediatric Nursing (3)
    - GNUR 450: Maternal Newborn Nursing (3)
    - GNUR 460: Applied Nursing I: Informatics (3)
    - GNUR 470: Community Health Nursing (3)
    - GNUR 480: Applied Nursing II: Leadership (3)
    - GNUR 496: Transition to Practice (2)
    - GNUR 497: Capstone (5)

After completing the pre-licensure curriculum and upon successfully obtaining RN licensure in Washington State, students continue the Entry-Level M.S.N. curriculum. Students will select a track (either CNL or CNE) no later than the end of Summer Semester before the M.S.N. curriculum begins. This will be noted on their Academic Progression Contract (APC) and kept on file in the School of Nursing. Minimum 500 post-licensure clinical/experience hours required for graduation with M.S.N.

- **M.S.N. Core Coursework**
    - GNUR 523: Roles of the Advanced Nurse (2)
    - GNUR 525: Theoretical Foundations (3)
    - GNUR 526: Leadership and Management (3)
    - GNUR 527: Evaluation and Outcomes Research (3)
    - GNUR 534: Informatics and Nursing and Healthcare (2)
    - GNUR 541: Advanced Health Assessment and Health Promotion (3)
    - GNUR 542: Advanced Pathophysiology and Pharmacology for Nursing Practice (3)
    - GNUR 544: Advanced Nursing Management of Illness and Disease (4)
    - GNUR 596: Scholarly Inquiry in Nursing Practice (2)

- **M.S.N. Clinical Nurse Leader (CNL) Track**
  Minimum 12 semester hours
    - GNUR 530: Resource Management (3)
    - GNUR 531: Clinical Outcomes Management I (4)
    - GNUR 532: Clinical Outcomes Management II (5)

- **M.S.N. Certified Nurse Educator (CNE) Track**
  Minimum 12 semester hours
    - GNUR 538: Program Development (3)
    - GNUR 550: Curriculum, Instruction, and Evaluation (3)
    - GNUR 595: Internship (6 to 12)

Master of Science in Nursing (M.S.N.) - Prelicensure and Graduate Courses

GNUR 305 : Patho/Pharm I

This is the first course in a series of 3 that provide an integrated understanding of the human response to pathological conditions and the associated pharmacological principles of major drug classifications, therapeutic modalities, and alternatives to pharmacologic interventions of these conditions. (4)

GNUR 306 : Foundations of Care Delivery & Health Promotion

Focuses on the core knowledge and competencies necessary to promote health and provide nursing care across the lifespan. (3)

GNUR 307 : Health & Physical Assessment

Focuses on the core knowledge and competencies necessary to perform health and physical assessment across the lifespan. (3) (2 credits didactic, 1 credit lab)

GNUR 308 : Clinical Practicum I

Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (3)

GNUR 309 : Professional Foundations & Principles of Leadership

Focuses on the core knowledge and competencies of nursing practice. (2)

GNUR 310 : Scholarly Writing Concepts

Focuses on the basic rules of APA Style in writing term papers, research reports, and journal articles. (1)

GNUR 311 : Patho/Pharm II

This is the second course in a series of 3 that provide an integrated understanding of the human response to pathological conditions and the associated pharmacological treatment modalities and alternatives to pharmacologic interventions of these conditions. (2)

GNUR 314 : Care of Chronic Conditions

Focuses on the core knowledge necessary to apply the nursing process to the care of patients across the lifespan living with chronic conditions. (3)

GNUR 315 : Psych/Mental Health

Focuses on the core knowledge necessary to apply the nursing process to the care of patients across the lifespan experiencing mental health issues. (2)

GNUR 316 : Clinical Practicum II

Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (5)

GNUR 320 : Fundamentals of Nursing

Introduces foundational nursing principles and skills for safe, high-quality, person-centered care. Students examine the history, scope, and ethical responsibilities of nursing while building competencies in the nursing process, interprofessional communication, and critical thinking. Emphasis is placed on safety, infection control, and quality care. Students learn to support individual across the lifespan through evidence-based, holistic, and equitable care. Lab and clinical experiences promote development of basic nursing skills and professionalism. (6)

GNUR 330 : Health & Physical Assessment

Provides foundational skills for conducting health assessments across the lifespan. Students collect health histories, perform systematic physical exams, and differentiate normal from abnormal findings in various care settings. Emphasizes health promotion, community and environmental factors, and the influence of social determinants of health. Prepares students to apply clinical judgement and evidence-based practices to assessment and patient education. (4)

GNUR 340 : Pathophysiology

Introduces disease mechanisms and their effects on physiological function. Students distinguish normal from pathological states, assess disease progression, and correlate signs and symptoms with diagnostic data. Emphasis is placed on clinical reasoning and the integration of pathophysiological knowledge into evidence-based nursing care. (4)

GNUR 350 : Pharmacology

Builds foundational pharmacological knowledge to support safe, person-centered care. Covers drug classes, actions, uses, precautions, and patient education. Students apply critical thinking and clinical judgment to promote health through pharmacotherapy, emphasizing safety, accurate documentation, and interprofessional communication. (3)

GNUR 360 : Nursing Care of Adults I

Prepares students to care for adults with select acute and chronic conditions. Emphasizes clinical judgment, evidence-based practice, and interprofessional collaboration. Students apply foundational knowledge in pathophysiology, pharmacology, and nursing interventions while addressing ethical, cultural, and social factors. Lab and clinical experiences

promote continued development of nursing skills and professionalism. (7)

GNUR 370 : Research, Theory, & EBP

Explores the integration of nursing theory, research, and evidence-based practice. Students learn to evaluate research using critical appraisal skills and apply findings to clinical decision-making. Emphasizes the nurse's role in advancing care through the use of evidence and inquiry. (2)

GNUR 380 : Mental Health Nursing

Prepares students to support mental health across the lifespan and care for individuals experiencing psychiatric conditions. Emphasizes biological, psychological, social, and cultural influences on mental health; including, trauma, social determinants of health, and stigma. Clinical experiences promote continued development of nursing skills and professionalism. (3)

GNUR 390 : Diversity & Population Health

Explores the structural, socio-cultural, and political factors that drive health inequities in the U.S. and globally. Students examine how systemic inequalities, shaped by race, ethnicity, language, religion, class, ability, nationality, sexuality, and gender affect health outcomes and access to care. Emphasizing social determinants of health, students analyze disparities through an intersectional lens and compare global health systems and public health strategies. (5)

GNUR 401 : Care of Complex Conditions

Focuses on the core knowledge necessary to apply the nursing process to the care of patients across the lifespan with exacerbations of chronic and/or acute conditions in complex care situations. (3)

GNUR 402 : Patho/Pharm III

This is the final course in a series of 3 that provide an integrated understanding of the human response to pathological conditions and the associated pharmacological principles of major drug classifications, therapeutic modalities, and alternatives to pharmacologic interventions of these conditions. (2)

GNUR 403 : Clinical Practicum III

Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (5)

GNUR 404 : Healthcare Diversity

Focuses on core knowledge and competencies necessary to give culturally congruent care to people from diverse populations. Open to non-nursing students with instructor permission. (4)

GNUR 405 : Informed Practice

Focuses on the core knowledge of research required to assess research quality and its applicability to nursing practice. (2)

GNUR 406 : Continuity of Care

Focuses on the core knowledge necessary to apply the nursing process to ensure continuity of care across settings for individuals and populations. (3)

GNUR 407 : Clinical Practicum IV

Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (6)

GNUR 420 : Nursing Care of Adults II

Continues to prepares students to care for adults with acute and chronic conditions not covered in Nursing Care of Adults I. Emphasizes clinical judgement, evidence-based practice, and interprofessional collaboration. Students apply foundational knowledge in pathophysiology, pharmacology, and nursing interventions while addressing ethical, cultural, and social factors. Lab and clinical experiences promote continued development of nursing skills and professionalism. (6)

GNUR 430 : Gerontological Nursing

Explores the complexities of aging and nursing care to support functional ability, well-bring, and quality of life. Students examine geriatric syndromes, multimorbidity, and health disparities in older adults. Emphasizes evidence-based care models, family support, and interdisciplinary collaboration to improve outcomes in aging populations. (2)

GNUR 440 : Pediatric Nursing

Prepares students to care for infants, children, and adolescents and their families, emphasizing a family-centered approach. Explores normal growth and development, health promotion and maintenance, and the identification of normal and abnormal findings. Focuses on safe and developmentally appropriate interventions and professional nursing practice. Clinical experiences promote continued development of nursing skills and professionalism. (3)

GNUR 450 : Maternal Newborn Nursing

Focuses on nursing care for childbearing individuals, newborns, and families. Students apply evidence-based, person-centered care across routine and high-risk perinatal scenarios. Topics include physiological changes, health equity, and the impact of social determinants of health. Emphasizes ethical and respectful care through interdisciplinary collaboration. Clinical experiences promote continued development of nursing skills and professionalism. (3)

GNUR 460 : Applied Nursing I: Informatics

Introduces students to artificial intelligence (AI), informatics, and healthcare technology within specific practice areas. Students will explore how digital tools support clinical decision-making, improve outcomes, and advance evidence-based care, with attention to ethical, legal, and policy considerations. Content is applied in a specific nursing environment, allowing students to examine real-world use of technology while building skills in documentation, communication, and collaboration. The course also provides an opportunity to learn about specific practice areas to support career exploration. (3)

GNUR 470 : Community Health Nursing

Prepares students to assess communities using systems thinking and the nursing process. Examines the role of public health nursing, epidemiology, and interprofessional collaboration. Emphasizes health promotion, equity, and disease prevention. Explores healthcare policy and advocacy in local, national, and global contexts. Clinical experiences promote continued development of nursing skills and professionalism. (3)

GNUR 480 : Applied Nursing II: Leadership

Introduces students to clinical judgment and leadership within specific practice areas. Students will apply principles of critical thinking, decision-making, and team leadership to complex patient care scenarios, while exploring strategies to guide safe, effective nursing practice. Content is grounded in a specific nursing environment, allowing students to examine real-world applications of clinical judgement and leadership while building skills in documentation, communication, and collaboration. The course also provides an opportunity to learn about specific practice areas to support career exploration. (3)

GNUR 483 : Transition to Practice

Transition and socialization into the BSN prepared Registered Nurse role is explored. Role transition includes the BSN's professional practice, certification, and licensure requirements. (1)

GNUR 487 : Special Topics in Nursing

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

GNUR 491 : Independent Study

Individualized study in consultation with an instructor. Prerequisite: permission of the dean. (1 to 4)

GNUR 496 : Transition to Practice

Prepares students to transition from knowledge-based learners to clinically-prepared, critically thinking professional nurses. Emphasizes an understanding of prioritization, safe decision-making, and adaptive reasoning. Guides students through NCLEX preparation and provides structured opportunities to identify and address personal knowledge gaps and hone test-taking strategies for all NCLEX item types. Promotes critical thinking and clinical judgements through the iterative application of complex, real-world scenarios. Encourages self-reflection of readiness for practice and development

of a personalized plan for continued competence and professional growth as a nurse. (2)

GNUR 497 : Capstone

Provides students with a culminating academic and clinical experience that integrates theoretical knowledge with professional practice. Synthesizes learning across the nursing curriculum through a capstone project and a supervised clinical preceptorship. The capstone project focuses on developing and disseminating a scholarly work that addresses a relevant issue in nursing practice, education, leadership, or healthcare policy. The clinical preceptorship focuses on demonstrating clinical competency, refinement of clinical judgement and critical thinking, and provision of safe, effective, nursing care. (5)

GNUR 498 : Capstone Seminar

Focuses on the practical application of nursing knowledge by synthesizing core knowledge, competencies, professional values, and leadership skills in nursing situations as evidenced by completion of a scholarly project. (2)

GNUR 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. (2) (2 credits didactic)

GNUR 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)

GNUR 526 : Nursing Leadership & 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)

GNUR 527 : Evaluation & 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)

GNUR 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)

GNUR 531 : Clinical Outcomes Management 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: GNUR 544. (4) (1 credit didactic, 1 credit seminar, 2 credits clinical)

GNUR 532 : Clinical Outcomes Management 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: GNUR 531. (5) (1 credit seminar, 4 credits clinical)

GNUR 534 : Informatics in Nursing and Healthcare

Develop an understanding of clinical and administrative information systems in the healthcare field. The focus will be on collaborating to design and utilize information systems to make better decisions to improve patient health and organizational performance. (2) (2 credits didactic)

GNUR 538 : Program Development

Integrates theoretical models, clinical parameters, and program planning principles through the construction of a detailed program for care and outcomes management education track. (3) (3 credits didactic)

GNUR 541 : Advanced Health Assessment & Health Promotion

Development and performance of the skills needed for advanced health assessment of individuals, families, or communities throughout the lifespan. Prerequisites: Basic health assessment skills. (3) (1.5 credits didactic, 1.5 credits clinical)

GNUR 542 : Advanced Pathophysiology and Pharmacology for Nursing Practice

Integrates principles of advanced pathophysiology as the basis for nursing symptom assessment and management of disease processes. (2) (2 credits didactic)

GNUR 544 : Advanced Nursing Management of Illness & Disease

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 60 hours. (4) (3 credits didactic, 1 credit clinical)

GNUR 550 : Curriculum, Instruction, & Evaluation

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) (3 credits didactic)

GNUR 587 : Special Topics in Nursing

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)

GNUR 591 : Independent Study

Opportunities for advanced study in selected topic related to student's area of interest. Consent of dean required. (1 to 4)

GNUR 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. Repeatable for credit. (1 to 12)

GNUR 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)

Master of Social Work (M.S.W.)

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Anissa Rogers, Ph.D., Chair		

The Master of Social Work (M.S.W.) program has a focus on health and is designed to help students prepare for a career in a variety of settings related to physical and behavioral health. The M.S.W. Program is designed to meet the needs of a variety of students who may have multiple demands. There are two pathways to enter the M.S.W. program, the regular option or the advanced standing option. The regular option is a 24-month, 60 credit program for students who do not have an undergraduate degree in social work. The advanced standing option is a 14-month, 36-40-credit program for students who have an undergraduate degree in social work.

Admission

Admission to the M.S.W. program is based on a holistic review of the applicant's academic preparation, work and volunteer experiences, and potential contributions to the classroom experience, the social work profession, and social justice. Review of applications and acceptance into the M.S.W. program is determined by faculty evaluation by the M.S.W. Graduate Admissions Committee. Review of M.S.W. applications is based on the following requirements:

- Regular Standing
  - An earned baccalaureate degree from a college or university accredited by a recognized regional accrediting organization
  - Undergraduate cumulative GPA of 3.0 or higher
- Advanced Standing
  - Bachelor's degree of social work from a CSWE accredited program, or a CASWE-accredited baccalaureate social work degree (from the Canadian social work accreditor, recognized through an MOU with CSWE and CASWE), or an internationally earned ISWDRES-evaluated degree comparable to a baccalaureate in social work
    - Applicants who graduated from a CSWE-accredited B.S.W. program within 7 years from the time of application to the M.S.W. program may opt to waive the bridge course (SOCW 535) offered in the first summer of the program*
  - GPA in social work courses of 3.0 or higher and cumulative GPA of 3.0 or higher

Applicants with a GPA below a 3.0 may also be considered. Applicants with less than a 3.0 GPA are encouraged to provide additional information related to the context of their GPA in the application.

Application Materials

- Official transcript(s) from all colleges and universities attended
- A personal essay
- A resume or vita
- Two letters of recommendation
- Personal interview (optional)
- Application fee

Fast track application: Current PLU BA social work majors with a GPA of 3.0 or higher in social work courses may apply to the M.S.W. program (advanced standing) by submitting only a resume and a personal essay. Current PLU social work minors with a cumulative 3.0 GPA may apply to the M.S.W. program (regular standing) by submitting a resume and personal essay. Fast track applicants are not guaranteed admission.

Transfer Credits

For the regular standing (2-year) program, up to 18 credits may be transferred into PLU's M.S.W. program. For the advanced standing (1-year) program, up to 12 credits may be transferred into PLU's program. All transferred courses must fulfill PLU M.S.W. course requirements and learning outcomes and must have earned a grade of B- or higher. Transfer credits for social work courses must be from another CSWE-accredited M.S.W. program. Transfer credits for elective courses are permissible if they were taken for graduate credit and can be shown to meet PLU's M.S.W. program's learning outcomes. Students may not receive credit for life experience or previous work experience nor have any practicum experience or courses waived on this basis.

Transferring credits is not automatic, nor guaranteed. To request consideration of transfer credits, please submit a statement to the M.S.W. Director that includes the course(s) you are requesting to transfer, including grade(s) earned, which courses in the PLU curriculum you would like to replace, and how you think the courses you are transferring meet the learning outcomes of the replacement courses (or the program in the case of electives). Include the syllabi of the course(s) you are requesting to be transferred. If requesting transfer of social work courses, offer documentation (via a

website reference or letter of support) that practice courses are from a CSWE-accredited program. Request will be reviewed after students are admitted to the PLU M.S.W. program and are considered on a case-by-case basis by the M.S.W. Director.

*Those who earned their B.S.W. degrees 8+ years in the past upon the time of applying for the M.S.W. program and who have not been working at least part-time in a social services-related field for every year since earning the B.S.W. degree, must take the bridge course (SOCW 535) the first summer term. These applicants may also be asked to schedule an interview with program faculty members. All other students (in both the regular and advanced standing programs) may access content in the bridge course upon request for review purposes.

Degree Requirements

Regular Standing – 60 semester hours

- SOCW 505: Human Behavior & the Social Environment (4)
- SOCW 510: Social Work Theory & Practice I (4)
- SOCW 515: Social Work Theory & Practice II (4)
- SOCW 525: Anti-Racism, Diversity, & Equity in SW Practice (4)
- SOCW 532: Social Work Research Methods (4)
- SOCW 555: Social Work in Health Care (4)
- SOCW 560: Mental Health Assessment & Intervention (4)
- SOCW 565: SUD Assessment & Intervention (4)
- SOCW 570: Comparative Health Care (4)
- SOCW 573: Policy Practice & Advocacy in Health Care (4)
- SOCW 576: Practicum I (4)
- SOCW 586: Advanced Practicum II (4)
- SOCW 596: Advanced Practicum III (4)
- SOCW 500+ electives (8)

Advanced Standing – 36-40 semester hours

- SOCW 525: Anti-Racism, Diversity, & Equity in SW Practice (4)
- SOCW 535: Advanced Social Work Foundations (4)
- SOCW 555: Social Work in Health Care (4)
- SOCW 560: Mental Health Assessment & Intervention (4)
- SOCW 565: SUD Assessment & Intervention (4)
- SOCW 570: Comparative Health Care (4)
- SOCW 573: Policy Practice & Advocacy in Health Care (4)
- SOCW 586: Advanced Practicum II (4)
- SOCW 596: Advanced Practicum III (4)
- SOCW 500+ electives (4)

Master of Social Work (SOCW) - Graduate Courses

SOCW 505 : Human Behavior & the Social Environment

This course is designed to introduce students to human behavior in the social environment through a critical race lens as students begin to explore theory and practice with diverse clients in diverse settings. Using a lifespan development framework, students will explore theories, issues, practice considerations, and policies at local, state, federal, and global levels that affect individual, families, groups, organizations, and communities. Concepts of power, privilege, oppression, human rights, and social justice are explored in terms of their effects on service delivery, clinical policy practice, social change, and the well-being of clients at all levels. With a foundation in the ecological systems and person-in-environment perspectives, students will understand how to integrate clinical and policy practice to become change agents at micro, mezzo, and macro levels. (4)

SOCW 510 : Social Work Theory & Practice I

This course provides a foundation and background for social work clinical and policy practice for individual and families. Students will be introduced to the history of social welfare and social policy as well as the development of the social work profession in the United States. Students will learn about foundational theories and processes for generalist clinical and policy practice (e.g. seco-systems, strengths perspective, problem-solving, policy advocacy) with individuals and families. Content on working with diverse populations will be integrated to assist students in developing clinical and policy practice skills using various anti-racist and anti-oppressive lenses. This course also will assist students in developing a professional self with an integration of social work values and ethics. Skill building will be practiced using role plays, videos, and written assignments in preparing students for their practicum experience in the spring semester. (4)

SOCW 515 : Social Work Theory & Practice II

Students will build on the foundation provided in Social Work Theory & Practice I to explore clinical and policy practice with groups, organizations, and communities. Students will learn about foundational theories and processes for generalist clinical and policy practice (e.g. group process, community organization, policy formulation and analysis) with mezzo and macro groups. Content on working with diverse populations will be integrated to assist students in developing clinical and policy practice skills using various anti-racist and anti-oppressive lenses. Students will continue developing a professional self with an integration of social work values and ethics. (4)

SOCW 525 : Anti-Racism, Diversity, & Equity in Social Work Practice

In this course, human diversity is broadly explored and defined to include race, ethnicity, culture, nationality, religion, sexual orientation, gender identity and expression, and ability. The course content looks critically at privilege and the ways in which a society's cultural practices and structure may oppress, marginalize, and alienate some while enhancing power and privilege of others. Students will explore their own intersecting identities and how awareness of these factors influences delivery of social work practice in healthcare and mental healthcare settings. (4)

SOCW 532 : Social Work Research Methods

Social work relies on careful collection and analysis of quantitative and qualitative data to answer theoretical, empirical, and applied research questions. This course will introduce students to methods of data collection and analysis in social work and provide students with the tools to engage in this central component of scientific inquiry. This course lays the foundation for social research, including an introduction to the scientific method and ethics. Students will learn about several of the most used methods of research in social work; including, experiments, surveys, interviews, field research, single subject design, content analysis, and analysis of secondary data. Research design, conceptualization, and sampling will be covered. Students will apply methods in course assignments and will demonstrate their cumulative learning through preparation of a research proposal using one of the methods. (4)

SOCW 535 : Advanced Social Work Foundations

This course is provided for incoming students into the advanced standing program. The course provides a review of the central social work theories, values, and skills that enhance the understanding of social work assessment and intervention at multiple system levels. Students will also review research methods as well as history and policy underlying the social work profession and social work practice. (4)

SOCW 555 : Social Work in Health Care

This course builds on generalist social work theory and practice with a look at advanced assessment and intervention skills in healthcare settings across micro, mezzo, and macro practice settings. Theory will guide assessment and intervention selection for social work practice in healthcare settings. Issues of diversity and equity in practice will be addressed to meet the needs of multiple constituencies. (4)

SOCW 560 : Mental Health Assessment & Intervention

This foundational course helps students develop a multi-dimensional assessment and intervention framework for clinical social work practice. This course builds on Social Work Theory and Practice from a Racial Justice Perspective and focuses on bio, psych, social, and spiritual assessment and intervention at the individual and family level and includes children, youth, adults, and older adults. The DSM-5 classification system is discussed within the context of social work values and ethics. Several empirically-based assessment tools and intervention techniques that are grounded in social work practice are explored to meet the needs of clients and families from diverse backgrounds. (4)

SOCW 565 : SUD Assessment & Intervention

This course provides a broad understanding of the stages, processes, and effects of substance use disorders, the social and psychological dynamics of substance use disorders, and the social worker's role in prevention, intervention, and aftercare, including recovery and relapse prevention. Students will also learn specific interventions for substance abuse treatment, such as motivational interviewing (MI) and cognitive behavioral therapy (CBT). (4)

SOCW 570 : Comparative Health Care

In this course, students will have the opportunity to visit and learn about health care in another cultural context (abroad or locally). They will explore different cultural meanings attached to health and well-being, see how healthcare policy is implemented in other contexts and communities, and learn about access to and quality of health care in local and global settings. (4)

SOCW 573 : Policy Practice & Advocacy in Health Care

This course builds on policy content offered in the foundation year and in selected specialist year courses. The course

provides students with knowledge, skills, and abilities for understanding the interrelationship between developments in health policy, the health care delivery system, and social work practice. Diversity, inequality, and social and economic justice are continuing themes of study in the specialist year. (4)

SOCW 576 : Foundational Practicum Experience I

This generalist course offers students opportunities to practice with individuals, families, groups, organizations, and communities. Students are assigned to a practicum setting and participate under social work (practicing MSW-degreed social worker) supervision and mentorship in the delivery of social work services. In collaboration with the practicum instructor and supervisor, students will set learning goals tied to the nine CSWE competencies, which include activities such as completing intakes; developing social histories; interviewing; developing intervention plans; and applying critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice. The experience requires a minimum of 320 clock hours. Along with practice in the community, students attend a regular classroom seminar, which provides students with the opportunity to integrate the content in their courses with their practicum experience learning activities. The seminar provides students with an opportunity to explore, question, and process their experiences in their placements. Prerequisite: SOCW 505 and 510. (4)

SOCW 586 : Advanced Practicum Experience II

Students are assigned to a practicum setting (e.g. healthcare, mental healthcare, or social service agency) and participate under social work (practicing MSW-degreed social worker) supervision and mentoring in the delivery of social work services. Building on their foundational skills, students will begin to practice advanced social work skills of assessing, intervening with research-informed practices, and assessing interventions with individuals, families, and groups. The experience is a minimum of 320 clock hours. Along with practice in the community, students attend a regular classroom seminar, which provides students with the opportunity to integrate the content in their courses with their practicum experience learning activities. Students develop a plan to monitor and evaluate their advanced clinical practice in their advanced practicum experience setting. The seminar provides students with an opportunity to explore, question, and process their experiences in practicum related to advanced clinical social work practices. (4)

SOCW 587 : Special Topics in Social Work

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)

SOCW 588 : Special Topics in Social Work

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)

SOCW 589 : Special Topics in Social Work

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)

SOCW 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)

SOCW 596 : Advanced Practicum Experience III

Students continue their advanced clinical practicum experience under social work (practicing MSW-degreed social worker) supervision and mentoring in the delivery of social work services. Building on their advanced practice skills, students will continue to practice advanced social work skills of assessing, intervening with research informed practices, and assessing interventions with individual, families, and groups. The experience is a minimum of 320 clock hours. Along with practice in the community, students attend a regular classroom seminar, which provides students with the opportunity to integrate the content of their courses with their practicum experience learning activities. Students develop a plan to monitor and evaluate their advanced clinical practice in their advanced practicum experience setting. The seminar provides students with an opportunity to explore, question, and process their experiences in practicum related to advanced clinical social work practices. Students have the opportunity to prepare and present a capstone project to document their learning and skills related to the specialized competencies of the program. Students will also develop a professional resume and explore the MSW job search and licensing process. (4)

Graduate and Post-Baccalaureate Policies and Programs

Degrees and Certificates

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 business, creative writing, education, marriage and family therapy, social work, 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 supportive working relationships with full time doctorally-prepared faculty and professionally qualified part-time practitioners.

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 choose between tracks in Business Administration or Management Science and Quantitative Methods. The Business Administration track focuses on strategy, innovation, and effective decision making. In Management Science and Quantitative Methods, students will be introduced to the quantitative methods used in all areas of Business Analytics. Students may also choose to earn a concentration with their degree in Entrepreneurship and Closely-Held Enterprise, Healthcare Management, Supply Chain Management, or Technology and Innovation Management. The M.B.A. is accredited by AACSB International—The Association to Advance Collegiate Schools of Business.

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).

Education

The **Master of Arts in Education (M.A.E.)** 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 10-12 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. After certification, students have three years to complete the remaining credits, with the option to finish in as little as 15 months.

The **Doctor of Education (Ed.D.)** in Educational Leadership is designed for working school leaders to obtain their Ed.D. in three years. The Ed.D. with Washington Superintendent Certification option includes a year-long internship in a P-12 district. Students in this pathway are eligible for the Superintendent certificate at the end of the second summer and can complete all degree requirements in three years. The second option provides a pathway for certified Superintendents to complete a doctoral degree within a three-year time frame.

Kinesiology

The **Master of Science in Kinesiology (M.S.)** can be completed in 14 months. The practitioner focused program blends strong theoretical knowledge with real-world application. Courses begin in the summer, extend through the academic year and conclude the following summer. Most classes are face-to-face in the evenings and on weekends, with some classes using a hybrid format.

The Master of Science in Kinesiology program is on hiatus for the 2025-26 academic year.

Marriage and Family Therapy

The **Master of Arts (M.A.)** in Marriage and Family Therapy (MFT) is a 24- to 27-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.

Nursing

The **Doctor of Nursing Practice (D.N.P.)** 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. 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 also offers post-master's options for master's-prepared nurses who wish to complete the Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner and for advanced practice nurses who wish to complete the DNP. The DNP program is accredited by the Washington State Board of Nursing and by the Commission on Collegiate Nursing Education (CCNE) (http://www.ccneaccreditation.org/).

The **Master of Science in Nursing (M.S.N.)** offers two 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 and during the 12-month post-licensure portion of the program. The Master of Science in Nursing 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. The PLU M.S.N. program is accredited by the Commission of Collegiate Nursing Education (CCNE) (http://www.ccneaccreditation.org/).

Social Work

The **Master of Social Work (M.S.W.)** has a focus on health and behavioral health and is designed to help students prepare for careers related to physical and behavioral health. There are two pathways to enter the MSW program. The regular standing option is a 24-month, 60-credit program for students who do not have an undergraduate degree in social work. The advanced standing options is a 14-month, 36-40-credit program for students who have an undergraduate degree in social work. Courses are offered primarily on campus in late afternoons or early evenings on Wednesdays. Some components of each course are delivered online, either synchronously or asynchronously. This program is to prepare graduates to become a Licensed Independent Clinical Social Worker in the State of Washington.

Certificate Programs

- Certificate Programs Offered in Business
    - Certificate in Technology and Innovation Management
    - Certificate in Healthcare Management
    - Certificate in Entrepreneurship and Closely-Held Enterprises
    - Certificate in Supply Chain Management
    - Post-Baccalaureate Certificate in Accounting
- Coursework Leading to Certification in Education
    - Master of Arts in Education with Certification
    - Post-Master's Principal Certification
    - Doctor of Education in Educational Leadership with Superintendent Certification
- Certification Programs Offered in Nursing
    - Post-Graduate Certificate in Family Nurse Practitioner (FNP)
    - Post-Graduate Certificate in Psychiatric Mental Health Nurse Practitioner (PMHNP)

Policies and Standards (Graduate)

Classification of Students

Students may be granted regular admission with the condition that they meet all admission requirements by the start of the program. 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.
- **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

- **Non-Matriculated to Regular:** Student status will be changed from non-matriculated to regular 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-.

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 the 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).

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 17 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 17 semester hours during the semester. The student must get approval from the appropriate academic unit and the University Registrar prior to registering. This registration does not apply toward a higher degree unless it is later approved by the student's graduate program advisor.

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/. 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 Academic Records 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

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 Banner unless an error was made in assigning the original

grade. The error must be reported to the Office of Academic Records 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. To receive credit, all work must be completed and a passing grade recorded. In-Progress grades from Spring Semester and the Summer Term are due six weeks into the Fall Semester. In-Progress grades from Fall Semester and J-term are due six weeks into the Spring Semester. For those capstone courses that are designed to extend two semesters, the in-progress grade for the first semester course is due at the same time as the second semester course grade. If a final grade is not submitted by the deadline, the in-progress grade will be defaulted to an E or F grade. An in-progress grade does not entitle a student o attend the class again without re-enrollment and payment of tuition. In-Progress grades may not be assigned an incomplete grade.

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 Academic Records 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 enrollment deposit or statement of intent to register form
- Submit the required medical history form
- Submit the Student Financial Agreement
- 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 Student Financial Services. Students are emailed basic registration information by the University prior to each registration period. Students may contact Student Financial Services with registration questions at 253.535.7161 or by email at sfs@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/ 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 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 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 Student Financial Services, filled in, instructor signature obtained, and returned to Student Financial Services by the appropriate dates that impact fee assessment. The add/drop form may also be found online at https://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 Student Financial Services. 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 Information section of this catalog for more information. Grades of W will appear on the student's transcript for the term.

- 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 Student Financial Services. 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.

- 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, 253.535.7200 or 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 Charges, Fees, & Fines).

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:

Degree Completion Term	Application Deadline
December 2025	October 1, 2025
January 2026	December 1, 2025
May 2026 & August 2026	March 2, 2026

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 Self-Service 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. 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 and/or communicate 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 https://www.plu.edu/catalog/.

Certification and Endorsements

Business

Accounting Certificate Program

Certificate in Technology and Innovation Management (TIM)

Certificate in Healthcare Management

Certificate in Entrepreneurship and Closely-Held Enterprises

Certificate in Supply Chain Management

Education

Bachelor's Level Teacher Certification:

Elementary Education with options for Special Education,
Reading, English Language Learners, and Early Childhood Education
Health and Fitness K12
Music Education K12

Post-Bachelor's Teacher Certification:

Master of Arts in Education with Certification
M.A.E Alternative Routes to Certification (ARC)

Post-Master's Superintendent Certification

Doctor of Education with Superintendent Certification

Principal Certification

Nursing

Family Nurse Practitioner (FNP) Post-Master's Certificate

Psychiatric Mental Health Nurse Practitioner (PMHNP) Post-Master's Certificate

Nursing Post-Master's Certificates

253.535.7674	www.plu.edu/post-graduate-nursing-certificates/	nurs@plu.edu
Rhoberta Haley, Ph.D., Dean		

Post-Masters Certificates

The School of Nursing offers a Post-Master's Certificate for the Family Nurse Practitioner or the Psychiatric Mental Health Practitioner specialty.

Post-Master's Certificate programs are designed for registered nurses who hold a master's degree in nursing and seek preparation in a nurse practitioner specialty. These programs provide focused didactic and clinical education aligned with national nurse practitioner competencies and certification requirements. Admission is competitive and enrollment is limited.

Note: Plans of study are individualized based on prior academic coursework and clinical experience to ensure eligibility for certification while avoiding unnecessary duplication of content.

Family Nurse Practitioner Certificate

The Family Nurse Practitioner Post-Master's Certificate prepares nurses for advanced practice in comprehensive primary care across the lifespan. The curriculum emphasizes advanced health assessment, diagnostic reasoning, management of acute and chronic conditions, and health promotion and disease prevention. Clinical experiences focus on patient-centered, evidence-based care in diverse primary care settings.

Successful completion of the Family Nurse Practitioner Post-Master's Certificate qualifies graduates to sit for national Family Nurse Practitioner certification examinations and, upon certification, to apply for licensure as an Advanced Practice Registered Nurse (APRN) in Washington State.

38 semester hours

- GNUR 501: Advanced Pathophysiology (3)
- GNUR 502: Advanced Pharmacology (3)
- GNUR 503: Advanced Physical Assessment (4)
- GNUR 508: Transition to Practice (3)
- GNUR 509: FNP 1: Foundations of Primary Care (4)
- GNUR 510: FNP 2: Acute & Mental Health (4)
- GNUR 511: FNP 3: Gender & Lifespan Care (4)
- GNUR 512: FNP 4: Chronic Disease (4)
- GNUR 513: FNP Diagnostics & Procedures (3)
- GNUR 597: FNP Capstone: Complex Primary Care (6)

Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate

The Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate prepares nurses to provide comprehensive psychiatric and mental health care across the lifespan. Coursework includes advanced psychiatric assessment, psychopharmacology, individual, group, and family therapeutic interventions, and the treatment of mental health and substance use disorders. Clinical experiences occur in inpatient, outpatient, and community-based settings.

Successful completion of the Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate qualifies students to sit for national Psychiatric Mental Health Nurse Practitioner certification examinations and, upon certification, to apply for licensure as an Advanced Practice Registered Nurse (APRN) in Washington State.

38 semester hours

- GNUR 501: Advanced Pathophysiology (3)
- GNUR 502: Advanced Pharmacology (3)
- GNUR 503: Advanced Physical Assessment (4)
- GNUR 508: Transition to Practice (3)
- GNUR 514: PMHNP I Didactic & Clinical (4)
- GNUR 515: PMHNP II Didactic & Clinical (4)
- GNUR 516: PMHNP II Didactic & Clinical (4)
- GNUR 517: PMHNP IV Didactic & Clinical (4)

- GNUR 518: Psychopharmacology (3)
- GNUR 598: PMHNP Capstone (6)

Post-Master's Certificate Courses

Financial Aid and Scholarships

253.535.7161	www.plu.edu/financial-services/students	sfs@plu.edu

Recognizing that many students wishing to attend Pacific Lutheran University would be unable to meet all educational expenses from personal or family sources, the University attempts to provide financial assistance to all eligible students. Any admitted and currently enrolled degree-seeking student 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), deferred student and parent loans, or employment. In many cases, a financial aid award is a combination of these forms of assistance.

Financial assistance is available to all qualified students regardless of race, color, creed, religion, gender, gender expression, 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. The Student Aid Index is calculated by a student completing either the Free Application for Federal Student Aid (FAFSA) or the Washington Application for State Financial Aid (WASFA). This figure is then subtracted from the cost of attendance 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.

Special Circumstances

Students and families facing special circumstances not reflected on the FAFSA (such as loss of employment or major medical expenses), are welcome to complete and submit a special circumstances request to be considered for additional need-based aid. The 2026-27 Special Circumstances Request Form may be found online at: https://www.plu.edu/financial-services/wp-content/uploads/sites/707/2026/01/2627_spec_circ.pdf.

Unusual Circumstances

A student with unusual circumstances is defined as a student for whom a financial aid administrator makes a documented determination of independence by reason of unusual circumstances and in which the student is unable to contact a parent or where contact with parents poses a risk to such student. The 2026-27 Unusual Circumstances Form can be found online at: https://www.plu.edu/financial-services/wp-content/uploads/sites/707/2025/10/2627_unusual_circumstances.pdf.

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 Student Financial Services 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)

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 Veteran Readiness & Employment (VR&E)

Application Procedure

The FAFSA or WASFA should be filed online at the following websites:

https://studentaid.gov/h/apply-for-aid/fafsa

https://wsac.wa.gov/wasfa

The PLU 2026-27 Financial Aid Handbook can be found at the following website:

https://www.plu.edu/financial-services/wp-content/uploads/sites/707/2026/05/2026-27-fa-handbook.pdf

Financial Aid Satisfactory Academic Progress

Introduction

When students accept financial aid at Pacific Lutheran University (PLU), they also accept the responsibility for maintaining Satisfactory Academic Progress (SAP).

The policy at PLU is 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 Policy

Link to Graduate Student Satisfactory Academic Progress Policy

Verification of FAFSA

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:
https://www.plu.edu/financial-services/students/financial-aid/verification/

Scholarships and Grants

Types of Aid

List of Active Restricted awards

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.
- Be enrolled in a minimum of twelve credits each term. Financial aid is available for a repeated class only once.
- Be an undergraduate student, pursuing your first undergraduate bachelor’s degree, unless otherwise noted.
- Maintain satisfactory academic progress as defined in the catalog.
- Have demonstrated financial need for scholarships and grants designated as need-based programs on our website.

Pacific Lutheran University provides a wide variety of assistance to finance higher-education expenses through its scholarship and financial aid programs. Grants, scholarships, work programs, and student loans are available to help students meet their costs while attending PLU. Contributions from PLU donors (alumni, parents, employees, and friends of the University) are largely responsible for the generous level of academic, talent, or need-based scholarships that 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 some cases, a named scholarship will replace a student’s existing PLU gift award. All named-scholarship recipients are invited to share how the scholarship(s) impacted their PLU experience with the generous donor(s) who provided the funding.

The amount of the PLU Academic Scholarship is established for each student at the time of admission and may be met by one or more PLU awards. This merit-based gift amount is guaranteed for up to eight semesters of undergraduate enrollment if entering as a first year student, 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 first year students with advanced standing because of Running Start, IB or AP credits are eligible for eight semesters of assistance.

Loans

Links to Loans Available to PLU Students

- **Direct Loans**
  https://www.plu.edu/financial-services/students/financial-aid/types-of-aid/loans/#what-are-direct-loans/
- **Direct Parent PLUS Loans**
  https://www.plu.edu/financial-services/students/financial-aid/types-of-aid/loans/#what-are-federal-direct-parent-plus-loans
- **Direct Graduate PLUS Loans**
  https://www.plu.edu/financial-services/students/financial-aid/types-of-aid/loans/#what-are-direct-grad-plus-loans
- **Alternative Loans**
  https://www.plu.edu/financial-services/students/financial-aid/types-of-aid/loans/#what-are-alternative-loans
- **Nursing Loans**
  https://www.plu.edu/financial-services/students/financial-aid/types-of-aid/loans/#what-are-federal-nursing-loans

Gift Funding

Gift Funding Information

- **Link to Scholarships & Grants for First-Year Students:**
https://www.plu.edu/financial-services/students/financial-aid/types-of-aid/scholarships-and-grants-2-2/
- **Link to Scholarships & Grants for Transfer Students:**
https://www.plu.edu/financial-services/students/financial-aid/types-of-aid/scholarships-and-grants-2/

Student Employment

All PLU students at least 18 years of age and enrolled in at least six semester hours (or four semester hours for graduate students) are eligible 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 19 hours per week while school is in session.

Campus jobs are available on a first-come, first-served basis. You can find postings for open positions on the Student Employment website. 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. Physical paychecks may be picked up in the Payroll Office. If paychecks are not claimed within three weeks of payday, they are mailed to the permanent address. Student paydays are the 5th and 20th of the month. 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-services/students/financial-aid/types-of-aid/work-study/#what-is-federal-work-study

State

www.plu.edu/financial-services/students/financial-aid/types-of-aid/work-study/#what-is-state-work-study

Veterans Affairs and Veteran Readiness & Employment (VR&E)

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.

To ensure the university is in compliance with the Veterans Benefits and Transition Act of 2018, in which students that are entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post–9/11 GI Bill® benefits, will be permitted to attend or participate in the course of education and will not be imposed any penalty, including the assessment of late fees, the denial of access to classes, the library, or other institutional facilities, or requirement that additional funds be borrowed because of the inability to meet the financial obligations to the institution due to the delayed disbursement funding from the VA under chapter 31 and 33, the student must provide the School Certifying Official the following:

1) Submit a Certificate of Eligibility (COE) for entitlement to educational assistance no later than the first day of a course of education or a Statement of Benefits obtained from the Department of Veterans Affairs' eBenefits website. For a student that is using Vocational Rehabilitation and Employment (VR&E), an authorization form must be provided by the VR&E counselor.

2) Submit required supporting in-house VA forms obtained in the School Certifying Officials (SCO) Office.

Students that have fees that will not be covered with the funding from VA under chapter 31 or 33 will be subject to being placed on a financial hold for those specific fees which may prohibit certain privileges and may incur interest charges.

Students receiving Veterans Affairs benefits must coordinate with the VA school certifying official in the Office of Financial Services. You may also reach the VA school certifying official at henkelnd@plu.edu or by calling 253.535.8317.

www.plu.edu/student-financial-services/military-benefits/

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill.

Financial Aid and Scholarships (Graduate)

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 Student Financial Services at 253.535.7161 or by email at sfs@plu.edu. Appointments can be made with Student Financial Services Specialists.

Satisfactory Progress Policy

Graduate Student Financial Aid Satisfactory Academic Progress Policy

Tuition Information 2026-27

UNDERGRADUATE TUITION RATES for 2026-27 Admits

For updated cost information, please visit: www.plu.edu/financial-service/students-cost

Credit by Examination Fee and Tuition	***Credit by Examination Fee and Tuition:*** *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 Office of Academic Records 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.*

Note: *Study Away students pay a program fee specific to the individual program sites. Contact the Wang Center for Global Education for complete details.* Tuition and fees vary by program. Program specific information may be obtained through the Office of Admission, Graduate programs website, www.plu.edu/graduate/, or by contacting the specific graduate program.

Standard Graduate Tuition

For updated graduate program information, please visit: www.plu.edu/admission-graduate/programs/

Per Semester Hour: Most graduate programs have cohort pricing that differs from the regular tuition. Contact Student Financial Services at 253.535.7161 or specific program for more information on pricing.

Charges and Fees

For information on charges and fees, please go to Charges, Fees, and Fines section of this catalog.

Charges, Fees, and Fines

All fees are non-refundable whether a student withdraws from the semester or withdraws from a course. This includes course fees, graduation fees, health insurance plan fees, private music lesson fees, etc.

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 is available in the Personnel Manual. Apply for a carpool parking pass by registering your carpool at Campus Safety.

Course Fees

These fees are charged in addition to tuition. Lab fees for individual courses are shown in the class schedule listings.

Diversity, Justice, and Sustainability Fee

The DJS fee is a $10 fee per student that helps support diversity, justice, and sustainability initiatives on campus. This fee cannot be waived. Full-time undergraduate students: Fall – $10; Spring – $10.

Duplicate Diploma Fee

There is a fee of $55 for lost or replacement diplomas.

Health Services Charges

Health Services will charge a student's account, or a student may pay directly, for immunizations, lab work and prescriptions.

Late Cancel/No Show Fines**:** Health Services and Counseling Services 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 $50 for each subsequent infraction. Missed appointments are counted separately for the Health Services and Counseling Services.

Late Registration Fee

Students adding a course(s) after the last day of the listed add/drop deadlines for a specific term or semester will be assessed a $115 Late Registration fee per transaction. These dates are listed under "Important Dates" on the Office of Academic Records webpage 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 can be brought to Campus Safety in the Neeb Center for replacement. Please refer to the Replacement LuteCards request form online: https://www.plu.edu/lutecard/card-request/.

Matriculation Fee

A one-time matriculation fee is charged to all degree-seeking students in their first term. The fee, $290 for undergraduates and $225 for graduates, covers the creation of the academic record, new student orientation, and academic ceremonies. This fee cannot be waived.

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.

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/. Failure to register will result in a fine.

Parking Decals	Fees
Students (All Class Levels)	$65
South Hall (half year)	$125
South Hall (full year)	$170

Private Music Lesson Fees

These fees are charged in addition to tuition. All fees are non-refundable.

Semester Hours	Fees
1	$435
2 or more	$870

Special Course Fees

Check online at www.plu.edu under Current Students, Academics, Calendar & Schedules, Interactive Schedule (https://bss.plu.edu/pap/hxskschd.P_PLUSchedule) to view additional course fees.

Student Resource and Activity Fee

Offers financial support for student-initiated activities through ASPLU that adds to the extracurricular life at PLU. This fee can not be waived. The fee is $20 per semester for undergraduate students.

Technology Fee

The Technology Fee helps provide all students access to electronic resources, technology support, and enhancements across campus. The fee is $145 per semester for undergraduate students and $145 per semester for graduate students. During summer sessions, this fee is $80.00 per person.

Thesis Binding Fee

A fee of $100 is charged per thesis.

Transcript Fee

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 – $15.00 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 Office of Academic Records 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.

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.

Wellness Access Plan

All undergraduate and graduate 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 $255 per semester for domestic undergraduate students and $60 per semester for graduate and international students. Go to: https://www.plu.edu/health/insurance-wap-info/wellness-access-plan/.

Housing Charges, Fees, and Discounts

Room and Meals

All 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 25 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. This academic year's rates are shown below and available on the Residential Life website: www.plu.edu/residential-life/

Housing Rates

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.

Residence Halls

www.plu.edu/residential-life/residence-halls/

Summer Housing

https://www.plu.edu/hospitality/summer-housing/

Independent, private, flexible-length housing is offered by Hospitality Services on a limited basis during the summer. Meal plans are not available. Undergraduate and graduate students, newly graduated in transition, interns or students working on or off campus, and researchers and their significant others are eligible.

Living Off Campus

www.plu.edu/residential-life/living-off-campus/

Residential Life Policies

www.plu.edu/residential-life/policies/

Meal Plans

With the exception of Harstad 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. Harstad residents must enroll in one of the following five plans: A, B, C, D or E. South Hall residents and commuter students are not required to purchase a meal plan, but are encouraged to purchase Dining Dollars. Dining Dollars are not subject to sales tax and are available for purchase in any increment.

Find descriptions for all meal plans and information about purchasing Dining Dollars at:
https://www.plu.edu/dining/meal-descriptions/

Billing and Payments

Rights and Responsibilities

The student and their parent(s) or legal guardian (if the student is under 18 years of age) are required to complete and submit a Financial Agreement to the University each academic year, prior to registration for the first term the student will be enrolled for that academic year.

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 1 for Fall Semester, January 2 for both J-term and Spring Semester registration and February 1 for Spring Semester registration only.

Payment Information

Students may choose to make student account payments at the following website under "Payments": www.plu.edu/sfs

Billing Questions

Questions regarding the student bill should be directed to The Office of Financial Services. 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.

Graduation and Your Student Account

All students who have applied to 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 Office of Financial Services for assistance. Diplomas will not be released until the student account is paid in full.

Enrollment Deposit

A $200 enrollment deposit 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/.

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 Financial Services Office.

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 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	Academic Records
AS	Academic	Academic Advising
CB	Credit Balance	Student Financial Services
CH	Collection	Student Accounts
CP	Collection Paid	Student Accounts
CW	Collection Write Off	Student Accounts
ED	Education	School of Education

EH	Exit Interview	Student Loans
EP	Expulsion	Student Conduct
FH	Financial	Student Financial Services
HR	Housing Restriction Hold	Student Conduct
IH	International	International Student Services
JR	Undeclared Major Hold	Academic Records
MH	Medical	Health Services
MP	Monthly Payment Hold	Student Accounts
MW	Medical Withdrawal	Student Life
NA	No Address	Academic Records
NS	NSF Check Hold	Student Accounts
OP	Out of School Promissory Note	Student Accounts
OS	Overdue Sanction	Student Conduct
PC	Pre-collection	Student Accounts
PG	Parent/Legal Guardian	Student Financial Services
PL	Collection Perkins Loan	Student Loans
PN	Restricted from Campus	Campus Safety
PO	Payment Option	Student Financial Services
PR	Academic Probation	Academic Advising
RH	Residential Life	Residential Life
SA	Study Away	Wang Center
SH	Student Conduct Hold	Student Conduct
SU	Suspension	Student Conduct
SS	No SSN on File	Student Accounts
TR	Transcript	Academic Records
VA	Veteran’s	Student Financial Services
WO	Write-Off	Student Accounts

Academic Hold

The Office of Academic Records 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 Student Accounts area in the Office of Financial Services.

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 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 Services has not received the Student Immunization 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.

Student Financial Agreement Hold

All students are required to electronically sign a Student Financial Agreement and select a payment option for each academic year they attend.

Withdrawals

Withdrawal From a Single Course

Tuition and fees will not be refunded for single course withdrawals occurring after the last day to add/drop without fee for a semester/term. These dates are listed in the important dates area on the Office of Academic Records webpage. If the student does not wish to continue a course after the add/drop period, the student must withdraw from the course by completing the Course Withdrawal form on the Office of Academic Record's webpage.

Full Withdrawal

Students who wish to withdraw from all courses must submit the Withdrawal form, which can be found in the Documents section of the Center for Student Success webpage.

If a student withdraws with an owing balance, the balance is due immediately. A financial hold will be placed on the account upon notification of withdrawal until the balance is paid in full.

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 provide 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.

Refunds

- **Fall & Spring Tuition and Fees**
  - 100% refund on or before the tenth day of class (effective Fall 2022)
  - Tuition refunds prorated on a daily basis beginning the eleventh day of class until more than 60% of the semester has elapsed
  - No tuition refunds once more than 60% of the semester has elapsed
- **Summer & J-Term Tuition and Fees**
  - 100% refund up to the last day to add/drop without fee for term (see Important Dates, Office of Academic Records webpage).
  - No refund after the last day to add/drop without fee for term (see Important Dates, Office of Academic Records webpage).
- **Summer, Fall, J-Term & Spring Fees**
  - 100% refund up to the last day to add/drop without fee for term (see Important Dates, Office of Academic Records webpage)
  - No refund after the last day to add/drop without fee for term (see Important Dates, Office of Academic Records webpage)
- **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 aid will be canceled and removed from the student's account.**

For Fall and Spring Semester only, if a student withdraws before more than 60% 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% of the semester has elapsed, the student is considered to have earned all aid received for the semester. The return of Title IV funds is dependent upon the date a student withdraws during the semester or the last date of attendance.

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 earned by the student
- Calculate the percentage of aid not earned 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 earned by the student, then return of Title IV aid will occur in the following order:

- Federal Direct Unsubsidized Loans (other than PLUS loans)
- Federal Direct Subsidized Loans
- Federal Direct Parent PLUS Loans
- Federal Direct Graduate 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

Please note that Tuition Assistance Program funds due to Military Service are also returned based on the percentage of the term completed, up to and including 60% of the payment period.

Procedures for Obtaining a Refund Upon Full Withdrawal from the University

- Student submits Withdrawal form
- Financial Aid processes the student withdrawal request according to the Federal Title IV policy 34CFR 668.22, revising aid in accordance with federal policy
- Tuition adjustment processed, if applicable
- Examples of the Return of Title IV Funds if a student withdraws are available in the Office of Financial Services

Note: *Please be aware that withdrawing 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 Student Financial Services to determine the effect a withdrawal will have on their student account.*

Campus Resources

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 Division of Academics and Student Experience.

Academic Assistance Center

Finding tutors for courses and assistance with study skills			
Mortvedt Library 124	253.535.7459	www.plu.edu/aac/	aac@plu.edu

Academic Internships

Internship opportunities and requirements			
Hong Hall, 2nd Floor	253.535.7415	www.plu.edu/career/internships/	intern@plu.edu

Academic Records

Class scheduling, registration appointment times, grades, academic policies, CAPP, graduation, transfer credit evaluation			
Hauge Administration 130	253.535.7131	www.plu.edu/academic-records/	records@plu.edu

Academics and Student Experience

Provides programs and services that advance the development and wellbeing of students			
Hauge Administration 103	253.535.7200	www.plu.edu/student-life/	slif@plu.edu

Admission

Admission-related questions			
Hauge Administration 109	253.535.7151	www.choose.plu.edu	admission@plu.edu

Alumni and Student Connections – Career Services

Career Services – Internships – Vocation – Lifelong Learning – Alumni Connections			
Hong Hall, 2nd Floor	253.535.7415	www.plu.edu/career/	career@plu.edu

Army ROTC

Assisting students who desire to participate in Army ROTC (open to all first-year students)			
Memorial Gym 105	252.535.8200	www.plu.edu/rotc/	rotc@plu.edu

Athletics

NCAA Division III, 19 varsity sports, intramurals, Names Fitness Center, swimming pools, and more			
Olson Gym 101	253.535.7352	www.golutes.com/landing/index	athletics@plu.edu

Lute Locker (Bookstore)

PLU-branded Lute gear and school supplies			
Anderson University Center, Lower Level	253.535.7705	www.lutelocker.com	istu@plu.edu

Campus Ministry

Supporting the religious and spiritual lives of the PLU community			
Anderson University Center 190	253.535.7465	www.plu.edu/campus-ministry/	cmin@plu.edu

Campus Restaurants

Provides food services and creation of culinary delights for campus			
Anderson University Center	253.535.7472	www.plu.edu/dining/	dining@plu.edu

Campus Safety

Provides 24/7 security patrols, emergency response, crime prevention programs, safety education, and parking enforcement

Neeb Center, 1st Floor	253.535.7441	www.plu.edu/campus-safety/	csin@plu.edu

Center for Diversity, Justice, and Sustainability

Provides resources and programs to promote gender equity, diversity, justice, and sustainability education and student success			
Anderson University Center 150	253.535.8750	https://www.plu.edu/diversity-justice-sustainability	djs@plu.edu

Center for Media Studies

Co-curricular activities of Student Media Lab to develop new community outreach and engagement opportunities			
Ingram Hall 101	253.535.7051	www.plu.edu/mediastudies/	cms@plu.edu

Center for Student Success

Assistance with advising and resources for selecting courses			
Mortvedt Library, 1st Floor	253.535.7459	www.plu.edu/student-success/	success@plu.edu

Commuter Student Services/Lutes Commute (Campus Life)

Lutes Commute is committed to providing and advocating for programs and services that meet the diverse interests and needs of commuter and off campus students in order to best support them in achieving their goals.			
The Cave (Anderson University Center Ground Floor)	253.535.7200	www.plu.edu/commuter/	lutescommute@plu.edu

Counseling Services

Confidential mental health counseling services for students (individual/group workshops), support to access telehealth resources, and referrals to off-campus resources			
Hong Hall, 1st Floor	253.535.7206	www.plu.edu/counseling/	counseling@plu.edu

Dispute Resolution

Assists with the resolution of any disputes between members of the PLU community			
253.535.7185	www.plu.edu/udrc/staff/	www.plu.edu/udrc/	udrc@plu.edu

The Elliott Press

Provides hands-on workshop for students in the Publishing & Printing Arts Program			
Ingram Hall 122	253.535.7387	www.plu.edu/ppa/elliott-press/	soac@plu.edu

First-Year Experience

Director Paul Sutton is available to answer questions regarding the First-Year Experience at PLU			
Hauge Administration 121	253.535.7295	www.plu.edu/first-year/	suttonps@plu.edu

Health Services

On campus health care for students			
Hong Hall, 1st Floor	253.535.7337	www.plu.edu/health/	

Help Desk: Information & Technology Services

Assistance with computer-related and phone issues			
Mortvedt Library	253.535.7525	www.plu.edu/helpdesk/	helpdesk@plu.edu

Hospitality Services

Information on campus events and planning			
Anderson University Center	253.535.7450	www.plu.edu/hospitality/ or www.plu.edu/calendar/	events@plu.edu

International Student Services

Provides support for international students			
Harstad Hall 112	253.535.7264	www.plu.edu/iss/	iss@plu.edu

Learning Communities (Campus Life)

Assists with building community at PLU that bridges in-and out-of-classroom experience			
Anderson University Center 161	253.535.7200	www.plu.edu/residential-life/themed-learning-communities	rlif@plu.edu

Library

Provides information resources and research and reference services to the PLU community			
Mortvedt Library	253.535.7500	www.plu.edu/library/	library@plu.edu

LuteCard

Obtaining/activating a LuteCard (PLU ID card), reporting lost cards, card accessibility to campus spaces			
Neeb Center, 1st Floor	253.535.7038	www.plu.edu/lutecard/	lutecard@plu.edu

LUTE Welcome/New Student Orientation (Campus Life)

Required for all new Lutes (including new First-Year and Transfer students) to assist with a smooth transition to the PLU community			
Anderson University Center 161	253.535.7200	www.plu.edu/nso	engage@plu.edu

Office of Accessibility and Accommodation

Assists students with accommodations and matters relating to the application of the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act			
Hong Hall, 1st Floor	253.535.7206	www.plu.edu/oaa/	oaa@plu.edu

On-Campus Housing

Provides support for students who live on-campus in residence halls.		
Anderson University Center 161	253.535.7200	www.plu.edu/on-campus-housing

Student Employment

Provides on-campus employment opportunities for students			
Hauge Administration 110	253.535.7185	www.plu.edu/studentemployment/	stuemp@plu.edu

Student Engagement, Leadership, & Clubs/Organizations (Campus Life)

Provides support for student-directed experiences			
Anderson University Center 161	253.535.7200	www.plu.edu/campus-life/	engage@plu.edu

Student Financial Services (formerly Financial Aid and Student Services)

Financial aid, scholarships, and loan assistance and billing questions			
Hauge Administration 102	253.535.7161 or 800.678.3243	www.plu.edu/student-financial-services/	fin@plu.edu

Student Rights and Responsibilities (formerly Student Conduct)

Assists students with the University's commitment to holistic student development			
Hong Hall, 1st Floor	253.535.7462	www.plu.edu/srr/	srr@plu.edu

Study Away – See Wang Center for Global Education

Textbooks

Textbooks and course materials ordering and information			
Mortvedt Library, 1st Floor	253.535.7459	https://www.plu.edu/student-success/course-material-resources-for-students/	textbook@plu.edu

Title IX Office

Providing information and assistance regarding the U.S. Department of Education Title IX Regulations

Hong Hall, 1st Floor	253.535.7361	www.plu.edu/title-ix/	titleix@plu.edu

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	www.plu.edu/wangcenter/	wang.center@plu.edu

Wellbeing Services and Resources

Comprehensive support system for university life – clinical care, resource navigation, and community standards. Focus is to promote holistic wellbeing across various facets of the student experience.			
Hong Hall, 1st Floor	253.535.7462	www.plu.edu/wsr/	care@plu.edu

Writing Center

Provides assistance with writing and tutoring			
Mortvedt Library 220	253.535.8709	www.plu.edu/writingcenter/	writing@plu.edu

University Policies (General)

Academic Integrity Policy

Academic integrity is honesty concerning all aspects of academic performance.

- www.plu.edu/student-code-of-conduct/

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/student-code-of-conduct/
- www.plu.edu/oaa/
- www.plu.edu/personnel-manual/equal-employment-opportunity/accomodation-of-persons-with-disabilities/

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/faculty-handbook/
- **Staff:** www.plu.edu/personnel-manual/complaint-resolution/arbitration/
- **Students/Faculty, Staff:** 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/

Equal Educational Opportunity Policy

- www.plu.edu/student-code-of-conduct/

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.

- https://www.plu.edu/personnel-manual/equal-employment-opportunity/

Faculty Handbook

The PLU Faculty Handbook is the resource for all faculty.

- www.plu.edu/faculty-handbook/

Family Education Rights and Privacy Act

- www.plu.edu/student-code-of-conduct/

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/administrative-services/privacy-hotline-info/

Health Insurance Portability and Accountability Act

- www.plu.edu/administrative-services/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/

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/faculty-handbook/

Non-Discrimination Policy

Select document “PLU Policies, Procedures and Guidelines” at: www.plu.edu/oaa/policies-procedures/

- **Human Resources:** www.plu.edu/personnel-manual/general-hr-policies/non-discrimination-policy/

PLU Policy and the Law

- www.plu.edu/student-code-of-conduct/

Sexual Misconduct Policy

- www.plu.edu/srr/sexual-misconduct/
- 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/
- **Campus Safety Clery Statistics:** 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. 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.

Contact	Phone	E-mail For Information	About
Academic Records	253.535.7131	records@plu.edu	Class schedule, classroom scheduling, grades, graduation, registration, transcripts, and transfer credit evaluation
Admission	253.535.7151	admission@plu.edu	General information, admission of students, and publications for prospective students and advanced placement
Alumni & Student Connections	253.535.7415	alumni@plu.edu	Alumni, parent, donor and church events, programs and services
Career Services	253.535.7415	career@plu.edu	Career advising, internships, mentoring programs, and career events
Campus Ministry	253.535.7465	cmin@plu.edu	Religious and spiritual life at the university, pastoral support, Chapel
Campus Safety and Information	253.535.7441	csin@plu.edu	Campus parking, vehicle registration, and safety
Campus Safety - LuteCard Operations	253.535.7038	lutecard@plu.edu	LuteCard IDs
Center for Student Success	253.535.7459	aadv@plu.edu	Academic Advising and Academic Assistance
Office of the President	253.535.7101	president@plu.edu	General university information
Student Financial Services	253.535.7134	sfs@plu.edu	General financial aid assistance, veterans questions
Wang Center for Global Education	253.535.7577	wangctr@plu.edu	Short and long-term study away programs; international Global Education internships; faculty and student research grants; PLU International Gateway Programs; symposia; support for visiting international scholars

Board of Regents

Ownership, Support, Government:

The University is owned and operated by Pacific Lutheran University, Inc., a Washington corporation whose purpose is higher learning. The Member Representatives of the PLU corporation meet annually to elect regents and to conduct other business. The corporation consists of up to 50 delegates from the six synods of Region I of the Evangelical Lutheran Church in America, as well as the Board of Regents.

The policymaking and governing body of the University is the Board of Regents, which includes members of the ELCA congregations or full-communion partners, representatives from the Alumni Association, at-large members, bishops from the synods of Region I, and the University president. 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. New Board of Regents Officers are elected each May and new Regent members are installed in October.

- Officers 2026-27
- Members 2026-27
- PLU Advisory 2026-27
- ELCA Advisory 2026-27

Officers 2026-27

First	Last	Position
Mark	Griffith '02	Chair
Troy	Andrade '07	Vice Chair
Sara	Kass '88	Vice Chair
Thomas	Saathoff '87	Vice Chair
Stacy	Wilson '03	Vice Chair
Brendan	Mangan '83	Secretary
Allan	Belton	Ex-Officio

Members 2026-27

First	Last
Troy	Andrade '07
Scott	Barnum '77
Nikki	Beaudoin '03
Allan	Belton
Shelley	Bryan-Wee '88
David	Coy '90
Bruce	Deal '87
Mark	Griffith '02
Emily	Hughes '04
Sara	Kass '88
Ruth	Foster-Koth '88
Shelly	Kurtz '98
Kathi	Littmann
Brendan	Mangan '83
Keith	Marshall
Kathy	McCallum Sachse '95
Salvador	Mungia '81
Arne	Ness '72
Ben	Quanbeck
Sheila	Radford-Hill
Thomas	Saathoff '87
Scott	Squires '88
Ben	Warwick

First	Last
Stacy	Wilson '03

PLU Advisory 2026-27

Name	Title
Alexis Austin	Chair, PLU Staff Council
Jacob Egge	Biology; Vice Chair of the Faculty
Oksana Ejokina	Music, Theatre and Dance; Chair of the Faculty
Joanna Gregson	Executive Vice President for University Strategy & Effectiveness
Karen McConnell	Accreditation Liaison
Shalita Myrick	Vice President and Chief Operating Officer
Joanna Royce-Davis	Provost and Senior Vice President for Academics & Student Experience
Vince Young	Associate Vice President of Finance

ELCA Advisory 2026-27

Name	Title
Bishop Laurie Larson Caesar	Bishop, ELCA
Bishop Meggan Manlove	Bishop, ELCA
Bishop Timothy Oslovich	Bishop, ELCA
Rev. Lamont Wells	Executive Director, Network of ELCA Colleges & Universities

Faculty

A current list of faculty employed by Pacific Lutheran University can be found on the Office of the Provost's webpage via this link.

PLU-Wide Common Course Numbers

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.

500-699 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.

Four Year Course Cycles

Academic departments regularly maintain tentative course cycles to aid in advising students. The course cycles can be referenced on the Center for Student Success webpage: www.plu.edu/student-success/4-year-course-cycles.

Glossary of Terms

00: Undergraduate Non-Matriculated

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
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
CE: Continuing Education
CCNE: Commission on Collegiate Nursing Education
CES: Center for English Studies
CHEM: Chemistry
CHIN: Chinese
CHSP: Chinese Studies
CLEP: College Level Examination Program
CMDA: Communication, Media, and Design Arts
CNE: Continuing Nursing Education
COMA: Communication
CR: Credit Hours
CREDITS: Equal Semester Hours
CRN: Course Reference Number
CSCI: Computer Science
CX: Creative Expression GenEd Element
DANC: Dance
DATA: Data Science
DL: Dean’s List
D.N.P.: Doctor of Nursing Practice
DTA: Direct Transfer Agreement from Washington Community College
ECON: Economics
Ed.D.: Doctor of Education
EDUC: Education
ELMSN: Entry-level M.S.N. Program
ENGL: English
ENGR: Engineering
ENVT: Environmental Studies
EOG: Educational Opportunity Grant
EPSY: Educational Psychology
ES: Examining Self and Society GenEd Element
ESCI: Earth Science
FAFSA: Free Application for Federal Student Aid
FD: First-Year Experience DJS Seminar
FERPA: Family Educational Rights and Privacy Act
FNP: Family Nurse Practitioner
FR: Freshman

FT: Fitness and Wellness GenEd Element
FTWL: Fitness and Wellness
FW: First-Year Experience Writing Seminar
FREN: French
FYEP: First-Year Experience Program
GE: Global Engagement GenEd Element
GED: General Equivalency Diploma
GENED: General Education Program
GLB: Graham-Leach-Bliley Act
GLCS: Global & Cultural Studies
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
GSRS: Gender, Sexuality, and Race Studies
HECB/SAA: Washington State Higher Education Coordinating Board/State Approving Agency
HGST: Holocaust and Genocide Studies
HIPPA: Health Insurance Portability and Accountability Act
HISP: Hispanic Studies
HIST: History
IB: International Baccalaureate
IELTS: International English Language Testing System
IHON: International Honors Program
ILO: Integrated Learning Objectives
INOV: Innovation Studies
INTERN: Internship
IP: In Progress Grade
IS: Independent Study
IT: Interpreting Text GenEd Element
J-Term: 4 weeks, January Term
JR: Junior
KINS: Kinesiology
LPN: Licensed Practical Nurse
LTST: Latino Studies
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.: Master of Science
M.S.N.: Master of Science in Nursing
M.S.W.: Master of Social Work
MATH: Mathematics
MFTH: Marriage and Family Therapy
MILS: Military Science
MUSI: Music
MW: Medical Withdrawal
NA: Never Attended
NAIS: Native American & Indigenous Studies
Nelnet: Nelnet Campus Commerce
NFLP: Nurse Faculty Loan Program
NMSQT-PSAT: National Merit Semi-finalist Qualifying Test-pre-Scholastic Assessment Test
NSCI: Natural Sciences, College of
NURS: Nursing
NW: Engaging the Natural World GenEd Element
PHIL: Philosophy
PHYS: Physics
PLUMS: PLU Matching Scholarship
POLS: Political Science
P&PA: Publishing and Printing Arts
PSYC: Psychology
PET: Pearson Test of English
QR: Quantitative Reasoning GenEd Element
RAP: Recruitment, Admission and Progress Committee in Nursing
RL: Academic Study of Religion 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
SO: Sophomore
SEMESTER HOURS: Credits are on semester hour basis
SOCI: Sociology & Criminal Justice
SOCW: Social Work
SOLU: Southern Lushootseed
SP: Special Project
SPED: Special Education
SR: Senior and for the Senior Culminating Experience GenEd Element
STAT: Statistics
STEM: Science, Technology, Engineering and Mathematics
THEA: Theatre
TOEFL: Test of English as a Foreign Language
UG: Undergraduate
USAFI: United States Armed Forces Institute
VW: Exploring Values and Worldviews GenEd Element
WAVE: Washington Award for Vocational Excellence
WSNG: Washington State Need Grants

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PLU Directory of Courses

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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 - NW

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 - ES, GE

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 - ES, GE

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 203 : Great Discoveries in Archaeology - ES, GE

This course will teach you the basics of archaeology and about a few of the more exciting archaeological discoveries worldwide (Kennewick Man, King Tut, Machu Picchu, etc.). This will include seeing the instructor make flaked stone tools out of obsidian and discuss how such knowledge helps to inform us about the past. The course will also explore what has influenced the nature of "knowledge" about archaeological discoveries by looking at how they have been interpreted and understood in the sociopolitical contexts of the modern countries where they are located. Science makes lofty claims that it is an objective mode of inquiry. In other words, science claims that the analysis and interpretation of data (in this case, bones, stones, and pottery, etc.) is carried out free of bias. This course will take care to evaluate this proposition. This course may substitute for ANTH 103 under special circumstances with consent of department chair. (4)

ANTH 287 : Special Topics in Anthropology

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

ANTH 288 : Special Topics in Anthropology

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

ANTH 289 : Special Topics in Anthropology

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

ANTH 291 : Directed Study

To provide individual undergraduate students with introductory study not available in the regular curriculum. The title will

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

ANTH 335 : The Aztecs, Mayans, and Their Predecessors - ES, GE

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 343 : East Asian Cultures - ES, GE

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 368 : Edible Landscapes: The Foraging Spectrum - ES, GE

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 - ES, GE

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 387 : Special Topics in Anthropology

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

ANTH 388 : Special Topics in Anthropology

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

ANTH 389 : Special Topics in Anthropology

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

ANTH 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 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 I - CX

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

ARTD 102 : 2D Design/Color Theory - CX

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 - CX

An introduction to design in the digital age, covering foundational techniques, principles of color theory, composition strategies, and the essential use of digital tools in the design workflow. (4)

ARTD 180 : Art History I: Prehistory to the Medieval World - CX

A survey of the development of art and architecture from the Paleolithic era to the end of the Middle Ages. (4)

ARTD 181 : Art History II: 1350 to 1900 - CX

A survey of the development of art and architecture from the late 14th through the 19th centuries. (4)

ARTD 201 : Drawing II: Figure Drawing - CX

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 - CX

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

Develop creative problem-solving skills with a focus on typography, page layout, and the use of digital tools in the design workflow. This course takes a methodical approach, with projects aimed at mastering these essential elements. Prerequisite: ARTD 110 or consent of instructor. (4)

ARTD 220 : Photography I: BW Photography - CX

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 - CX

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 287 : 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 288 : 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 289 : 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 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 : Graphic Design 3

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

ARTD 315 : The Art of the Book I - CX

This studio course explores the history, aesthetics, and creative dimensions of book design, typography, and printing as it relates to artist books. Students will learn the basics of letterpress printing and bookbinding. Prerequisite: Declared PPA minor or permission of instructor. Cross-listed with PPAP 321, ENGL 313. (4)

ARTD 320 : Photography 2: Digital Photography - CX

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 355 : 3D Digital Modeling - CX

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 375 : Practicing Art History

Explores the methods used in the study of the history of art and architecture, as well as the history and development of the discipline, through a range of examples from diverse periods and cultures. (4)

ARTD 379 : Monuments and Memory in Art - CX

Explores 20th and 21st-century art's engagement with the past, with the construction of history and with memory and commemorative practice. (4)

ARTD 380 : Modern Art - CX

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 383 : Studies in Art History - CX

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 384 : Gender and Identity in Art - CX

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 387 : Special Topics in Art

This course in 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

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

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

To provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title 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 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 the BA in Studio Arts or Art History and the BFA in Graphic 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)

BIOL 111 : Biology and the Modern World - NW

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 - NW

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 201 : Introductory Microbiology - NW

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 - NW

The first half of a two-course sequence. Students are introduced to human form and function and, in particular, to the integration and connections between the cellular function and the synergetic functions of the body's organ systems. Topics

include chemistry, cellular biology, tissues, the integument, and the anatomy and physiology of four systems: skeletal, muscular, nervous, and endocrine. Laboratory includes anatomical structure identification on preserved human cadavers, dissection of preserved organs, and experiments in physiology. Not intended for biology majors. Prerequisite: PLU Math placement in MATH 140 or higher; or completion of MATH 115 with a C or higher. (4)

BIOL 206 : Human Anatomy and Physiology II - NW

The second half of a two-course sequence. The integration and connections between the cellular function and the synergetic functions of the body's organ systems are further expanded. Topics include metabolism, temperature regulation, inheritance, and the anatomy and physiology of five systems: circulatory, respiratory, digestive, urinary, and reproductive. Laboratory includes cat and preserved organ dissection, anatomical structure identification on human cadavers and physiology experiments. Not intended for biology majors. Prerequisite: BIOL 205 with a C- or better. (4)

BIOL 225 : Molecules, Cells, and Organisms - NW

An introduction to the concepts and study of the molecular, cellular, and organismal levels of biological organization. Includes biological molecules, cell structure and function, energy transformation, the central dogma of molecular biology, mitotic and meiotic division, cell signaling, homeostasis, and vertebrate systems. Includes laboratory. Prerequisite: Math placement in MATH 140 or higher; or completion of MATH 115 with a C or higher. One year of high school chemistry is recommended. (4)

BIOL 226 : Genes, Evolution, Diversity, and Ecology - NW

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 305 : Cadaver Prosection

This course is a practicum in which students dissect a human cadaver and prepare anatomical specimens for use in Pacific Lutheran University Human Anatomy and Physiology classes. Students will learn proper dissection techniques and pertinent details of the human form needed to complete quality dissection work. Prerequisites: Consent of instructor; and students must have successfully completed BIOL 205/206 or BIOL 352. Prospective students must apply for placement in the course during the semester preceding enrollment. (1)

BIOL 330 : Genetics

Basic concepts considering the molecular basis of gene expression, recombination, genetic variability, as well as cytogenetics and Mendelian and transmission genetics. Laboratory includes molecular biology techniques and problem solving exercises. Prerequisite: BIOL 226. (4)

BIOL 341 : Developmental Biology

Explore the embryonic and larval development in multicellular organisms, especially within the animal kingdom. Through vivid illustrations and examples from popular model organisms, we will examine the molecular building blocks, dynamic

cellular interactions, and the intricate formation of specialized tissues leading to fully developed organisms. In the laboratory, students will engage in hands-on primary research, designing their own projects to foster creativity and critical thinking. The lab will feature a blend of descriptive and quantitative experiments, providing a deep understanding of the processes that underpin animal development. 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 Vertebrate Anatomy

An evolutionary approach to the study of structural and functional relationships in the vertebrate body. Includes examination and dissection of major organs and organ systems using preserved animal specimens. The course emphasizes the analysis of similarities and differences across groups to assess the significance of adaptations and explore the historical and present diversity of vertebrate morphology. Prerequisite: BIOL 226. (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 358 : Physiology of Food Production

Feeding a growing global population depends on growing enough food for billions of people and plants are at the core of achieving that goal. This plant physiology course focuses on internal and external factors that affect plant growth and productivity, such as soil nutrients, irrigation, and efficiency of photosynthesis. Explore the cellular and molecular mechanisms that control plant responses and learn how climate change affects food production. Relies significantly on primary literature. Includes laboratory. Prerequisite: BIOL 226. (4)

BIOL 359 : Biology of Reproduction

This course will explore human reproduction focusing on anatomical and physiological aspects but also examining its influence on behavior and society. Although the main attention will be focused on humans, examples will be drawn from other vertebrate species ranging from the effects of testosterone on songbird vocalizations to the estrous cycle in rats to seasonal reproduction in sheep in order to provide comparative perspectives. 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 363 : Tropical Marine Ecology

The study of the ecology of major tropical marine habitats and how they are impacted by human activities. Lab, field trips, research project, and term project, in addition to lecture. This course is taught abroad in J-term. Prerequisite: BIOL 226. (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 330 and CHEM 331 with 333, or consent of instructor. (4)

BIOL 443 : Plant Development and 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

Explores the physical, cellular, and molecular components of innate and adaptive immune responses. Emphasizes an integrated approach to exploring immunological concepts within the context of human health and disease. Prerequisites: BIOL 330 and at least one upper-level biology course. (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 in mammalian cell culture. Prerequisite: BIOL 330. (4)

BIOL 453 : Human 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 330, 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 and applications of evolutionary thinking. 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 guides students in developing a comprehensive portfolio demonstrating their mastery of departmental learning outcomes and preparing them for post-graduation opportunities. Through thoughtful selection of key artifacts, students will highlight their academic and co-curricular achievements, reflecting on how each artifact aligns with departmental learning outcomes. Students will articulate these connections through reflective essays and curate professional materials, such as resumes, cover letters, and personal statement, for use in professional pursuits. The course culminates with a synthesis of these reflections and experiences connecting the student's academic journey at PLU to their professional aspirations. Meets the culminating experience requirement. Prerequisites: Consent of instructor; and students must have successfully completed, with a C- or better, at least two upper-division classes in addition to BIOL 330 prior to enrolling in Capstone. (2)

BMBA 504 : Quantitative Methods for Decision Making

Methods and techniques of quantitative 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)

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 526 : Big Data and Decision Analytics

This course provides a broad overview of analytic strategies for (structured and unstructured) data collected in interactive channels. Topics covered include: big data, key performance indicators, and how to optimize digital experiences by incorporating testing and experimentation. Prerequisites: BMBA 513. (4)

BMBA 540R : Storytelling with Data

Storytelling is one of the oldest and most powerful tools for action and this course empowers MBA students to transform raw data into compelling narratives that drive business decisions. By the end of this course, you'll be able to create data queries and visualizations, integrate data into business planning, and effectively communicate your findings, helping organizations turn data into a strategic tool for competition and innovation. (3)

BMBA 541R : Spreadsheet Modeling for Decision-Making

Spreadsheet tools are the most universal and easily accessible program for most people to use and interpret data - and a vital skill for any analyst to know. In this course, students will learn data cleaning, financial modeling, optimization, and data visualization using PivotTables and PivotCharts, enabling students to analyze complex datasets, create forecasts, and effectively communicate insights to support data-driven decision-making in business contexts. (3)

BMBA 542R : Python for Business Analytics

Managers who hope to stay competitive in business analytics need to be able to scale their analytics - and Python provides that solution. This course covers Python's significance in business analytics, setting up the Python environment, and learning basic syntax. You'll leverage three of Python's essential libraries - NumPy for numerical data, Pandas for data

manipulation, and Matplotlib for data visualization - to use data to solve complex business problems. (3)

BMBA 545R : Structure and Economics of the US Healthcare System

Healthcare systems are complicated structures beholden economically and legally to many different stakeholders and policies. When those factors change, they have consequences. Aspiring managers must be able to make informed decisions about what to do in the face of change. By the end of this course, aspiring healthcare system managers will be prepared to analyze the economic impact of policy changes on their institutions and tackle challenges such as hospital mergers, new payment models, regulated drug prices, and Medicaid insurance bids. (3)

BMBA 546R : Data Analysis for Healthcare Management

Healthcare managers that can leverage data analysis make more informed decisions that lead to better outcomes. Data in healthcare context brings solutions, but also unique challenges that managers must navigate to harness its potential. In this course, students will explore effective management and integration of data-driven decisions in healthcare. By the end, students will be able to strategize and communicate data insights to drive ethical impact in healthcare systems. (3)

BMBA 547R : Healthcare Finance

In health services organizations, bad financial management can cost more than money - it can cost lives, making financial acumen crucial for quality patient care. This course covers financial statement analysis, cost accounting, capital budgeting, and financial modeling, equipping future managers to make informed decisions around challenges such as evaluating insurance designs, assessing service line impacts, and analyzing new drug costs. (3)

BMBA 548R : Management of Healthcare Organizations

Should a hospital focus on pediatrics or heart surgery? How can clinics build and retain a strong workforce? What is the best strategy for negotiating with insurance companies? This course focuses on the management principles and practices that create successful healthcare organizations. Students will learn to navigate key management challenges, apply strategic analysis frameworks, and manage healthcare workforce and IT systems - all with an emphasis on ethical leadership, collaboration, and quality assurance. (3)

BMBA 555R : Generative AI for Managers

Generative AI (GenAI) is ushering in a new age of productivity in business. Managers who ineffectively adopt it risk being outpaced by forward-thinking competitors. This course equips students to drive impact in any industry using GenAI tools. You'll learn to engineer effective prompts, integrate AI into workflows, and develop innovative GenAI solutions, as well as explore ethical considerations and future trends. (3)

BMBA 556R : Business Use Cases for AI

Just like you wouldn't use a financial model to drive a marketing campaign, different business use cases require different AI tools. In this course, students will explore the potential and limitations of AI technologies, learning to identify business problems suitable for AI solutions and build effective AI implementation strategies. (3)

BMBA 557R : AI Governance and Ethics

Alongside powerful data-driven solutions, AI opens a Pandora's box of ethical issues: data privacy, bias, transparency, and balancing automation with human oversight. AI governance may be the biggest ethical issue of our time, something essential for any manager to understand before implementing this new technology. Students will develop AI policies for ethics and compliance, mitigate AI-related risks, and communicate governance standards to stakeholders. (3)

BMBA 559R : Managing AI Projects

AI project can help predict trends and optimizes operations, allowing businesses to understand not just what has happened but what will happen - and what should be done about it. By the end of this course, students will be prepared to drive financial and operational impact by managing AI project lifecycles: developing comprehensive project plans, managing data and models, ensuring effective deployment, and communicating progress and outcomes to stakeholders. (3)

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 564R : Information Governance, Risk Management, and Compliance

Companies storing information are responsible for keeping it safe - and face consequences if they don't. Who's at fault after an attack and who must be informed? This course covers corporate governance principles, risk identification methods, business regulations, accountability, and audits. In a data-driven world, business leaders must handle data responsibly and, by the end of this course, you'll learn how to manage the growing legal obligations around cybersecurity. (3)

BMBA 565R : Network Architectures for Cyber Managers

In order to ensure a house is safe, we need to know how it's built. It's the same for cybersecurity: to ensure systems are secure, we need to understand their design and the unique security challenges of different network architectures and data storage solutions. By the end of this course, you'll be able to critique security for various network designs, including IT and OT systems, cloud environments, data storage, and IoT networks, in terms of cyber risk. (3)

BMBA 566R : Cyber Risk Management and Strategy

Cyberattacks today are inevitable - but the extant of the damage may rely on how much you, as the manager, are prepared. By the end of this course, you'll know how to create risk management strategies before, during, and after cyberattacks, developing incident response plans, understanding frameworks like NIST and MITRE ATT&CK, identifying proactive and reactive protection techniques, and debriefing with 'hotwashes'. (3)

BMBA 567R : Executive Cyber Defense

To defend against hackers, you need to think like a hacker. This course covers the fundamentals of ethical hacking, from Linux commands and open-source tools to attack tree construction and vulnerability research. By the end of the course, you'll be able to use what you've learned to analyze, interpret, and communicate penetration tests and security strategies to executives. (3)

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 572R : Managerial Finance

All businesses need to take risks, but managerial finance experts do so without risking it all. This course focuses on present value analysis, capital markets and budgeting, and corporate capital structure. You'll learn to assess company value, understand debt vs. equity financing, and forecast financial performance while gaining skills in budget management and decision-making that allow you to drive value creation in every aspect of the corporate world. (3)

BMBA 573R : Capital Markets and Investing

Investing involves risk - but this course teaches you how to manage that risk and make the right decisions to build and protect your wealth. What portfolio decisions are safer? How can companies thrive by balancing debt and equity? How can options mitigate risk? By the end, you'll have the financial acumen to make informed investment decisions, optimize portfolio performance, and master strategies for risk management, capital allocation, and sustainable financial growth. (3)

BMBA 574R : Financial Statements Analysis and Valuation

Financial statements are a gold mine that, when analyzed correctly, can reveal a company's financial health and potential for future profitability. And valuing a company is a critical skill in finance that both influences investment decisions and drives financial success. Through financial statement analysis, financial ratio analysis, risk assessment, pro forma financial statements, and advanced valuation techniques like DCF and comparable company analysis, students will gain the quantitative expertise to make informed investment decisions. (3)

BMBA 575R : Frontiers of Finance

Finance isn't a static field and understanding disruptors like blockchain and cryptocurrency allows you to capitalize on opportunities that are revolutionizing financial operations. Students will describe and evaluate blockchain, analyze cryptocurrencies, and assess decentralized finance (DeFi) platforms. By course end, students will be ready to explore blockchain and crypto career opportunities and lead discussions on these cutting-edge technologies. (3)

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)

BUSA 201 : Introduction to Business in the Global Environment

Introduces global business as a connected form of decision-making and problem solving across disciplines such as marketing, accounting, finance, operations, and management. Introduces value-generating innovation and explores ethical, cultural, operational, and legal issues in both smaller entrepreneurial organizations and larger global entities. Provides opportunity to explore potential disciplines and 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, costing systems, budgeting, and performance evaluation. Familiarity with Microsoft Excel or other spreadsheet software is expected. 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 300 : Certificate in Diversity and Equity in Business

This course leads to a certificate in Diversity and Equity in Business. The course introduces students to historical and emergent perspectives on business and social justice. Students will learn to see their role as future business leaders and , in particular, explore historical and present case examples of inequity in business. Students will also explore the issues of diversity and justice through interaction and engagement with community and business leaders and seek to address inequity and inequality in business. A certificate will be awarded upon the successful completion of the course with a Pass grade. Prerequisites: Sophomore level standing. Open to Sophomore, Junior, and Senior students. (0 to 1)

BUSA 302 : Business Finance

Introduces principles used in financing and investment decisions to maximize stakeholders' value. Covers the fundamental process of ethical planning for, acquiring, and allocating funds by a business enterprise. Explores general financial decision tools including time value of money, basic bond valuation, basic stock valuation, the cost of capital, capital budgeting, working capital management, and other key finance topics. Prerequisites: BUSA 202, ECON 101, and STAT 231. (4)

BUSA 303 : Business Law and the Legal Environment

Explores business law as a management tool for risk decision-making and management of business organizations from formation through capital raising, asset acquisition and protection, business regulation, and bankruptcy. Explore the interrelationship of business management, business ethics, legal risk management, and the global business environment. Prerequisite: BUSA 201. (4)

BUSA 305 : Behavior in Organizations

Working with and leading others in the global environment at individual, group, and organizational levels. Learning skills to organize and manage people with emphasis on individual and team dynamics, personality and values, diversity, motivation, leadership, decision-making, conflict, organizational culture, and change. 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 : Operations and Supply Chain Management

Creating value through the production and distribution of goods, services, and other economic activities with a focus on quantitative problem solving techniques. Operations and supply chain management applications through modeling tools including forecasting, resource allocation, capacity management, quality control, and materials requirement planning. 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 and Data Analytics

Study of the flow of accounting information through an enterprise, systems documentation, internal controls, and database applications in accounting. It also includes data analytics and visualization in Excel, Access, and other data analytic tools. 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 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; nonprofit financial literacy; management and leadership challenges unique to the sector such as HRM strategies and accountability mechanisms, working with volunteers, fundraising, ethics, stewardship, and compliance/legal issues. Students will have the opportunity to engage with leaders of nonprofit organizations. No prerequisites and open to any major. (4)

BUSA 342 : Human Resource Management

Introduction to the essential skills necessary to hire, retain, and manage the right people for the right job at the right time in organizations. Topics include workforce planning, job analysis and design, staffing, talent and performance management, diversity, compensation, retention, risk management, and employee and labor relations, in the global environment. 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 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 366 : Multicultural Marketing

Application of marketing principles to identify and reach the growing ethnic subcultures in the U.S. Historical context and ethical implications of multicultural marketing activities. Emphasis on practical aspects of multicultural business development. 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 401 : Certificate in Consulting for Business and Entrepreneurship

This course leads to a certificate in Consulting for Business and Entrepreneurship. The course trains students in the art and science of consulting with small businesses and entrepreneurial firms. Students will learn the requisite skills and knowledge through interaction and engagement with industry experts, alumni, and businesses, with the purpose to help nourish businesses in the community. The program provides a focus on women and minority-owned businesses. Students will develop their skills through experiential assignments, helping businesses in the community identify areas for improvement and to generate a plan to develop those areas. A certificate will be awarded upon the successful completion of the course with a Pass grade. Prerequisites: Junior level standing. Open to Junior and Senior students. (0 to 1)

BUSA 402 : Certificate in Consultative Engagements and Professional Sales

This course leads to a certificate in Consultative Engagements and Professional Sales. Students will learn the practical skills to navigate decision steps, ask high-gain questions, explore consequences and payoffs, lead problem-solving sessions, persuade through involvement, and develop trust with clients in for-profit, non-profit, and governmental sectors. Focus on practical career tools. A certificate will be awarded upon the successful completion of the course with a Pass grade. Prerequisites: Junior level standing. Open to Junior and Senior students. (0 to 1)

BUSA 422 : Advanced Accounting

Concentrated study of equity measurement including the accounting aspects of partnerships, corporations, and consolidations. Also includes accounting for multinational corporations. Prerequisite: BUSA 321 and senior standing. (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 432 : Financial Derivatives and Trends

Examines financial derivatives including forward and futures contracts, swaps, and options. Topics include the role of derivative instruments in capital markets; mechanics and basic pricing techniques of forward and futures, swaps, and options; and hedging strategies based on derivatives. Trends of financial markets such as cryptocurrencies and fintech are also discussed. Prerequisite: BUSA 302. (4)

BUSA 437 : Advanced Corporate Finance

This course is structured to build on foundational corporate finance principles, focusing on advanced theories, tools, and applications. Topics of capital structure, corporate valuations, and corporate financing decisions are explored in-depth. Corporate governance and risk management tools are also covered. Prerequisite: BUSA 302. (4)

BUSA 438 : Financial Institutions & Markets

This course covers the role of banks and non-bank financial institutions in the financial system; asset choices of banks and non-bank financial institutions; problems in the management of financial institutions with emphasis on commercial banks. Related seminal theories and empirical methods are incorporated. Prerequisites: BUSA 302. (4)

BUSA 442 : Leadership and Change

Developing leaders and leadership competencies in individual and organizational context with emphasis on creating change in organizations. Learning leadership skills to advance change through systemic learning, respect for diversity, organizational culture change, cross cultural perspective, coaching others, and organizational development. Prerequisite: BUSA 305. (4)

BUSA 444 : Project Management

Applications and experiences in planning, scheduling, organizing, and managing projects for a variety of settings. Emphasis on the project management process and tools. Specific outcomes include understanding concepts, techniques, and decision tools available to project managers, how to apply work breakdown structures and networks to projects, how to recognize and manage problems that can occur on projects, and how to effectively participate as a project team member. Focus is on learning and applying practical tools that are valuable in the workplace. Prerequisite: BUSA 305. (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 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 103 : Food Chemistry - NW

Basic chemistry and the scientific method are applied to cooking, baking, and food preparation. This course includes laboratory experiences and written laboratory reports. No prerequisites. (4)

CHEM 104 : Environmental Chemistry - NW

Basic principles of chemistry and reactions, with applications to human activities and the natural environment. Includes

laboratory. No prerequisites. Suitable for environmental studies, general science teachers, elementary education, B.A. in geosciences, or fulfilling university general education requirements. (4)

CHEM 105 : Chemistry of Life

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 101 before taking CHEM 105. Prerequisite: Math placement in MATH 140 or higher; or completion of MATH 115 with a C or higher. (4)

CHEM 115 : General Chemistry I - NW

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. Corequisite: MATH 140 or math placement in MATH 151 or higher. Recommended: one year of high school chemistry. (4)

CHEM 116 : General Chemistry II - NW

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 153. (4)

CHEM 342 : Physical Chemistry

A study of the physical properties of atoms, molecules and ions, and their correlation with structure. Classical and modern quantum mechanics, bonding theory, atomic and molecular structure, spectroscopy. Prerequisites: CHEM 115, MATH 152, PHYS 154. (4)

CHEM 343 : Physical Chemistry Laboratory

Experiments in kinetics and thermodynamics. Attention given to data handling, error analysis, instrumentation, computational analysis, and correlation with theory. Prerequisite or 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 343. (4)

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. Prerequisite: CHEM 332. (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. Prerequisite or corequisite: CHEM 341. (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 - GE

Introduction to Mandarin Chinese. Basic skills in listening, speaking, reading, and writing with an emphasis on appropriate use of language in cultural context. Laboratory practice required. (4)

CHIN 102 : Elementary Chinese - GE

A continuation of CHIN 101 or equivalent. Introduction to Mandarin Chinese. Basic skills in listening, speaking, reading, and writing with an emphasis on appropriate use of language in cultural context. Laboratory practice required. (4)

CHIN 201 : Intermediate Chinese - VW, GE

A continuation of CHIN 102 or equivalent. Develops further the ability to communicate in Mandarin Chinese, using culturally authentic material. Laboratory practice required. (4)

CHIN 202 : Intermediate Chinese - VW, GE

A continuation of CHIN 102 or equivalent. Develops further the ability to communicate in Mandarin Chinese, using culturally authentic material. Laboratory practice required. (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 - IT, GE

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 - IT, GE

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 - IT, GE

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)

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 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

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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)

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 - CX

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 209 : The Public Space

This course engages a social issue in our community. Students work with community stakeholders to conduct research,

determine strategy for problem solving, and advocate with decisionmakers using creative media making. (4)

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. (4)

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 226 : MediaLab

Students engage in all aspects of multimedia products for clients in an agency model and in creative media making. Professional standards of production and ethics will be used to evaluate all productions. May be repeated up to 2 semester hours. (0 to 2)

COMA 229 : Student Media

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 up to 2 semester hours. (0 to 2)

COMA 248 : Innovation, Ethics, & Society

A history of innovation, problem solving, and creativity in the global economy, emphasizing the ethical considerations that arise as a result of new products and initiatives, disruptive technologies, globalization, and cultural change. Draws attention to stages in the innovation process and the importance of teamwork, effective communication, and design. (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 291 : Directed Study

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

COMA 301 : Media and Cultural Criticism

This course examines the role of media in producing systems of meanings and artifacts that shape popular culture and ideology. Students learn to use critical perspectives as lenses for studying texts of popular culture and for writing cultural criticism for popular and specialized audiences. (4)

COMA 303 : Gender and Communication - IT

This class provides an overview of how gender and communication relate in social and cultural contexts. Focusing on

contemporary American culture, we will explore how communication enables and constrains performances of gender and sexuality in everyday life. The course explores vocabulary, media, institutions, and the body. Prerequisites: COMA 101 or consent of instructor. (4)

COMA 304 : Intercultural Communication - IT, GE

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 306 : Persuasion & Argumentation

Studies how people use reason-giving in social decision making and how people use persuasion as a means of personal and social influence through rhetoric. Examination of genres, forms, techniques of argument and persuasion, and the social implications of each in political, social, and commercial contexts. (4)

COMA 321 : The Book in Society

A critical study of the history of book culture and the role of books in modern society. Cross-listed with PPAP 301, ENGL 311. (4)

COMA 322 : Publishing Procedures

A workshop introduction to the world of book publishing, involving students in decisions about what to publish and how to produce it. Cross-listed with PPAP 302, ENGL 312. (4)

COMA 343 : Media Writing

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 357 : Media Literacy in a Post-Truth Era

This course will examine the phenomenon of "fake news" - and the misappropriation of that term - within the context of revelations surrounding social media, disinformation campaigns, and U.S. presidential elections. Lectures, discussions, viewings, and workshops will support the objective of developing critical media literacy skills within an emerging media landscape where expertise is shunned, facts are disputed, and a "post-truth" era invites controversies about the basic premises of reality. (4)

COMA 361 : Strategic Communication

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 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 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 426 : Advanced MediaLab

Students engage in all aspects of multimedia products for clients in an agency model and in creative media making. Professional standards of production and ethics will be used to evaluate all productions. May be repeated for up to 6 semester hours. (0 to 2)

COMA 429 : Advanced Student Media

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 up to 6 semester hours. (0 to 2)

COMA 461 : Advertising, PR + 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 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. (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 Advanced Internship

A supervised educational experience in a work setting on a full-time basis. Student must work at least 360 hours in their internship. Intended for students enrolled in a major or who are seeking a professional experience. Requires the completion of a Learning Agreement in consultation with a faculty sponsor. (12)

COOP 477 : International Work Experience

To be arranged and approved through the Wang Center for 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)

CRIM 102 : Introduction to 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. (4)

CRIM 226 : Delinquency & 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)

CRIM 287 : Special Topics in Criminal Justice

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

CRIM 288 : Special Topics in Criminal Justice

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

CRIM 289 : Special Topics in Criminal Justice

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

CRIM 387 : Special Topics in Criminal Justice

Selected topics as announced by the department. Prerequisite: SOCI 101, CRIM 102, or consent of instructor. (1 to 4)

CRIM 388 : Special Topics in Criminal Justice

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

CRIM 389 : Special Topics in Criminal Justice

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

CRIM 413 : Criminological Theories

An analysis of influential criminological theories of the 19th and 20th centuries, to the recent contemporary schools, and to the underlying patterns of thought which both unite and divide the criminological tradition. Required for senior criminal justice majors. Prerequisites: SOCI 101, CRIM 102, and declared major or minor in criminal justice. (4)

CRIM 487 : Special Topics in Criminal Justice

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

CRIM 488 : Special Topics in Criminal Justice

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

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

CRIM 489 : Special Topics in Criminal Justice

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

CRIM 491 : Independent Study

Readings or fieldwork in specific areas or issues of sociology or criminal justice under supervision of a faculty member. Prerequisite: departmental consent. (1 to 4)

CRIM 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: SOCI 101, CRIM 102, declared major or minor in criminal justice. (1 to 4)

CSCI 115 : Solve It With the Computer - QR

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 144 : Introduction to Computer Science - QR

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

CSCI 302 : Computer Organization

Introduction to how computer hardware implements high level language statements and data. Topics include data representations, machine level implementation of C programs, and processor architecture (Instruction Set Architecture,

sequential, and pipelined processors). Laboratory component includes examining bit-level manipulations of data, reverse engineering binary code to C code, and runtime manipulation of the stack to exploit programming errors. Prerequisite: CSCI 270 or consent of instructor. (4)

CSCI 313 : Artificial Intelligence with Applications in Games

This course offers an in-depth exploration of Artificial Intelligence (AI) with a focus on its application to solving both video and board games. It covers the foundational AI methodologies such as search algorithms, reinforcement learning, and evolutionary strategies. Students will learn to design AI agents capable of strategic thinking and decision-making in diverse gaming environments. Through a combination of theoretical study and practical projects, the course aims to equip students with the skills to analyze situations and develop complex AI solutions. Prerequisite: CSCI 270. (4)

CSCI 330 : Introduction to Machine Learning

An introduction to Machine Learning in the field of Artificial Intelligence (AI), the theory and practice behind the development of software systems that perform tasks that normally require human intelligence. Covers effective machine learning techniques (e.g. neural networks, support vector machine, clustering), usage of machine learning tools, and their application to solve programs in different fields (e.g. business, biology). Ethical and social dilemmas posed by AI will be considered. Prerequisite: CSCI 270. (4)

CSCI 333 : Introduction to Bioinformatics

Introduces the interdisciplinary fields of bioinformatics and computational biology to Computer Science majors. Topics include fundamental bioinformatics programs (e.g. alignment of biological sequences, structure of proteins, DNA, RNA) and practical application of bioinformatics tools. Machine learning techniques (e.g. hidden Markov models, neural networks) and their applications to problems such as protein structure prediction and protein function prediction will also be covered. Ethics will be discussed as well. Prerequisite: CSCI 270 or DATA 233. (4)

CSCI 343 : Programming Language Concepts

A study of the fundamental concepts of computer programming languages. Topics include: a comparison of features of modern languages, criteria for evaluating languages, and an introduction to syntax and lexical analysis including grammars and parsing. The imperative, object-oriented, functional and declarative paradigms will be studied. Prerequisite: CSCI 270. (4)

CSCI 344 : Programming for Robots

This class will cover the basics of using Robotic Operating System (ROS2). Topics covered will include ROS2 basics (packages, nodes, topics, subscribers and publishers, actions), as well as some more advanced uses relevant to robotics (reading and utilizing sensor data, path planning, computer vision). Final projects for this class will include applying what you have learned to create code that runs on real robots. Prerequisites: CSCI 270. (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

Develops competencies associated with problem-solving, algorithms, and algorithm analysis. Includes efficient algorithms, time and space complexity, algorithm design techniques, and advanced data structures. Includes a programming component where students will implement and test algorithms. Prerequisites: CSCI 270 and one of MATH 245, 317, or 318. (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 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 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

An introduction to the principles of computer graphics in two and three dimensions. Topics may include: triangle meshes, transformations, 3D rendering, shader programming, shading techniques, 3D projection, antialiasing, texture mapping, scene graphs, and ray tracing. Course work includes several programming assignments plus a project. Prerequisites: CSCI 270, MATH 331. 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 and MATH 245. Recommended: CSCI 343. (4)

CSCI 487 : 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 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

To provide individual undergraduate students with advanced study not available in the regular curriculum. Proposed project must be approved by the department chair and supervisory responsibility accepted by an instructor. The title will be listed on the student's term-based record as "IS:" followed by the specific title designated by the student. (1 to 4)

CSCI 495 : Computer Science Internship

To permit undergraduate students to relate theory and practice in a work situation. 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. 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)

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

CSCI 501 : Cybersecurity Fundamentals

A survey of the fundamental concepts, principles, and practices of cybersecurity. Designed to provide students with a comprehensive understanding of the field. Includes topics such as: basic cryptography, secure development lifecycle; common threats, vulnerabilities, and exploits; confidentiality, integrity, and availability; information lifecycle; privacy considerations; legal and regulatory issues. (4)

CSCI 510 : Ethics, Risk Management, and Cyber Law

This course explores risk management and incident response, ethics, policy, and law from a cybersecurity perspective. Includes topics such as: ethics frameworks; professional ethical obligations; ethical decision making; local and federal policy; privacy; legal and regulatory issues; risk management; risk assessment and analysis; cybercrime. (4)

CSCI 520 : Secure Software Development

This course provides an exploration of secure software development practices, emphasizing the integration of security throughout the software development lifecycle (SDLC). Students will learn to identify vulnerabilities, apply secure coding techniques, and implement security measures in software design and architecture. (4)

CSCI 525 : Network Security

This course explores the concepts, technologies, and methodologies used to secure networks. It covers a range of topics from fundamental principles to advanced security techniques, preparing students to design, implement, and manage secure network infrastructures. Prerequisite: CSCI 501. (4)

CSCI 530 : Ethical Hacking

Explores the techniques and tools used by ethical hackers to identify vulnerabilities and assess and enhance the security posture of systems and networks. Students will explore the ethical and legal implications of hacking, distinguishing between malicious hacking and ethical practices aimed at improving security. Topics include penetration testing methodologies, vulnerability assessment, and the use of various hacking tools and techniques. (4)

CSCI 540 : Security Operations, Incident Response, and Forensics

Students will explore the critical functions of a Security Operations Center (SOC); including, threat detection, incident response, and continuous monitoring. The curriculum emphasizes the importance of establishing robust security frameworks and protocols to protect sensitive information and maintain compliance with industry regulations. Topics include: the use of Security Information and Event Management (SIEM) systems and the implementation of threat intelligence to enhance situational awareness. The topic of digital forensics is covered, where students will gain hands-on experience with forensic tools and methodologies to investigate cyber incidents. Topics such as network forensics, malware analysis, and mobile device forensics will be explored, equipping students with the skills to analyze and interpret digital evidence. Additionally, the course will cover incident response strategies; including, preparation, detection, analysis, containment, eradication, and recovery. Students will learn how to develop and implement incident response plans, conduct post-incident reviews, and communicate effectively with stakeholders during and after security events. (4)

CSCI 545 : Cybersecurity Lab

This lab course provides students with practical experience in various aspects of cybersecurity; including, network security, penetration testing, incident response, and secure coding practices. Students will engage in hands-on exercises,

simulations, and projects that reinforce their understanding of cybersecurity concepts and tools. Prerequisites: CSCI 525, 530, and 540. (4)

CSCI 550 : AI and Cybersecurity

This course explores the intersection of artificial intelligence (AI) and cybersecurity, focusing on how AI technologies can enhance security measures and how they can also introduce new vulnerabilities. Students will gain understanding of AI applications in threat detection, incident response, and risk management as well as the ethical implications and challenges associated with these technologies. (4)

CSCI 599 : Cybersecurity Capstone

This can take one of two forms: internship or project. With the internship option, students secure and complete a cybersecurity-related internship, working with a faculty sponsor to set and assess learning goals. The project option involves the completion and presentation of an independent study project that makes use of the knowledge obtained form the program's curriculum to form connections between academic concepts and the application of those concepts in a real-world setting. Students present their work at the end of the program and produce a comprehensive report. (4)

DANC 222 : Beginning/Intermediate Musical Theatre Dance - FT

Students practice musical theatre and jazz dance technique, musical theatre and jazz choreography, and learn the history of musical theatre and jazz dance. Designed for students who have never taken a musical theatre or jazz dance class before, as well as for more experienced dancers. Repeatable for credit up to 4 times. Fulfills one course towards the FT GenEd Element. (2)

DANC 240 : Dance Concert Ensemble - CX

Students perform in the faculty-directed dance concert. Repeatable for credit up to 4 times. (0 to 2)

DANC 251 : Beginning/Intermediate Ballet - FT

Students practice ballet technique, ballet choreography, and learn the history of ballet. Designed for students who have never taken a ballet class before, as well as for more experienced dancers. Repeatable for credit up to 4 times. Fulfills one course towards the FT GenEd Element. (2)

DANC 252 : Beginning/Intermediate Contemporary - FT

Students practice contemporary dance technique, contemporary choreography, and learn the history of contemporary and modern dance. Designed for students who have never taken a contemporary dance class before, as well as for more experienced dancers. Repeatable for credit up to 4 times. Fulfills one course towards the FT GenEd Element. (2)

DANC 254 : Beginning/Intermediate Tap - FT

Students practice tap dance technique, tap choreography, and learn the history of tap dance. Designed for students who have never taken a tap dance class before, as well as for more experienced dancers. Repeatable for credit up to 4 times. Fulfills one course towards the FT GenEd Element. (2)

DANC 255 : Beginning/Intermediate Hip Hop - FT

Students practice hip hop dance technique, hip hop choreography, and learn the history of hip hop. Designed for students who have never taken a hip hop dance class before, as well as more experienced dancers. Repeatable for credit up to 4 times. Fulfills one course towards the FT GenEd Element. (2)

DANC 287 : Special Topics in Dance

Provides undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title 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 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)

DANC 301 : Dance and Culture - ES, GE

An examination of the history and culture of dance forms and choreographic methods from around the world. A seminar-based class that includes physical movement. (4)

DANC 322 : Advanced Musical Theatre Dance

Designed for intermediate/advanced students, this course further develops musical theatre and jazz dance technique and performance. Repeatable for credit up to 4 times. Prerequisite: consent of instructor or DANC 222. (2)

DANC 340 : Dance Composition and Choreography

A study of the principles of dance composition. Students engage in concentrated creative practice through choreographic projects, exercises, and guided improvisation. (2)

DANC 351 : Advanced Ballet

Designed for intermediate/advanced students, this course further develops ballet technique and performance. Repeatable for credit up to 4 times. Prerequisite: consent of instructor or DANC 251. (2)

DANC 352 : Advanced Contemporary

Designed for intermediate/advanced students, this course further develops contemporary dance technique and performance. Prerequisite: DANC 252 or consent of instructor. Repeatable for credit up to 4 times. (2)

DANC 354 : Advanced Tap

Designed for intermediate/advanced students, this course further develops tap dance technique and performance. Prerequisite: DANC 254 or consent of instructor. Repeatable for credit up to 4 times. (2)

DANC 355 : Advanced Hip Hop

Designed for intermediate/advanced students, this course further develops hip hop dance technique and performance. Prerequisite: DANC 255 or consent of instructor. Repeatable for credit up to 4 times. (2)

DANC 440 : Dance Concert Choreography

Students choreograph original works for the faculty-directed dance concert. Repeatable for credit up to 4 times. Prerequisite: consent of instructor. (0 to 2)

DANC 487 : Special Topics in Dance

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

Provides 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)

DATA 133 : Introduction to Data Science I

Introduction to computer programming and problem-solving using real datasets from a variety of domains such as science, business, and the humanities. Introduces the basics of data science concepts through computational thinking, modeling and simulation and data visualization using the Python programming language and R statistical software. Intended for students without prior programming experience. Prerequisite: completion of PLU MATH 140 or an equivalent college-level course with a grade of C or better; or PLU mathematics placement into PLU MATH 151 or a higher numbered PLU mathematics course. (4)

DATA 233 : Introduction to Data Science II

Continuation of DATA 133, topics may include data manipulation, cleaning and visualization techniques, machine learning techniques, natural language processing, databases, text mining, data science ethics/privacy, etc. Students will collaborate with the help of version control systems like GitHub. Python is the main programming language used. Prerequisite: DATA 133 or CSCI 144. Recommended: One of MATH/STAT 145, STAT 231, 232, SOCI 301, or MATH/STAT 242. (4)

DATA 287 : Special Topics in Data 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)

DATA 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)

DATA 499A : Capstone: Culminating Experience I - SR

Preparation for oral and written presentation of information learned in individual research under the supervision of an assigned faculty member, possibly in a small group of two or three students. Discussion of methods for collaborating and communicating results of analysis with client and teammates. Discussion of ethical implications of data-based inferences. With DATA 499B, meets the culminating experience (SR) requirement. Prerequisite: MATH/STAT 442 or concurrent enrollment; CSCI 330; and Senior standing, or permission of instructor. (2)

DATA 499B : Capstone: Culminating Experience II - SR

Continuation of DATA 499A with emphasis on oral and written presentation. With DATA 499A, meets the culminating experience (SR) requirement. Prerequisite: DATA 499A. (2)

ECON 101 : Principles of Microeconomics - ES

Introduces the study of economic decision making by firms and individuals and analyzes the effect of public policies on these. Economic tools and concepts such as markets, supply and demand, efficiency, and externalities will be applied to contemporary issues such as pollution, international trade, and health care. (4)

ECON 102 : Principles of Macroeconomics - ES

Introduces the economy as a whole and major issues such as inflation, unemployment, economic growth, and international trade. (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 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; ECON 102; MATH 128 or 151. (4)

ECON 311 : Natural Resources Economics

An introduction to the economic principles governing natural resource management, with emphasis on dynamic modeling and optimization. Topics include non-market valuation, renewable and nonrenewable resource use, sustainability, and globalization. Applications include outdoor recreation, mineral extraction, land use, and fisheries. Prerequisite: ECON 101 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 consent of instructor. (4)

ECON 333 : Economic Development - GE

Analysis of the theoretical framework for development with applications to alternative economic development strategies used in 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 consent of instructor. (4)

ECON 337 : International Macroeconomics

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

ECON 341 : Strategic Behavior

An introduction to game theory and analysis of interactive decision processes. Interactive game playing, cases, and examples drawn primarily from economics, but applications include strategic decisions in international relations, environmental resource management, biology, sports, business, and political science. Prisoner's Dilemma, sequential games, Nash equilibrium, mixed and pure strategies, collective action and bidding strategies, bargaining. Prerequisites: ECON 101 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; STAT 231 or equivalent, 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; 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, STAT 231 or MATH/STAT 242, ECON 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)

EDUC 205 : Multicultural Perspectives in the Classroom

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 327 : Instructional Systems and Design

Explores instructional systems and design and provides a foundation for knowing how to design, plan, adapt, and modify instruction that meets the needs of diverse learners. Careful attention is given to understanding and meeting the needs of historically marginalized students, integrating skills and strategies into lesson design, and using assessment to guide instructional and programmatic decisions. Integrating concepts of anti-racist pedagogy and universal design for learning provides a foundation for the practical work. (3)

EDUC 330 : Professional Practice I

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

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 361 : Teaching and Learning of Science

Provides a hands-on, minds-on course designed to help pre-service elementary teachers learn to teach science to students in grades K-8 in ways that are consistent with what is known about science education and the physical, emotional, and cognitive development of children. The course will focus on inquiry learning and sense-making driven by the Next Generation Science Standards (NGSS) that serve to guide curriculum and instructional development in the state of Washington. (4)

EDUC 370 : Professional Practice II

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

EDUC 372 : Teaching and Learning of Reading

This course focuses on developmental stages of literacy development. Reading components phonemic awareness, phonics, fluency, vocabulary, and comprehension are addressed. Assessments and instructional activities to support students' learning in responsive, differentiated ways are taught and practiced. (4)

EDUC 373 : Teaching and Learning of Mathematics

Provides a hands-on, minds-on course designed to help pre-service elementary teachers learn to teach math to students in grades K-8 in ways that are consistent with what is known about math education and physical, emotional, and cognitive development of children. The course will focus on facilitating student discourse to drive procedural fluency through conceptual understanding grounded in the components of effective teaching and learning as outlined by National Council of Teachers of Mathematics (NCTM) and the Common Core State Standards for math (CCSS-M) that serve to guide curriculum and instructional development in the state of Washington. (4)

EDUC 374 : Management and Student Engagement

Develops management strategies for student engagement and increasing academic achievement (4)

EDUC 375 : Technology Integration

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

EDUC 385 : Comparative Education - GE

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. (2 or 4 credits)

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 and health and fitness education majors. Prerequisite: admission to the School of Education and Kinesiology; completion of MUSI 340 for music education majors, and co-enrollment in KINS 490 for both health and fitness education majors. (3)

EDUC 402 : Internship I

Teacher candidates will be required to complete a minimum of 90 hours of fieldwork in a local school. (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 : Teaching and Learning of 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. (4)

EDUC 405 : Teaching and Learning Art in the Elementary Classroom

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

EDUC 407 : Teaching and Learning of Writing

This course focuses on the multimodal teaching of writers across developmental stages, emphasizing culturally sustaining practices. This includes developmental and writing processes, genre exploration, the role of identity and community in writing, writing strategies and skills, and formative assessment and feedback. (2)

EDUC 423 : Language and Literacy Development for Multilingual Learners

This course examines stages of second language acquisition; including, examining conceptual, pedagogical, and instructional practices to support bilingualism and differentiate content instruction according to language proficiency. (2)

EDUC 428 : Assessments in Literacy

This course introduces frameworks for understanding reading difficulties and responsive assessment. Teacher candidates learn how to administer and interpret literacy assessments in order to identify areas of instructional focus and indicate those in professional reports communicated across various stakeholders. Purposes, advantages, and limitations of standardized and other assessment tools are explored. (2)

EDUC 429 : Diversity Responsive Children's Literature

Explores diversity responsive children's literature and why these texts are imperative for all readers. Emphasizing identifying, selecting, and evaluating high-quality, diversity responsive books across genres and formats (e.g. novels in verse, graphic novels, print/digital) as well as strategies for advocacy and use in K-6 classrooms. (2)

EDUC 438 : Learner-Centered Literacy Instruction

Focuses on learner-centered literacy instruction, fostering student agency, and literacy identities. Special attention is placed on instructional strategies and methods that cultivate deep comprehension, intrinsic motivation, perspective taking, and critical thinking. (2)

EDUC 450 : Seminar - SR

A seminar for all education students focusing development of professionalism and competence in inquiry and reflective practice. (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. (10-15)

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 : Linguistics and Language Acquisition

Investigation of how young children acquire their first language and what they know as a result of this learning. This course explores first language acquisition and development; including, phonology, syntax, morphology, pragmatics, and semantics. These concepts are examined in relation to standard language ideologies and supporting linguistic justice. (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 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 514 : Management and Student Engagement

Introduces commonly used engagement and management strategies for increasing academic achievement. Includes a 15 hour practicum. (2)

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 540 : Introduction to Bilingual/ESL Education

This course builds a foundational understanding of the legal and policy development of Bilingual/ESL education through the rich history of state and federal litigation and current legal challenges faced in American public K-12 schools. The course assesses how differences in race/ethnicity, class, gender, and power affect education for culturally and linguistically diverse students in American public schools. Examines legal requirements for program identification and placements, as well as promotes critical uses, effectiveness, validity, and fairness in the testing of linguistically diverse populations. Provides first-hand experiences developing, selecting, reviewing, and adapting test materials as critical to making informed teaching decisions. (3)

EDUC 541 : Program Models for Culturally & Linguistically Diverse Students

This course examines current research on the academic effectiveness of various program models, philosophies, and theoretical underpinnings of bilingual education. It includes the role of emerging research findings of asset-based models that support the academic, cognitive, linguistic, and sociocultural aspects that lead to student success. Overview of federal and state mandates and resources related to program models will be addressed. (3)

EDUC 542 : Culturally & Linguistically Relevant Pedagogy

This course prepares educators to serve as leaders in culturally and linguistically diverse settings. Topics include strategies for creating inclusive learning environments in the school setting, issues of identity, power, and privilege with an emphasis on English Learners. (3)

EDUC 543 : Language Acquisition and Linguistic Foundations

Explores the orientations, theories, debates, and research findings in the areas of first, second, and bilingual language acquisition in addition to connecting the nature of linguistic development and performance to teaching and learning in the classroom. Topics include: theory and research of language development, transference, language identity, translanguaging, and strategies to promote language acquisition and proficiency. Analysis of language proficiency standards, language domains, and language acquisition stages will be examined with emphasis on application to classroom instruction. (3)

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 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 557 : Interdisciplinary Pedagogy

This course explores the theoretical foundations and practical applications of teaching across disciplinary boundaries. Students will examine various models for integrating subject matter, focusing on how interdisciplinary approaches can foster deeper critical thinking, problem-solving skills, and a more holistic understanding of complex issues among diverse learners. The course emphasizes designing and implementing cohesive, standards-aligned interdisciplinary curricula and units of study appropriate for various educational settings. Participants will develop the skills necessary to collaboratively plan and assess learning experiences that connect traditionally separate fields of study. (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: Technology Embedded Instructional Design

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 with opportunities to demonstrate your knowledge and skills related to the complexities of teaching. (2-4)

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. (2-4)

EDUC 567 : Current Issues in Education

This course provides a rigorous examination of contemporary challenges shaping national and state educational systems. Students will analyze complex, high-impact topics such as the intersection of Artificial Intelligence (AI) and pedagogy, the politics of funding and equity, and teacher retention and preparation, among other topics. The course emphasizes critical analysis of recent policy changes, relevant research, and journalistic coverage to develop informed perspectives and innovative solutions for the future of learning. (4)

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 569 : Current Issues in Inclusive Differentiation

This course is designed to assist candidates in becoming familiar with differentiation from a school leadership perspective. Using implementation science with a focus on all students, school leaders are prepared to be system leaders, fostering strong core instruction as an essential component of implementing multi-tiered systems of support (MTSS). (3)

EDUC 576 : Personnel/Policy for Educational Leaders

Effective leadership strategies for professional development, mentoring/coaching, supervision; contract law, hiring and firing of school personnel. (3)

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 582 : Instructional Leadership I: Introduction to Curriculum and Instruction

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. (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 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 592 : Advanced Data-Based Decision Making

This course provides a rigorous examination of the methodological and ethical issues involved in using educational data to drive policy and instructional practice. The primary focus is on critically evaluating data quality and translating the findings into equitable and actionable recommendations for supporting student, teacher, and school improvement. (4)

EDUC 594 : Capstone

This course focuses on creating a culminating project that serves as a "capstone" to a student's academic journey in their chosen education concentration in the M.Ed. program at Pacific Lutheran University. It is a demonstration of their readiness for future endeavors in their chosen concentration. (4)

EDUC 700 : Educational/Instructional Leadership Orientation & Introduction

This course is to prepare students for executive/advanced school leadership roles in districts. The course emphasizes the character, dispositions, and skills, as well as the values and beliefs, which inform effective school and organizational leadership and support the development of a districtwide vision. Additionally, this course will introduce students to the PLU Ed.D. program and build relationships among cohort members and faculty. (3)

EDUC 701 : Educational Research I

This course provides foundational concepts in educational research including various methodologies. The course will address criteria for evaluating and using educational research in their own practice. Students will develop skills in understanding and evaluating research claims. Course concepts include descriptive and inferential statistics and quantitative research designs. Students will also develop knowledge and skills of action research. (4)

EDUC 711 : Educational Research II: Qualitative Research

This second course in the research methods sequence addresses major concepts of qualitative research methods. Students will learn the major methodologies and ethical implications of qualitative research including appropriate research questions. Students will learn and implement qualitative data collection and analysis techniques. (2)

EDUC 721 : Educational Research III: Program Evaluation

This third course in the research methods sequence addresses major concepts of program evaluation. This course prepares students to plan, implement, evaluate, and disseminate the results of a job-embedded Program Evaluation for their Applied Project. The course addresses the similarities and differences between program evaluation and other forms of education

research and related ethical implications. Students will learn the steps in designing and conducting a program evaluation, as well as considerations when contracting for program evaluations, as many educational grants and programs require outside evaluation. (2)

EDUC 731 : Educational Leadership: Instructional Leadership

In this course, students will learn both the field's best knowledge of what high-quality learning is and how to generate it at a systems level. Students will read, discuss, collect and analyze data around learning at all levels of a school district's system; including, students, teachers, and school and district leaders. Concurrently, students will examine the leadership actions and formal and informal organizational systems that serve as levers for learning. Students will be guided by three key questions at each level of analysis: what is the learning, how does the learning occur, and when and under what conditions do people learn? (3)

EDUC 732 : Current Trends and Challenges in Educational Leadership

Educational leaders serve in districts impacted by many social, economic, and political factors; thus, leaders must maintain a clear understanding of these issues in order to implement change. This course will provide an in-depth analysis of current trends and issues impacting leadership. This will enable the candidate to focus on personal growth and development of characteristics of leadership. This course will explore and study the current issues and trends related to the field of education leadership through several case studies. Emphasis will be placed on current problems of practice, research, and analysis of practices related to effectiveness. (3)

EDUC 741 : Educational Law, Policy, and Governance

The primary goal of this course is to assist the school leader to develop the attitudes, knowledge, and skills necessary to effectively practice high quality, ethical and legal practices based on the law and appropriate policy application. This course explores federal and state law that school administrators and superintendents are responsible to know and administer. This course is a requirement for all students in the Ed.D. program and for the superintendent certification. (2)

EDUC 742 : Human Resources in P12

This course provides learning of concepts, skills, theories, and techniques involving human resource management and a review of examples of HR practices in P-12 school systems. This course extends what building leaders know and understand about HR and looks at it through a district and superintendent role. There will be an examination of human resource planning, development, and utilization in modern organizations. Topics include: recruitment, selection, training and development, performance appraisal, collective bargaining, contracts, benefit programs, relationships, and role of the human resource department. (2)

EDUC 743 : Educational Finance in P12

The primary goal of this course is to help aspiring school leaders understand school finance and the systemic and political impacts on P12. Students will look at school funding, applying an equity and instructional lens, to help prioritize and guide district level funding. Particular emphasis will be placed on the role of the superintendent or program leader in advocating for students and programs. (2)

EDUC 744 : Community & Family Engagement

The primary goal of this course is to assist district leaders in developing the knowledge, skills, and cultural understanding to improve learning and achievement by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. Students will explore the roles and responsibilities of school leaders in co-creating with families and communities to establish social networks of shared responsibility for student learning and development. This course is a requirement for all students in the Ed.D. program and for the superintendent certification. (2)

EDUC 745 : School Board Relations

The school board governs and the superintendent administers the school district. While this may sound simple, it is often the most difficult area for the board and superintendent to clarify. Not having a clear understanding of the board and superintendent's proper role can lead to poor communication, mistrust, and, in the end, conflict and educational failure. This course will focus on the role of the superintendent, board, and the relationship between the two. (1)

EDUC 746 : Crisis, Conflict, Emergency Management

Effectively managing crisis, conflict, and emergencies is a critical responsibility of a school leader. This course focuses on how educational leaders plan for, manage, and address crises at the institutional level. This course provides practical experiences where students analyze and apply knowledge related to crisis management systems essential to the health and safety of employees and students. (2)

EDUC 747 : Central Office and Programmatic Leadership

This course focuses on superintendent or school district leader roles in establishing effective central management and the integration of special programs; including, Title I, LAP, student services, early childhood, career and technical education, and special education. The course also includes systems and strategies to evaluate program leaders and principals across the system. Students will explore approaches to improve central district systems and student learning for historically underserved populations. (2)

EDUC 760 : Evaluation and Supervision in Educational Leadership

The primary goal of this course is to develop knowledge, skills, dispositions, and cultural competence required of the aspiring school leader to effectively assess instruction and provide feedback to teachers for the improvement of practice and pedagogy in the P-12 setting. This course will cover the evaluation and supervision of certificated staff; including, teachers, principals, and central office/program administrators. During this course, the school leader will conduct several classroom, school, and district observations using the Washington State Teacher and Principal Evaluation (TPEP), one of the three approved instructional frameworks, and the AWSP principal framework. (2)

EDUC 761 : Educational Leadership: Equity and Social Justice

This course will prepare students to serve as leaders who can demonstrate effective diversity leadership for all students; including, students of all races, students who are linguistically diverse, students with disabilities, students from low-income families, and students along the gender/sexual identity spectrum and their intersections. This course supports students in creating equitable and rich school and district cultures where staff, students, and members of the wider school community are engaged and work together to create a dynamic, inclusive learning environment. (3)

EDUC 762 : Educational Leadership: Systems Leadership

The goal of this course is to expand the students' understanding of systems thinking (a) the role of the leader in evaluating systems theory and frameworks used by educational organizations, particularly in the creation and maintenance of organizational identity; (b) knowledge and skill of policy formulation, evaluation, and advocacy; including, methods of influence, building strategic alliances, and setting policy agendas; (c) the role of the educational leader in working with multiple constituencies (government, legislature, lobbyists, special interest groups, media); and (d) purposes and effective strategies for building teams in leadership settings. (3)

EDUC 763 : Collaboration and Contributions to the Profession

This course supports Ed.D. students/candidates by offering opportunities for them to engage in providing and receiving professional growth and development, mentorship, and networking within the P-12 system. Students in this course will partner with local school and local system leaders, community leaders, current cohort members, and alumni to advance connections and identify next career steps. (1)

EDUC 790 : Program Evaluation Applied Project & Seminar

This is the first course in the Ed.D. Program Evaluation Applied Project Series. Throughout this sequence the Ed.D. student will plan, implement, evaluate, and disseminate the results of a job-embedded Program Evaluation. (3; 1 didactic, 2 clinical)

EDUC 791 : Program Evaluation Applied Project & Seminar

This is the second course in the Ed.D. Program Evaluation Applied Project Series. Throughout this sequence the Ed.D. student will plan, implement, evaluate, and disseminate the results of a job-embedded Program Evaluation. This course includes public presentation of the Program Evaluation to both an academic audience as well as the relevant client (e.g. school, district, state agency, and/or community organization). (4; 1 didactic, 3 clinical)

EDUC 792 : Applied Project Seminar

This course serves as an introduction to the Instructional Leadership and Equity Applied Project process. Students will build upon their research methods and leadership courses to develop their problem statement, research question(s), and outline for their project proposal. The course will also provide an overview of the IRB process. (2)

EDUC 793 : Instructional Leadership and Equity Applied Project & Seminar

This is the first course in the Ed.D. Instructional Leadership and Equity Applied Project series. Throughout this sequence the Ed.D. student will plan, implement, evaluate, and disseminate the results of an Equity Focused Applied Project that represents a synthesis of the learning throughout the doctoral program. (4)

EDUC 794 : Instructional Leadership and Equity Applied Project & Seminar

This is the second course in the Ed.D. Instructional Leadership and Equity Applied Project series. Throughout this sequence the Ed.D. student will plan, implement, evaluate, and disseminate the results of an Instructional Leadership and Equity Focused Applied Project that represents a synthesis of the learning throughout the doctoral program. This course includes public presentation of the project to both an academic audience as well as the relevant school, district, state agency, and/or community organization. (5; 1 didactic, 4 clinical)

EDUC 795 : Executive Leadership Internship

The superintendent internship is part of the professional preparation of school administrators. The basic function of the internship is to enable the intern/candidate to gain the necessary experience in the performance of the critical tasks of his/her profession while under the close supervision of a certified, experienced superintendent and a university field supervisor. The internship is 360 hours and will assist the aspiring school leader by building upon coursework and learning through practical field experience. NELP leadership standards that are in the foundation for the superintendent certification program frame this course. Will be repeated twice for certification and may be repeated up to four times total. (1)

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

A variable-content course that focuses on the act of reading and interpreting texts. (4)

ENGL 214 : Introduction to Major Literary Genres - IT

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 - IT, GE

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 - IT, GE

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 225 : Autobiographical Writing - CX

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 Creative Writing - CX

A beginning workshop in creative writing, focusing on the major genres of poetry, short fiction, and creative nonfiction. Includes a study of techniques and forms to develop critical standards and an understanding of the writing process. (4)

ENGL 232 : Women's Literature - IT, GE

An introduction to fiction, poetry, and other literatures by women writers. Includes an exploration of women's ways of reading and writing. (4)

ENGL 234 : Environmental Literature - IT

Examines representations of nature in literature, and the ways in which humans define themselves and their relationship with nature through those representations. Focuses on major texts from various cultures and historical periods. Includes poetry, fiction, and non-fiction. (4)

ENGL 241 : American Traditions in Literature - IT

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 - IT

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 275 : Literary Passages: An Introduction to Literatures in English

An introduction to literatures in English from around the globe, focusing on the imaginative, critical, and social power of reading and literary study. This theme-based course is centered around an in-depth study of one of Shakespeare's plays, with other readings branching out from this seed text. Students will encounter texts from a variety of historical and geographic contexts, exploring how literary form and genre develop over time and within specific communities. Organizing themes may include: Race and Empire, Nature and the Human, Language and Power, and Gender and Sexuality. Required for all English major and strongly recommended for first-years. (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 : Living Stories

A gateway course for the intermediate-level courses in each of the English major concentrations, 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, with a special focus on storytelling. Required for all English majors before taking senior seminar ENGL 424 or 434. Strongly recommended for sophomore or junior year. (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 PPAP 301, COMA 321. (4)

ENGL 312 : Publishing Procedures

A workshop introduction to the world of book publishing, involving students in decisions about what to publish and how to produce it. Cross-listed with PPAP 302, COMA 322. (4)

ENGL 313 : The Art of the Book I - CX

This studio course explores the history, aesthetics, and creative dimensions of book design, typography, and printing as it relates to artist books. Students will learn the basics of letterpress printing and bookbinding. Prerequisites: Declared PPA minor or permission of instructor. Cross-listed with PPAP321, ARTD 315. (4)

ENGL 314 : The Art of the Book II - CX

This course allows students to further explore book design, typography, and printing as it relates to book arts through independent projects and demonstrations. Prerequisite: PPAP 321 / ARTD 315 / ENGL 313 with a B grade or better or permission of instructor. Cross-listed with PPAP 322. (4)

ENGL 320 : Intermediate Creative Nonfiction

Intermediate-level writing workshop that focuses on the analysis and writing of creative nonfiction. Course may focus on one or more specific sub-genres (personal essay, lyric essay, place-based writing, free-lance writing, memoir, biography, environmental writing, social justice writing, etc.). Prerequisite: ENGL 227. (4)

ENGL 323 : Writing in Professional and Public Settings - CX

Students working in professional settings analyze the rhetorical demands of their job-related writing. (4)

ENGL 327 : Intermediate Poetry Writing

An intermediate-level workshop that focuses on the analysis and writing of poems. Prerequisite: ENGL 227. (4)

ENGL 328 : Theories of Reading and Writing - ES

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 - CX

An intermediate-level workshop that focuses on the analysis and writing of fiction. Prerequisite: ENGL 227. (4)

ENGL 336 : Digital Writing and Storytelling

Students analyze and practice various genres of creative and professional digital writing, visual rhetoric and narrative, and storytelling in the context of Internet and print history and culture. Students read theory, engage in research, collaborate in workshops, and learn project development. (4)

ENGL 337 : Intro to Screenwriting - CX

Introduces students to the elements of screenwriting; including, structure, character, dialogue, and setting. Students will learn to critically read and evaluate scripted media and to produce their own original scripts. Prerequisite: ENGL 227. (4)

ENGL 339 : Special Topics in Creative Writing

Intermediate-level writing workshop that focuses on the analysis and writing of fiction, poetry, or nonfiction in a particular style or genre. Course topic varies by year. May be repeated once for credit. Prerequisite: ENGL 227 or instructor approval. (4)

ENGL 360 : Studies in British Literature - IT

Study of specific historical periods, literary movements, socio-cultural issues and themes, or major authors in British literature. Emphasis is on careful interpretation of literary texts with attention to their contexts. Course content varies. Course is repeatable once with different topic. (4)

ENGL 370 : Studies in American Literature - IT

Study of specific historical periods, literary movements, socio-cultural issues and themes, or major authors in American literature. Emphasis is on careful interpretation of literary texts with attention to their contexts. Course content varies. Course is repeatable once with different topic. (4)

ENGL 380 : Studies in Global Anglophone Literature - IT, GE

Study of specific historical periods, literary movements, socio-cultural issues and themes, or major authors in global Anglophone literature. Emphasis is on careful interpretation of literary texts with attention to their contexts. Course content varies. Course is repeatable once with different topic. (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 394 : Studies in Literature and the Environment IT, GE

Study of literature and media on landscape, human/animal categories, conservation, sustainability, climate, and planet. Approaches may involve ecocritical, ecofeminist, animal studies, or green standpoints. Texts come from genres and movements including ecopoetics, realist fiction, speculative fiction, sf, creative nonfiction, blogs, film, performance, and public art. Course content varies. Course is repeatable once with different topic. (4)

ENGL 395 : Studies in Literature, Gender, and Sexuality - IT, GE

Study of literature through the lens of gender and sexuality. Students practice feminist and queer approaches to literature from a range of historical periods, genres, and 13 national/global contexts. Additionally, this course creates a venue for students and faculty to study literature written by and about sexual and gendered minority communities, including women writers of color and LGBTQ authors. Course content varies. Course is repeatable once with different topic. (4)

ENGL 396 : Studies in Literature, Race, and Ethnicity - IT, GE

Study of literature through the lens of race and ethnicity. Students explore English-language texts written by authors of color, and/or writers from marginalized ethnic, immigrant, or indigenous communities. Focus may be on specific authors, themes, genres, or historical periods. Course content varies. Course is repeatable once with different topic. (4)

ENGL 397 : Literatures of Genocide and the Holocaust - IT, GE

Study of representations and narratives that attempt to engage and make sense of the Holocaust and other genocides. Texts may include a variety of literature written in multiple genres (poetry, fiction, creative nonfiction, life writing) and media (film, television, plays, photography, blogs) from a range of historical periods and national/global contexts. Course content varies. Course is repeatable once with different topic. (4)

ENGL 424 : Seminar: Writing - SR

An advanced seminar in revision in which students produce a portfolio of their writing (in at least two genres) for public presentation. Prerequisites: ENGL 300 plus two intermediate-level writing workshop courses (ENGL 322 through 329; 339; 385; 387) or instructor permission. (4)

ENGL 434 : Seminar: Writing, Literature, and Public Engagement - SR

An advanced seminar exploring how various genres of writing, literature, and criticism function as forms of public engagement. Students compile a portfolio of work from their major and produce one substantial project for public presentation. Prerequisites: ENGL 227, 275, and 300; plus two intermediate (300-level) courses from either the Literature or the Professional, Public, and Digital Literacies concentrations; or instructor permission. (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 of genres of choice. 3 mailings. Emphasis on organization of creative thesis (book-length manuscript), final revision, planning for public presentation (class or lecture). (8)

ENGR 131 : Introduction to Engineering

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)

ENGR 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)

ENGR 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. (4)

ENGR 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)

ENGR 355 : 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)

ENGR 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 and the Advisory Board for the Engineering internship course and the Engineering & Industry Minor. (1 to 12)

ENVT 104 : Conservation of Natural Resources - NW

Principles and problems of public and private stewardship of our resources with specific reference to the Pacific Northwest. Cross-listed with ESCI 104. (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: declared ENVT major or minor. (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 499A : Capstone: Senior Project - SR

An initiation of 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 prospectus is required. This course is required for all ENVT majors. Prerequisite: ENVT 350. (1)

ENVT 499B : 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 499A. (3)

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 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)

EPSY 593 : Community & Justice in Practice

This course provides educators with the theoretical knowledge and practical skills necessary to effectively implement and evaluate SEL programs in diverse PreK-12 settings. Students will deeply explore the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework, focusing on the five core competencies and their integration into both academic instruction and school culture. The course emphasizes evidence-based strategies for teaching SEL directly, embedding it into subject matter and using data to assess student growth and program impact on over all well-being and academic success. (4)

ESCI 102 : General Oceanography - NW

Oceanography and its relationship to other fields; physical, chemical, biological, climatic, and geological aspects of the sea. Includes labs and field trips. (4)

ESCI 103 : Earthquakes, Volcanoes, and Geologic Hazards - NW

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 optional field trips. (4)

ESCI 104 : Conservation of Natural Resources - NW

Principles and problems of public and private stewardship of our resources with special reference to the Pacific Northwest. Includes labs and field trips. (4)

ESCI 106 : Geology of National Parks - NW

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)

ESCI 107 : Global Climate Changes - NW

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)

ESCI 109 : The Geology of Energy - NW

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. Includes labs. (4)

ESCI 201 : Geologic Principles - NW

This course prepares students for upper-division classes in earth science by investigating earth materials and tectonic processes across spatial scales from the microscopic to the planetary and through geologic time. Emphasis is placed on learning how to form and answer geologically appropriate questions. Includes labs and field trips outside of class time. This course meets state education certification requirements for content in physical and historical geology. (4)

ESCI 287 : Special Topics in Earth 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)

ESCI 288 : Special Topics in Earth 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)

ESCI 289 : Special Topics in Earth 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)

ESCI 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)

ESCI 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: ESCI 201 or consent of instructor. (4)

ESCI 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: ESCI 201 or consent of instructor. (4)

ESCI 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. Prerequisite: previous science (earth science preferred), math or computer science course or consent of instructor. Familiarity with maps recommended. (4)

ESCI 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: ESCI 201 or consent of instructor. (4)

ESCI 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: ESCI 201 and either CHEM 104 or 115 or consent of instructor. (4)

ESCI 342 : Climate and Earth Systems

Study of climate and climate change, past and present, including the impact of climate changes on earth systems, and the disproportionate impact these changes will have on communities around the globe. Prerequisite: ESCI 201. (4)

ESCI 345 : Tectonic Petrology

This class introduces igneous and metamorphic petrology by following rock compositions through several tectonic processes to see how petrology can be used to better understand large-scale tectonics. Students will interpret rock samples and 8 datasets to produce a comprehensive petro-tectonic analysis in a research-group like setting. Includes labs. Prerequisite: ESCI 201 or consent of instructor. (4)

ESCI 387 : Special Topics in Earth 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)

ESCI 388 : Special Topics in Earth 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)

ESCI 389 : Special Topics in Earth 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)

ESCI 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: ESCI 201 or consent of instructor. A minimum of 4 semester hours of 300-level earth science courses. Pass/Fail. (1)

ESCI 487 : Special Topics in Earth 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)

ESCI 488 : Special Topics in Earth 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)

ESCI 489 : Special Topics in Earth 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)

ESCI 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)

ESCI 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)

ESCI 499A : 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 (ESCI 499A - 499B) in their final full year. Prerequisite: at least 8 semester hours of 300-level or above courses in earth science. Pass/Fail. (1)

ESCI 499B : 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: ESCI 449A. (3)

FREN 101 : Elementary French - GE

Develop basic communicative proficiency in French and learn about French-speaking culture in Europe, Africa, Asia, and/or the Americas. Intended for true beginners. (4)

FREN 102 : Elementary French - GE

A continuation of FREN 101 or equivalent. Develop basic communicative proficiency in French and learn about French-speaking cultures in Europe, Africa, Asia, and/or the Americas. Students with prior background in French should consult the Language Placement Guide before enrolling. (4)

FREN 201 : Intermediate French - VW, GE

A continuation of FREN 102 or equivalent. Review grammar, develop vocabulary, and improve oral expression through cultural content emphasizing the diverse heritage of French-speaking societies in Europe, Africa, Asia, and/or the Americas. Students with prior background in French should consult the Language Placement Guide before enrolling. (4)

FREN 202 : Intermediate French - VW, GE

A continuation of FREN 201 or equivalent. Review grammar, develop vocabulary, and improve oral expression through cultural content emphasizing the diverse heritage of French-speaking societies in Europe, Africa, Asia, and/or the Americas. Students with prior background in French should consult the Language Placement Guide before enrolling. (4)

FREN 203 : Topics in French Literature - IT, GE

The exploration of an enduring aspect of the human experience in French literature from any era. Course taught in English. No prerequisite. (4)

FREN 204 : Postcolonial Francophone Fictions and Criticism - IT, GE

Issues and debates in the fictions of French-speaking Africa, Asia, and/or the Americas, through the lens of postcolonial criticism. Course taught in English. No prerequisite. (4)

FREN 205 : French/Francophone Film - IT, GE

The history of French cinema or the thematic study of film from any region of the French-speaking world, with an introduction to film analysis. Course taught in English. No prerequisite. May be repeated once for credit. (4)

FREN 206 : French/Francophone Feminisms - IT, GE

The development of feminist thought in the literatures of French-speaking societies in Europe, Africa, Asia, and/or the Americas. Course taught in English. No prerequisite. May be repeated once for credit. (4)

FREN 210 : French History, Culture, Society - VW, GE

An introduction to a decisive episode in French history; to an iconic aspect of French culture; or to social issues in contemporary France. Course taught in English. No prerequisite. (4)

FREN 211 : Francophone Africa in Global Context - VW, GE

An introduction to the study of Francophone Africa and African Diasporas with a focus on (post)colonial development. Course taught in English. No prerequisite. (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 - VW, GE

A continuation of FREN 202 or equivalent. Advanced grammar, composition, and conversation with an introduction to French and/or Francophone literature and film. Students with prior background in French should consult the Language Placement Guide before enrolling. (4)

FREN 310 : French History, Culture, Society - VW, GE

An introduction to a decisive episode in French history; to an iconic aspect of French culture; or to social issues in contemporary France. Coursework in French. Prerequisites: FREN 202, 301, or permission of instructor. May be repeated once for credit. (4)

FREN 311 : Francophone Africa in Global Context - VW, GE

An introduction to the study of Francophone Africa and African Diasporas with a focus on (post)colonial development. Coursework in French. Prerequisites: FREN 202, 301, 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 404 : Postcolonial Francophone Fictions and Criticism - IT, GE

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 405 : French/Francophone Film - IT, GE

The history of French cinema or the thematic study of film from any region of the French-speaking world, with an introduction to film analysis. Coursework in French. Prerequisites: FREN 301 or permission of instructor. May be repeated once for credit. (4)

FREN 406 : French/Francophone Feminisms - IT, GE

The development of feminist thought in the literatures of French-speaking societies in Europe, Africa, Asia and/or the Americas. Coursework in French. 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 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 4)

FREN 499 : Capstone: Senior Project - SR

With faculty guidance and peer support, students design and develop a research or experiential project with skills acquired in French & Francophone Studies coursework, then present their findings to the public. May be combined with a capstone project in another major contingent on approval by faculty in both units. (4)

FTWL 100 : Personalized Fitness Program - FT

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)

FTWL 150 : Adaptive Physical Activity - FT

An individualized fitness and wellness 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)

FTWL 151 : Beginning Golf - FT

Individual and dual activities course in beginning golf. (1)

FTWL 155 : Bowling - FT

Individual and dual activities course in bowling. (1)

FTWL 158 : Jogging and Running for Fitness - FT

Individual and dual activities course in jogging and running for fitness. (1)

FTWL 159 : Walking for Health - FT

Individual and dual activities course in walking for health. (1)

FTWL 162 : Beginning Tennis - FT

Individual and dual activities course in tennis. (1)

FTWL 163 : Beginning Badminton - FT

Individual and dual activities course in badminton. (1)

FTWL 164 : Pickleball - FT

Individual and dual activities course in pickleball. (1)

FTWL 173 : Mountaineering - FT

Individual and dual activities course in mountaineering. (1)

FTWL 177 : Weight Training - FT

Individual and dual activities course in weight training. (1)

FTWL 179 : Core and Stretch - FT

Individual and dual activities course in core and stretch. (1)

FTWL 182 : Low Impact Aerobics - FT

Individual and dual activities course in low impact aerobics. (1)

FTWL 183 : Power Aerobics - FT

Individual and dual activities course in power aerobics. (1)

FTWL 186 : Step Aerobics - FT

Individual and dual activities course in step aerobics. (1)

FTWL 188 : Boot Camp Conditioning - FT

Individual and dual activities course in boot camp conditioning. (1)

FTWL 189 : Kickboxing - FT

Individual and dual activities course in kickboxing. (1)

FTWL 192 : Intermediate Tennis - FT

Individual and dual activities course in intermediate tennis. (1)

FTWL 197 : Advanced Weight Training - FT

Individual and dual activities course in advanced weight training. (1)

FTWL 201 : Swimming for Non-Swimmers - FT

Aquatics course in swimming for non-swimmers. (1)

FTWL 205 : Skin & Scuba Diving - FT

Aquatics course in skin and scuba diving. (1)

FTWL 207 : Basic Sailing - FT

Aquatics course in basic sailing. (1)

FTWL 212 : Conditioning Swimming - FT

Aquatics course in conditioning swimming. (1)

FTWL 223 : Yoga - FT

Rhythms course in yoga. (1)

FTWL 224 : Salsa and Swing Dance - FT

Rhythms course in salsa and swing dance. (1)

FTWL 225 : Ballroom Dance - FT

Rhythms course in ballroom dance. (1)

FTWL 228 : Vinyasa Yoga - FT

Rhythms course in vinyasa yoga. (1)

FTWL 229 : Zumba - FT

Rhythms course in Zumba. (1)

FTWL 234 : Relaxation Techniques - FT

Rhythms course in relaxation techniques. (1)

FTWL 241 : Co-Ed Basketball - FT

Team activities course in co-ed basketball. (1)

FTWL 244 : Co-Ed Volleyball - FT

Team activities course in co-ed volleyball. (1)

FTWL 246 : Disc Sports - FT

Team activities course in disc sports. (1)

FTWL 248 : World Games and Sports - FT

Team activities course in world games and sports. (1)

FTWL 250 : Directed Sports

Team activities course in directed sports. May not be used to complete the General Education Fitness and Wellness requirement. (1)

FTWL 276 : Special Topics in Physical Activity - FT

Selected activities as announced by the department. Provides opportunities for activities not otherwise part of the regular activity course offerings. (1)

FYEP 101 : Writing Seminar - FW

Students will learn strategies for writing, thinking, speaking, and reading. They 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)

GLCS 271 : Literature Around the World

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)

GLCS 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)

GLCS 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)

GLCS 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)

GLST 210 : Contemporary Global Issues: Migration, Poverty, and Conflict - ES, GE

This course introduces students to central concepts in global studies and the perspectives of different peoples, states, and organizations as they relate to world events. Through specific units on global movements and reactions, global poverty and inequality, and global conflict and cooperation, students will gain global literacy and knowledge of contemporary issues. May be cross-listed with 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 325 : Global Political Thought - ES, GE

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 - ES, GE

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

GLST 332 : American Foreign Policy - ES, GE

This course explores how factors such as the U.S. Constitution and domestic politics shape American foreign policy. In doing so, it grounds itself in two major approaches: the theoretical framework of international relations and the historical development of American foreign policy. Core themes and issues may change based on events, but may include topics such as climate change, the U.N. and NATO, humanitarian initiatives, and U.S. policy in the Middle East.

GLST 357 : Global Development - ES, GE

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. (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: GLST/HIST 210. (4)

GNUR 305 : Patho/Pharm I

This is the first course in a series of 3 that provide an integrated understanding of the human response to pathological conditions and the associated pharmacological principles of major drug classifications, therapeutic modalities, and alternatives to pharmacologic interventions of these conditions. (4)

GNUR 306 : Foundations of Care Delivery & Health Promotion

Focuses on the core knowledge and competencies necessary to promote health and provide nursing care across the lifespan. (3)

GNUR 307 : Health & Physical Assessment

Focuses on the core knowledge and competencies necessary to perform health and physical assessment across the lifespan. (3) (2 credits didactic, 1 credit lab)

GNUR 308 : Clinical Practicum I

Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (3)

GNUR 309 : Professional Foundations & Principles of Leadership

Focuses on the core knowledge and competencies of nursing practice. (2)

GNUR 310 : Scholarly Writing Concepts

Focuses on the basic rules of APA Style in writing term papers, research reports, and journal articles. (1)

GNUR 311 : Patho/Pharm II

This is the second course in a series of 3 that provide an integrated understanding of the human response to pathological conditions and the associated pharmacological treatment modalities and alternatives to pharmacologic interventions of these conditions. (2)

GNUR 314 : Care of Chronic Conditions

Focuses on the core knowledge necessary to apply the nursing process to the care of patients across the lifespan living with chronic conditions. (3)

GNUR 315 : Psych/Mental Health

Focuses on the core knowledge necessary to apply the nursing process to the care of patients across the lifespan experiencing mental health issues. (2)

GNUR 316 : Clinical Practicum II

Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (5)

GNUR 320 : Fundamentals of Nursing

Introduces foundational nursing principles and skills for safe, high-quality, person-centered care. Students examine the history, scope, and ethical responsibilities of nursing while building competencies in the nursing process, interprofessional communication, and critical thinking. Emphasis is placed on safety, infection control, and quality care. Students learn to support individual across the lifespan through evidence-based, holistic, and equitable care. Lab and clinical experiences promote development of basic nursing skills and professionalism. (6)

GNUR 330 : Health & Physical Assessment

Provides foundational skills for conducting health assessments across the lifespan. Students collect health histories, perform systematic physical exams, and differentiate normal from abnormal findings in various care settings. Emphasizes health promotion, community and environmental factors, and the influence of social determinants of health. Prepares students to apply clinical judgement and evidence-based practices to assessment and patient education. (4)

GNUR 340 : Pathophysiology

Introduces disease mechanisms and their effects on physiological function. Students distinguish normal from pathological states, assess disease progression, and correlate signs and symptoms with diagnostic data. Emphasis is placed on clinical reasoning and the integration of pathophysiological knowledge into evidence-based nursing care. (4)

GNUR 350 : Pharmacology

Builds foundational pharmacological knowledge to support safe, person-centered care. Covers drug classes, actions, uses, precautions, and patient education. Students apply critical thinking and clinical judgment to promote health through pharmacotherapy, emphasizing safety, accurate documentation, and interprofessional communication. (3)

GNUR 360 : Nursing Care of Adults I

Prepares students to care for adults with select acute and chronic conditions. Emphasizes clinical judgment, evidence-based practice, and interprofessional collaboration. Students apply foundational knowledge in pathophysiology, pharmacology, and nursing interventions while addressing ethical, cultural, and social factors. Lab and clinical experiences promote continued development of nursing skills and professionalism. (7)

GNUR 370 : Research, Theory, & EBP

Explores the integration of nursing theory, research, and evidence-based practice. Students learn to evaluate research using critical appraisal skills and apply findings to clinical decision-making. Emphasizes the nurse's role in advancing care through the use of evidence and inquiry. (2)

GNUR 380 : Mental Health Nursing

Prepares students to support mental health across the lifespan and care for individuals experiencing psychiatric conditions. Emphasizes biological, psychological, social, and cultural influences on mental health; including, trauma, social determinants of health, and stigma. Clinical experiences promote continued development of nursing skills and professionalism. (3)

GNUR 390 : Diversity & Population Health

Explores the structural, socio-cultural, and political factors that drive health inequities in the U.S. and globally. Students examine how systemic inequalities, shaped by race, ethnicity, language, religion, class, ability, nationality, sexuality, and gender affect health outcomes and access to care. Emphasizing social determinants of health, students analyze disparities through an intersectional lens and compare global health systems and public health strategies. (5)

GNUR 401 : Care of Complex Conditions

Focuses on the core knowledge necessary to apply the nursing process to the care of patients across the lifespan with exacerbations of chronic and/or acute conditions in complex care situations. (3)

GNUR 402 : Patho/Pharm III

This is the final course in a series of 3 that provide an integrated understanding of the human response to pathological conditions and the associated pharmacological principles of major drug classifications, therapeutic modalities, and alternatives to pharmacologic interventions of these conditions. (2)

GNUR 403 : Clinical Practicum III

Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (5)

GNUR 404 : Healthcare Diversity

Focuses on core knowledge and competencies necessary to give culturally congruent care to people from diverse populations. Open to non-nursing students with instructor permission. (4)

GNUR 405 : Informed Practice

Focuses on the core knowledge of research required to assess research quality and its applicability to nursing practice. (2)

GNUR 406 : Continuity of Care

Focuses on the core knowledge necessary to apply the nursing process to ensure continuity of care across settings for individuals and populations. (3)

GNUR 407 : Clinical Practicum IV

Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (6)

GNUR 420 : Nursing Care of Adults II

Continues to prepares students to care for adults with acute and chronic conditions not covered in Nursing Care of Adults I. Emphasizes clinical judgement, evidence-based practice, and interprofessional collaboration. Students apply foundational knowledge in pathophysiology, pharmacology, and nursing interventions while addressing ethical, cultural, and social factors. Lab and clinical experiences promote continued development of nursing skills and professionalism. (6)

GNUR 430 : Gerontological Nursing

Explores the complexities of aging and nursing care to support functional ability, well-bring, and quality of life. Students examine geriatric syndromes, multimorbidity, and health disparities in older adults. Emphasizes evidence-based care models, family support, and interdisciplinary collaboration to improve outcomes in aging populations. (2)

GNUR 440 : Pediatric Nursing

Prepares students to care for infants, children, and adolescents and their families, emphasizing a family-centered approach. Explores normal growth and development, health promotion and maintenance, and the identification of normal and abnormal findings. Focuses on safe and developmentally appropriate interventions and professional nursing practice. Clinical experiences promote continued development of nursing skills and professionalism. (3)

GNUR 450 : Maternal Newborn Nursing

Focuses on nursing care for childbearing individuals, newborns, and families. Students apply evidence-based, person-centered care across routine and high-risk perinatal scenarios. Topics include physiological changes, health equity, and the impact of social determinants of health. Emphasizes ethical and respectful care through interdisciplinary collaboration. Clinical experiences promote continued development of nursing skills and professionalism. (3)

GNUR 460 : Applied Nursing I: Informatics

Introduces students to artificial intelligence (AI), informatics, and healthcare technology within specific practice areas. Students will explore how digital tools support clinical decision-making, improve outcomes, and advance evidence-based care, with attention to ethical, legal, and policy considerations. Content is applied in a specific nursing environment, allowing students to examine real-world use of technology while building skills in documentation, communication, and collaboration. The course also provides an opportunity to learn about specific practice areas to support career exploration. (3)

GNUR 470 : Community Health Nursing

Prepares students to assess communities using systems thinking and the nursing process. Examines the role of public health nursing, epidemiology, and interprofessional collaboration. Emphasizes health promotion, equity, and disease prevention. Explores healthcare policy and advocacy in local, national, and global contexts. Clinical experiences promote continued development of nursing skills and professionalism. (3)

GNUR 480 : Applied Nursing II: Leadership

Introduces students to clinical judgment and leadership within specific practice areas. Students will apply principles of critical thinking, decision-making, and team leadership to complex patient care scenarios, while exploring strategies to guide safe, effective nursing practice. Content is grounded in a specific nursing environment, allowing students to examine real-world applications of clinical judgement and leadership while building skills in documentation, communication, and collaboration. The course also provides an opportunity to learn about specific practice areas to support career exploration. (3)

GNUR 483 : Transition to Practice

Transition and socialization into the BSN prepared Registered Nurse role is explored. Role transition includes the BSN's professional practice, certification, and licensure requirements. (1)

GNUR 487 : Special Topics in Nursing

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

GNUR 491 : Independent Study

Individualized study in consultation with an instructor. Prerequisite: permission of the dean. (1 to 4)

GNUR 496 : Transition to Practice

Prepares students to transition from knowledge-based learners to clinically-prepared, critically thinking professional nurses. Emphasizes an understanding of prioritization, safe decision-making, and adaptive reasoning. Guides students through NCLEX preparation and provides structured opportunities to identify and address personal knowledge gaps and hone test-taking strategies for all NCLEX item types. Promotes critical thinking and clinical judgements through the iterative application of complex, real-world scenarios. Encourages self-reflection of readiness for practice and development of a personalized plan for continued competence and professional growth as a nurse. (2)

GNUR 497 : Capstone

Provides students with a culminating academic and clinical experience that integrates theoretical knowledge with professional practice. Synthesizes learning across the nursing curriculum through a capstone project and a supervised clinical preceptorship. The capstone project focuses on developing and disseminating a scholarly work that addresses a relevant issue in nursing practice, education, leadership, or healthcare policy. The clinical preceptorship focuses on demonstrating clinical competency, refinement of clinical judgement and critical thinking, and provision of safe, effective, nursing care. (5)

GNUR 498 : Capstone Seminar

Focuses on the practical application of nursing knowledge by synthesizing core knowledge, competencies, professional values, and leadership skills in nursing situations as evidenced by completion of a scholarly project. (2)

GNUR 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. (2) (2 credits didactic)

GNUR 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)

GNUR 526 : Nursing Leadership & 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)

GNUR 527 : Evaluation & 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)

GNUR 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)

GNUR 531 : Clinical Outcomes Management 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: GNUR 544. (4) (1 credit didactic, 1 credit seminar, 2 credits clinical)

GNUR 532 : Clinical Outcomes Management 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: GNUR 531. (5) (1 credit seminar, 4 credits clinical)

GNUR 534 : Informatics in Nursing and Healthcare

Develop an understanding of clinical and administrative information systems in the healthcare field. The focus will be on collaborating to design and utilize information systems to make better decisions to improve patient health and organizational performance. (2) (2 credits didactic)

GNUR 538 : Program Development

Integrates theoretical models, clinical parameters, and program planning principles through the construction of a detailed program for care and outcomes management education track. (3) (3 credits didactic)

GNUR 541 : Advanced Health Assessment & Health Promotion

Development and performance of the skills needed for advanced health assessment of individuals, families, or communities throughout the lifespan. Prerequisites: Basic health assessment skills. (3) (1.5 credits didactic, 1.5 credits clinical)

GNUR 542 : Advanced Pathophysiology and Pharmacology for Nursing Practice

Integrates principles of advanced pathophysiology as the basis for nursing symptom assessment and management of disease processes. (2) (2 credits didactic)

GNUR 544 : Advanced Nursing Management of Illness & Disease

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 60 hours. (4) (3 credits didactic, 1 credit clinical)

GNUR 550 : Curriculum, Instruction, & Evaluation

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) (3 credits didactic)

GNUR 587 : Special Topics in Nursing

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)

GNUR 591 : Independent Study

Opportunities for advanced study in selected topic related to student's area of interest. Consent of dean required. (1 to 4)

GNUR 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. Repeatable for credit. (1 to 12)

GNUR 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)

GNUR 687 : Special Topics in Nursing

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)

GNUR 701 : Foundations of Scholarly Writing & Communication

Reinforces composition and writing skills for academic purposes. APA is stressed; including, writing, citations, and references. Written communication of ideas to inform and persuade a reader on a topic through a variety of dissemination methods. (2)

GNUR 702 : Advanced Practice Roles & Collaboration

Focuses on the role of an advanced practice nurse and interprofessional collaboration, change management and systems thinking to improve outcomes. Includes an historical perspective of nursing roles as well as the evolution of advanced practice nursing. Students will explore advanced practice nursing roles through analysis of ethical, professional, social, and practice perspectives. (1)

GNUR 703 : Theoretical Foundations & Evidence Based Practice

Advances student understanding of the foundational nursing, scientific, and theoretical underpinnings of advanced practice. Provides a broad overview of evidence-based advanced practice nursing. Philosophical, conceptual, and theoretical perspectives as well as research methods are examined. (3)

GNUR 704 : Population Health, Policy, & Politics

Provides theoretical foundation and a framework for examining health promotion, population health, health equity, and health policy that focus on advanced practice nursing and advocacy. 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. (2)

GNUR 705 : Information Systems & Patient Care Technology

Focuses on nursing informatics knowledge and skills needed to assess, evaluate, and optimize health information systems and technology to support communication, the delivery of high-quality evidence-based care, and improvement of population health. Includes use of systems analysis, decision theory, consumer use of informatics for health care information, and consideration of ethical, regulatory, and legal issues. (2)

GNUR 706 : Biostatistics, Analytical Methods, & Epidemiology

Prepares students to think quantitatively and assess data critically. Examines principles of statistical inference and their application to the analysis and interpretation for answering practice questions. Students gain experience in interpreting qualitative and quantitative data. (3)

GNUR 707 : Quality Improvement & Research Methods

Explores the theoretical foundations and application of quality improvement methods, tools, and strategies needed to increase organizational effectiveness. Focuses on measurement and accountability in health care delivery systems through the examination and analysis of data, structure, processes, and outcomes. Students explore the development and use of relevant outcome measures to evaluate research, quality improvement, and programs in order to inform and use new knowledge to provide, change, and evaluate delivery of healthcare initiatives focused on client-centered, clinically demonstrable care. (3)

GNUR 708 : Advanced Practice Leadership & Resource Management

Prepared students to ethically lead and practice in organizations that advance high reliability principles, patient safety, inter-professional teamwork, and continuous learning. Provides a comprehensive systems-thinking approach to include policy, economics, and financial principles to promote high quality health care delivery to individuals, families, and communities. Develops foundational financial cost and budgeting concepts integral to advanced practice nursing; including, entrepreneurship, management of resources, productivity, reimbursements, and cost effective care. (3)

GNUR 710 : Advanced Pathophysiology

Focuses on normal physiologic and pathologic mechanisms of disease for the advanced practice student. It provides primary components of the foundation for clinical assessment, decision making, and management of patients across the

lifespan. (3)

GNUR 711 : Advanced Pharmacotherapeutics

Prepares the advanced practice student for prescriptive authority and focuses on the pharmacokinetic basis for and pharmacotherapeutic management of simple and complex disease processes. Includes ethical, legal, and procedural aspects of prescriptive authority. (3)

GNUR 712 : Advanced Pharmacotherapeutics Discussion

Discussion on pharmacology topics specific to population focus. Co-requisite: GNUR 711. (1 seminar)

GNUR 713 : Advanced Physical Assessment

Development and performance of the skills needed for advanced health assessment of individuals, families, or communities through the lifespan. Provides knowledge to complete a comprehensive history, physical, and mental health exam leading to the development of a differential diagnosis. Incorporates assessing wellness, screening, and chief complaint. (3; 1 didactic, 2 lab)

GNUR 714 : Advanced Practice Clinical Diagnosis & Management

A focus on the symptoms/health problem assessment and selection and interpretation of screening and diagnostic tests in order to formulate a differential diagnosis and treatment plan. Emphasis is on acquisition and analysis of relevant data for the development of a comprehensive and holistic assessment with an understanding of population health and care of diverse populations. (2)

GNUR 715 : Psych/Mental Health Essentials for Primary Care

Provides foundational knowledge and skills to facilitate recognition and management of mental health conditions in the primary care setting. Focuses on the evaluation and management of common mental health issues in primary care; including, mood disorders, anxiety, ADHD, substance use/abuse, suicidal intent, self-injurious behavior, etc. Assessment tools, primary care management, and criteria for referral to be included. (2)

GNUR 716 : Primary Care Essentials for PMHNPs

Provides the PMHNP student knowledge and skills to assist in the primary care management of co-morbid medical conditions commonly occurring in patients with psychiatric-mental health disorders. (2)

GNUR 717 : Management of Substance Abuse & Addiction

Provides an integrated approach to the neurobiology, assessment, diagnosis, and clinical management of substance-related and addictive disorders across the lifespan. (2)

GNUR 718 : Management of Complex Trauma

Focus on the principles and inter-professional practices of Trauma-Informed Care. Includes an overview of the major theories of trauma assessment and treatment, including care for the patient and self-care for the practitioner. Evidence-based psychotherapies will be emphasized and students will learn about the use of medications as adjuncts for psychiatric symptoms that are often comorbid with trauma. (2)

GNUR 720 : Primary Care Procedures & Diagnostics

Provides the family nurse practitioner student with a range of office-based skills; including, the ability to understand, manage, and perform common primary care procedures. (3; 1 didactic, 2 lab)

GNUR 721 : FNP 1

Application of theory, research, and diagnostic reasoning related to health care conditions and the management of individuals with common episodic and/or stable chronic conditions across the lifespan with a focus on wellness, including topics specific to women and children. (2)

GNUR 722 : FNP 2

Application of theory, research, and diagnostic reasoning related to health care conditions and the management of individuals with complex chronic conditions across the lifespan. (2)

GNUR 723 : FNP 3

Application of theory, research, and diagnostic reasoning related to health care conditions and the management of individuals with multiple complex chronic conditions across the lifespan. (2)

GNUR 724 : FNP 4

Application of theory, research, and diagnostic reasoning related to health care conditions and the management of individuals with complex comorbid patients across the lifespan. (1)

GNUR 731 : FNP 1 Seminar/Clinical

Discussion of FNP 1 course concepts and real-life scenarios. Includes demonstration of clinical concepts; including, assessment, differential diagnosis, and documentation. Clinical practice preceptorship to develop physical and mental health exam, differential diagnosis, diagnostic reasoning, and plan of care for individuals with common conditions. (3; 1 seminar, 2 clinical) (120 hours)

GNUR 732 : FNP 2 Seminar/Clinical

Discussion of FNP 2 course concepts and real-life scenarios. Includes demonstration of clinical concepts; including, assessment, differential diagnosis, and documentation. Clinical practice preceptorship to develop physical and mental health exam, differential diagnosis, diagnostic reasoning, and plan of care for individuals with multiple chronic conditions. (3; 1 seminar, 2 clinical) (120 hours)

GNUR 733 : FNP 3 Seminar/Clinical

Discussion of FNP 3 course concepts and real-life scenarios. Includes demonstration of clinical concepts; including, assessment, differential diagnosis, and documentation. Clinical practice preceptorship to develop physical and mental health exam, differential diagnosis, diagnostic reasoning, and plan of care for individuals with multiple complex chronic conditions. (3; 1 seminar, 2 clinical) (120 hours)

GNUR 734 : FNP 4 Seminar/Clinical

Discussion of FNP core concepts and real-life scenarios. Includes demonstration of clinical concepts; including, assessment, differential diagnosis, and documentation. Clinical practice preceptorship to demonstrate independent physical and mental health exam, differential diagnosis, diagnostic reasoning and plan of care for individuals. (3; 1 seminar, 2 clinical) (120 hours)

GNUR 735 : FNP 5 Seminar/Clinical

Discussion of advanced FNP core concepts and real-life scenarios. Includes demonstration of clinical concepts; including, assessment, differential diagnosis, and documentation. Clinical practice preceptorship to demonstrate effective independent physical and mental health exam, differential diagnosis, diagnostic reasoning, and plan of care for individuals. (4; 2 seminar, 2 clinical) (120 hours)

GNUR 736 : FNP Capstone Seminar/Clinical

In this culminating clinical course students will demonstrate increased competency and accountability in the provision of comprehensive primary health care. Professional practice issues including contract negotiation and requirements for certification and licensure are included. Culminating clinical practice preceptorship to demonstrate independent, competent, appropriate care of individuals across the lifespan. (6; 2 seminar, 4 clinical) (240 hours)

GNUR 740 : 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. (3)

GNUR 741 : PMHNP 1

An integrated approach to the assessment, diagnosis, and clinical management of psychopathology across the lifespan is covered in this course. An in-depth exploration of the neurobiological underpinnings of mental health problems and psychiatric disorders will serve as the framework of the course. (2)

GNUR 742 : PMHNP 2

Provides an integrated approach to the assessment, diagnosis, and clinical management of complex psychopathology across the lifespan. (2)

GNUR 743 : PMHNP 3

Provides an integrated approach to the assessment, diagnosis, and clinical management of complex psychopathology across the lifespan. (2)

GNUR 744 : PMHNP 4

Examines methods and major conceptual frameworks of individual, group, and family psychotherapy. An overview of the major schools of family and personality theory, psychological development, and derived individual psychotherapy treatment modalities, to better understand the dynamics of the patient and the therapeutic relationship with children, adolescents, adults, elders, families, and groups. (1)

GNUR 751 : PMHNP 1 Seminar/Clinical

Discussion of PMHNP 1 course concepts with real-life scenarios. Includes demonstration of clinical concepts; including, assessment, differential diagnosis, and documentation. Clinical practice preceptorship to develop mental health exam, differential diagnosis, diagnostic reasoning, and plan of care for individuals with common mental health conditions. (3; 1 seminar, 2 clinical) (120 hours)

GNUR 752 : PMHNP 2 Seminar/Clinical

Discussion of PMHNP 2 course concepts with real-life scenarios. Includes demonstration of clinical concepts; including, assessment, differential diagnosis, and documentation. Clinical practice preceptorship to develop mental health exam, differential diagnosis, diagnostic reasoning, and plan of care for individuals with complex mental health conditions. (3; 1 seminar, 2 clinical) (120 hours)

GNUR 753 : PMHNP 3 Seminar/Clinical

Discussion of PMHNP 3 course concepts with real-life scenarios. Includes demonstration of clinical concepts; including, assessment, differential diagnosis, and documentation. Clinical practice preceptorship to develop mental health exam, differential diagnosis, diagnostic reasoning, and plan of care for individuals and groups in psychotherapy. (3; 1 seminar, 2 clinical) (120 hours)

GNUR 754 : PMHNP 4 Seminar/Clinical

Discussion of PMHNP 4 course concepts with real-life scenarios. Includes demonstration of clinical concepts; including, assessment, differential diagnosis, and documentation. Clinical practice preceptorship to demonstrate progressively independent mental health exam, differential diagnosis, diagnostic reasoning, and plan of care for individuals. (3; 1 seminar, 2 clinical) (120 hours)

GNUR 755 : PMHNP 5 Seminar/Clinical

Discussion of advanced PMHNP core concepts and real-life scenarios. Includes demonstration of clinical concepts; including, assessment, differential diagnosis, and documentation. Clinical practice preceptorship to demonstrate independent mental health exam, differential diagnosis, diagnostic reasoning, and plan of care for individuals. (4; 2 seminar, 2 clinical) (120 hours)

GNUR 756 : PMHNP Capstone Seminar/Clinical

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. Culminating clinical practice preceptorship to demonstrate independent, competent, appropriate care of individuals across the lifespan. (6; 2 seminar, 4 clinical) (240 hours)

GNUR 761 : Knowledge Dissemination & Impact

Focuses on dissemination of evidence, practice innovations, and D.N.P. project outcomes to professional, organizational, and community stakeholders. Emphasis is placed on scholarly communication, knowledge translation, and evaluation of dissemination impact. (3)

GNUR 762 : Health Policy & Advocacy

Prepares students to lead large-scale systemic changes by influencing health policy and managing population health at the macro level. Emphasis on legislative advocacy and the use of epidemiological data to design programs that address the root causes. (3)

GNUR 763 : Leading Organizations & Systems

Prepares nurses to assume leadership roles in healthcare systems and organizations. Students examine theoretical frameworks of transformational leadership, organizational behavior, and strategic management while developing competencies essential for leading interprofessional teams. Emphasis is placed on systems thinking, evidence-based decision making, change management, and ethical leadership practices in diverse healthcare settings. (3)

GNUR 764 : Foundations of D.N.P.

Introduces the Doctor of Nursing Practice role with emphasis on professional identity, leadership development, and foundational knowledge for advanced nursing practice. Students examine theoretical frameworks, ethical practice, and systems thinking to guide clinical, organizational, and population-level decision-making. (3)

GNUR 765 : Informatics & Emerging Technologies

Examines the integration of health informatics and emerging technologies to lead evidence-based practice, educational innovation, and organizational transformation. Emphasis on optimizing clinical outcomes, enhancing healthcare safety, and driving systemic quality improvement across diverse professional environments. (3)

GNUR 767 : Resource Management

Examines financial and human resource management in healthcare organizations to support quality, safety, and sustainability. Students analyze budgeting, staffing, and resource allocation strategies to inform leadership decisions. (3)

GNUR 791 : Independent Study

Opportunities for advanced study in selected topic related to student's area of interest. Consent of the Dean required. (1-4)

GNUR 792 : D.N.P. Project 1

Guides students in the development of a D.N.P. scholarly project proposal grounded in evidence, population health, and organizational priorities. (3; 1 didactic, 2 project)

GNUR 793 : D.N.P. Project 2

Focuses on implementation and evaluation of the D.N.P. project using evidence-based interventions and quality improvement methods. (3; 1 didactic, 2 project)

GNUR 794 : D.N.P. Project 3

Emphasizes evaluation, dissemination, and sustainability of the D.N.P. project. (3; 1 didactic, 2 project)

GNUR 795 : DNP Project Proposal

Builds upon previous DNP courses and provides students a structured environment to begin the DNP project process, including developing strategies for translating research findings into sustainable improvements in patient and clinical outcomes for a diverse population. The use of information technology and interprofessional collaboration will be emphasized. Models used to guide the process of implementing and evaluating evidence-based practice change will be examined. (1)

GNUR 796 : DNP Project Proposal Seminar

Mentorship and guidance for successful proposal of DNP project. May be repeated for credit until project successfully proposed. (2)

GNUR 797 : DNP Project Seminar

Student will plan, implement, evaluate, and disseminate the results of a DNP project. This seminar course is repeated for credit every semester after DNP Project proposal is accepted until their final semester. Students will take the Final Seminar in their final semester. Each semester will focus on different aspects of the project; including, planning,

implementation, and data analysis. (1)

GNUR 798 : DNP Project Clinical Hours

Variable credit DNP Project Experience course for students to progress through the DNP Project sequence. Required number of clinical credits will be between 5 and 15 depending on their program. Required number of credits will be delineated by the APC at the beginning of the student's program (1-5)

GNUR 799 : DNP Project Final Seminar

Dissemination of results of the DNP Project through writing, presentation, and peer-review. May be repeated for credit until project successfully completed and disseminated. (2)

GSRS 201 : Introduction to Gender, Sexuality, and Race Studies - VW

An interdisciplinary introduction to the concepts, themes, topics, and methods that are central to the study of gender, sexuality, race, and their relationship to other identity categories. Central concepts include knowledge production, the social construction of identity, theories of intersectionality, reflecting on power and privilege, and experimenting with different aspects of praxis and activism. Open to all students; required for GSRS majors and minors. (4)

GSRS 275 : Reproductive Justice - VW

This interdisciplinary course provides an introduction to the reproductive justice movement in the United States. Students will learn how individuals and communities negotiate and contest intersecting systems of power that shape reproduction, kinship, and parenthood. Calling on identity and experience, students will analyze and reflect on the ethical and political dilemmas that make up our reproductive lives. (4)

GSRS 287 : Special Topics in Gender, Sexuality, and Race 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)

GSRS 288 : Special Topics in Gender, Sexuality, and Race 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)

GSRS 289 : Special Topics in Gender, Sexuality, and Race 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)

GSRS 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)

GSRS 301 : Theories of Gender, Sexuality, and Race

This course explores theories of gender, sexuality, and race from global and intersectional perspectives. Students will also examine the interdisciplinary applications of such theories as well as their relevance to social justice movements and activist work. Prerequisites: GSRS 201, major/minor status, or permission of instructor; required for GSRS majors and minors. (4)

GSRS 387 : Special Topics in Gender, Sexuality, and Race 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)

GSRS 388 : Special Topics in Gender, Sexuality, and Race 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)

GSRS 389 : Special Topics in Gender, Sexuality, and Race 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)

GSRS 487 : Special Topics in Gender, Sexuality, and Race 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)

GSRS 488 : Special Topics in Gender, Sexuality, and Race 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)

GSRS 489 : Special Topics in Gender, Sexuality, and Race 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)

GSRS 491 : Independent Study

Readings, research projects, or service learning projects in areas of issues of gender, sexuality, and race studies, under the supervision of a faculty member. (1 to 4)

GSRS 495 : Internship

A pragmatic, employer-based experience in which students apply knowledge already acquired, build competence, and test values in settings like those in which they may seek employment. Internships require the approval of a GSRS faculty member who will supervise the work of the agency or organization supervisor who will directly supervise the student. (1 to 4)

GSRS 499 : Senior Capstone - SR

During their culminating seminar, Gender, Sexuality, and Race Studies majors will develop an academic project that applies theories of gender, sexuality, and/or race and feminist, queer, and/or anti-racist methodologies to their experiences in a community-based practicum. Prerequisites: GSRS 301, major status, or permission of instructor. Students are advised to have completed at least twelve hours of cross-listed coursework counting towards the GSRS major in addition to GSRS prerequisites. (4)

HGST 200 : Introduction to Holocaust and Genocide Studies - VW, GE

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)

HGST 287 : Special Topics in Holocaust & Genocide 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)

HGST 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)

HGST 387 : Special Topics in Holocaust & Genocide 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)

HGST 491 : Independent Study in Holocaust & Genocide 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)

HGST 495 : Internship in Holocaust & Genocide Studies

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)

HISP 103 : Accelerated Elementary Spanish - GE

Development of basic communicative proficiency in listening, speaking, reading, and writing in Spanish, through learning aspects of the culture in which it is spoken. This course is the equivalent of HISP 102. Students cannot take both HISP 102 and 103 for credit. Students with prior background in Spanish should consult with the Language Placement Guide before enrolling. (4)

HISP 201 : Intermediate Spanish - VW, GE

A continuation of Elementary Spanish; reading selections which reflect Iberian, Latin American, and US Latinx cultural heritage as well as contemporary materials. Students with prior background in Spanish should consult with the Language Placement Guide before enrolling. (4)

HISP 202 : Intermediate Spanish - VW, GE

A continuation of HISP 201 or equivalent; reading selections which reflect Iberian, Latin American, and US Latinx cultural heritage as well as contemporary materials. Students with prior background in Spanish should consult with the Language Placement Guide before enrolling. (4)

HISP 231 : Intensive Spanish (Study Away) - VW, GE

An intensive Spanish course offered in a Spanish speaking country and geared to students at the intermediate language level (equivalent to HISP 201, 202, or 252). Course typically includes an intensive language class, 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. Prerequisite: HISP 103 or the equivalent. (4)

HISP 252 : Spanish for Heritage Speakers - VW, GE

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. Heritage language students should consult the Language Placement Guide before enrolling. (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 291 : DS: 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)

HISP 300 : Spanish Conversation - IT, GE

In this course, you will build upon and further develop your listening and speaking skills through the interpretation of various texts from the Spanish-speaking world (may include film, literary works, visual and performing arts, music, digital media, etc.). In each unit, you will expand your vocabulary and knowledge about social, historical, cultural, and political issues through conversational activities. Prerequisites: HISP 202, 252, or the equivalent, or permission of instructor. (4)

HISP 301 : Hispanic Voices for Social Change - VW, GE

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, 252, or the equivalent, or permission of instructor. (4)

HISP 321 : Iberian Cultural Studies - VW, GE

Interdisciplinary exploration of the construction of “Spanish” national identity through literary and cultural productions as it relates to religion, culture, race, class and gender. May be repeated for credit in study away programs. Prerequisite: HISP 252, HISP 300, HISP 301 or 351, or permission of instructor. (4)

HISP 322 : Latin American Cultural Studies - VW, GE

Interdisciplinary exploration of the construction of “Latin America” throughout history as it relates to conditions of coloniality and negotiations of culture, race, religion, class, and gender. May be repeated for credit in study away programs. Prerequisite: HISP 252, 300, 301 or 351, or permission of instructor. (4)

HISP 325 : Introduction to Hispanic Literary Studies - IT, GE

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. May be repeated for credit in study away programs. Prerequisite: HISP 300, HISP 301 or 351, or permission of instructor. (4)

HISP 331 : Intensive Spanish Language and Culture (Study Away) - VW, GE

An intensive Spanish course offered in a Spanish speaking country and geared to students at the 300-level. Course typically includes an intensive language class, 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. Prerequisite: HISP 202, 252, or the equivalent, or permission of instructor. (4)

HISP 351 : Hispanic Voices for Social Change for Heritage Speakers - VW, GE

A course designed for students who have been exposed to the Spanish language at home. HISP 351 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. Students cannot take both HISP 301 and 351 for credit. Prerequisite: HISP 252 recommended, but not required. Heritage language students should consult the Language Placement Guide before enrolling. (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 403 : Advanced Spanish Language and Culture (Study Away)

An intensive language and culture course offered in a Spanish speaking country and geared to students at the 400-level. Course typically includes an intensive language course, 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. Repeatable for general elective credit, but not for additional HISP major or minor credit. Prerequisite: HISP 300, HISP 301 or 351, or permission of instructor. (4)

HISP 423 : Special Topics in Iberian Literature & Cultures - IT, GE

An opportunity to pursue an in-depth study of a specific aspect or topic in Iberian literary and cultural productions. Topics may include: Migration; Afro-Iberian Writers; Memory and Trauma; Iberian Cities and Andalusian Spectres. May be repeated for credit with different topic. Prerequisite: HISP 321, 322, or 325, or permission of instructor. (4)

HISP 433 : Special Topics in Latin American Literatures & Cultures - IT, GE

An opportunity to pursue an in-depth study of a specific topic, genre, or time period in Latin American literary and cultural productions. Topics may include: Memory, trauma, and testimonio in the Southern Cone; Caribbean and Central American migration and diaspora studies. May be repeated for credit with different topic. Prerequisite: HISP 321, 322, or 325, or permission of instructor. (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 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 4)

HISP 499 : Culminating Experience - SR

An opportunity for students to integrate learning objectives and demonstrate competence in Hispanic and Latino Studies through a research project, experiential learning placement, or combined project with a complementary major. With the guidance of a faculty mentor, students will work individually and as a cohort to produce written and oral products in Spanish as a result of the semester's work. (4)

HIST 103 : Conflicts and Convergences in the Modern World - ES, GE

A survey of the major historical trends that have led to conflict and convergence in the modern world, with particular attention to the effects of these historical trends on the present day. The course focuses on the following historical

developments: the spread of religion, especially Islam into Africa and Christianity into Latin America and Africa; colonialism and decolonization in Latin America, India, and Africa; imperialism, especially European, Mughal, Ottoman, and Russian; the development of the world economic system, especially comparing the West with China and Japan; and cultural globalization in the late 20th and early 21st centuries. (4)

HIST 107 : Ancient Near East - IT, GE

Surveys the history of the ancient Near East and Mediterranean regions, including ancient Sumer, Egypt, Israel, Persia, Greece, and Rome. Major themes include empire building, religion, law, art, and literature. Students learn to investigate historical problems, use sources, and write historical essays. (4)

HIST 109 : East Asian Societies - ES, GE

In this course, students will gain a broad understanding of major events in the history of China, Japan, Mongolia, and the Koreas. They will focus on key elements in the history of this region's societies: the unifying power of written Chinese, shared ideas about what makes a good government, views on gender and family, the impact of colonization, and the rise of modern Democratic and Communist nations. (4)

HIST 121 : History in Video Games - CX

Surveys the social and cultural impact of video games in American history, including how historical figures and events have been represented in popular games during the past 40 years. Combines the study of visual media theories and the creative process with social and political issues in games, including ethical action, violence, gender, ethnicity, religion, and environmental concerns. (4)

HIST 218 : Women and Gender in World History - ES, GE

This course uses a comparative and historical approach to understand gender ideologies and particularly women's roles in modern world history (1500 - present). The course examines gender constructs for both men and women within specific historical and geographical contexts. It covers major areas of the world including India, Western and Eastern Europe, and parts of Asia, Africa, and Latin America to understand historical and global trends in the cultural construction of gender. (4)

HIST 220 : Modern Latin American History - ES, GE

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

HIST 224 : Modern European History - ES

In this course students will be asked to explore the interaction of Europeans with each other and with the larger world. We will study the rise and fall of European nation-states, the wars which dominated the 20th Century, modern genocides, the rise of modern ideologies, and cultural and social structural shifts over the course of the 19th and 20th centuries. Throughout the course students will continually be asked to consider what makes Europe “modern.” (4)

HIST 237 : History at the Movies - IT, GE

Many people watch movies for entertainment, yet, at the same time, they are actually learning about the past. But what are they really learning through movies? This class will use international comparisons to explore how history has been depicted and consumed. We will consider thematic approaches (e.g. movies for children, movies depicting slavery) and genres (e.g. Westerns, Samurai movies) to consider what the movie-viewing public is learning about the past and why that matters. Film screenings, as well as contextual and analytic readings, will enable us to explore history at the movies. (4)

HIST 247 : U.S. Capitalism: From Railroads to Netflix - ES

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 248 : Innovation, Ethics, & Society - ES

A history of innovation, problem solving, and creativity in the global economy, emphasizing the ethical considerations that arise as a result of new products and initiatives, disruptive technologies, globalization, and cultural change. Draws attention to stages in the innovation process and the importance of teamwork, effective communication, and design. (4)

HIST 251 : Colonial American History - IT

This course examines the colonial period in American history through the Revolution, in order to understand that world on its own terms, as well as to assess colonial legacies for U.S. culture and society. Topics include imperial goals, Native sovereignty, settler dynamics, slavery, as well as resistance and revolt. This course explores how the diverse range of people in Colonial America tried to shape their own lives and the world around them. (4)

HIST 261 : Islamic Civilizations - RL

From its origins in the 6th century CE, this course offers an introduction to Islamic civilizations. The survey includes thematic perspectives on the great civilization created under Islamic empires and on the cultures of diverse Muslim societies. To help connect the various countries, peoples, and their cultures, we will follow the journey of the most famous of all Muslim travelers Ibn Battuta (14th century). We will also look at examples of the arts, literatures, and material culture, which will include major national traditions within Islamic civilization such as Arabs, Persians, Ottoman Turks, and others. (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

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

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, and declaration of History major. (4)

HIST 305 : Slavery in the Americas - ES, GE

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 308 : Modern Imperialism - IT, GE

This course focuses on three significant movements in global history in the 19th, 20th, and 21st centuries: industrialization, imperialism, and independence. These movements have not only influenced the areas in which they occurred, but have global implications as well. For example, industrialization has reshaped the world in the most dramatic way since the agricultural revolution (according to many Historians). Imperialism and the creation of empires affected, and continues to affect, both the colonized and colonizers. Independence/de-colonization has also determined many of the current relationships between the formerly colonized and the former colonizers. It also demonstrates the significance of resistance to the significant forces of imperialism. (4)

HIST 323 : The Middle Ages - IT, RL

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, the rise of Islam, medieval Judaism, the First Crusade, global trade, and economic revival. Prerequisite: sophomore standing or consent of instructor. (4)

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

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 - IT

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 333 : Colonization and Genocide in Native North America - ES, GE

This course explores the centrality and implications of colonialism in the making of North America. We will also consider where and why the concept of genocide can help in understanding the experience of Native groups, the limits of the concept, as well as the basis for objections to applying it to the context of indigenous North America. (4)

HIST 335 : Slavery, Pirates, and Dictatorships: The History of the Caribbean - IT, GE

This course surveys the major aspects of colonial and post-colonial history in the Caribbean, paying particular attention to Cuba and Haiti. It focuses on the major themes of slavery, piracy, and dictatorship to illustrate the region's history. (4)

HIST 337 : The History of Mexico - IT, GE

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 - GE

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 346 : History of Innovation and Technology - ES

Surveys the role of innovation and technology in Western societies from the industrial revolution to the computer age. Major themes include the development of forms of transportation, communication, industrial production, and computer technologies. Draws attention to stages in the innovation process and to developing an ethical vocabulary for business and entrepreneurial activity. (4)

HIST 348 : Lewis and Clark: History and Memory - IT, GE

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 - ES

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. - ES, GE

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 360 : The Holocaust: The Destruction of the European Jews - ES, GE

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 366 : Life in Nazi Germany - ES

How was Hitler possible in the modern and advanced nation of Germany? This course seeks to explore that question by examining some of the conditions that were present in German life which helped prepare the soil in which Hitler and the Nazi Party came to flourish. We then address Hitler in power and how Nazi policies impacted the lives of German people, resulting in world war and the Holocaust. (4)

HIST 387 : Special Topics in U.S. History

This course provides specific opportunities for students to examine chronologically, topically or geographically focused areas of study in U.S. History. Prerequisite: sophomore standing or consent of instructor. (4)

HIST 388 : Special Topics in European History

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

HIST 389 : Special Topics in Non-Western History

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 487 : Special Topics in History

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

HIST 488 : Special Topics in History

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

HIST 489 : Special Topics in History

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

HIST 491 : Independent Study

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

HIST 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)

IDST 491 : Independent Study

Students will develop projects in consultation with faculty advisors. 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)

IDST 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 4).

IDST 499 : Capstone: Research Seminar - SR

A culminating project with public presentation around the student's area of interest. (2 to 4)

IHON 111 : Transformative Texts from Ancient Worlds - H1

Explores transformative texts from across the globe up to 1492, with a special focus on critically examining foundational texts and their customary interpretations. Texts may include Gilgamesh, the Hebrew Bible, the Popol Vuh, and early philosophy, among others. Central themes include: What is a human? What is the right way to live? How should humans relate to nature, animals, other humans? The course centers collaborative learning via conversation, encouraging students to approach education as an open-ended, cooperative journey. (4)

IHON 112 : Transformative Texts in a Globalizing World - H1

IHON 112 explores a variety of literary, philosophical, artistic, and historical documents that register individual and collective responses to the problems and promises of the globalized world which emerge after 1500. Possible themes may include: How should we respond to 'strangers'? Are human beings a part of nature, or separate from it? In which ways do humans exhibit resilience? What role does creativity play in human life? What is the right form of collective life and how should we bring it about? Prerequisite: IHON 111 or instructor's permission. (4)

IHON 201 : Reading as Equipment for Living - H2

This course is open only to first-year IHON students. IHON 201 explores how individual readers read old texts and draw new meanings out of them or even invent new traditions. In this class, students will reflect on the kind of reading they are doing in IHON courses: what are its origins? How do we read today, in contrast to how we read at different points in human history? IHON 201 explores examples of figures who were able to address their own needs, problems, and sometimes crises via creative readings of old and new books. (4)

IHON 253 : Gender, Sexuality and Culture - 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. (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. (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. (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 College of Professional Studies or from outside of the school. (4)

IHON 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)

IHON 328 : Exploring Justice - H3, GE

In IHON 328, the first course in IHON's culminating experience, students wrestle with contemporary social problems via a wide variety of voices and texts from around the globe. Building on international, transhistorical, and interdisciplinary analysis from IHON 111-112 and 200-level courses, students will evaluate responses to contemporary social problems, while foregrounding potential tensions and contradictions in their own understandings of justice. Theme varies. Prerequisite: Concurrent enrollment or completion of three 200-level IHON courses. (4)

IHON 329 : Public Thinking - H3

In IHON 329, the second course in IHON's culminating experience, students put into practice capacities they have developed in the program by crafting their own response (essay, blog post, dramatic dialogue, podcast, etc.) to a book, film, or other work which is part of the present public conversation. The one credit, 7-week course is offered four times per year. Students may register after or concurrently with IHON 328. Prerequisite: Concurrent enrollment in or completion of IHON 328. (1)

IHON 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)

INOV 350 : Innovation Seminar

Hands-on seminar for Innovation Studies minors that exposes students to the conceptual, ethical, and logistic issues involved in developing and implementing an innovative idea, process, product, or campaign. Students form teams; analyze artistic, technological, and entrepreneurial factors; consider issues such as feasibility and market timing, and then present their proposal to the PLU community. Prerequisite: Junior status and permission of instructor. (4)

INOV 387 : Special Topics in Innovation Studies

This course provides specific opportunities for students to examine new or emerging topics in the discipline of Innovation Studies. (4)

INOV 491 : Independent Study

Provides 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 instructor in consultation with the student. Prerequisite: sophomore standing. (1 to 4)

INOV 495 : Internship

Involvement in an ongoing research project in Innovation Studies or off-campus work supervised by a faculty member. 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. May be repeated for up to 8 semester hours. Prerequisite: sophomore standing. (1 to 8)

KINS 201 : Introduction to Kinesiology I

An introduction to the historical, biological, sociological, psychological, and mechanical concepts underlying human movement and the exploration of kinesiology as a field of study. Ethical decision-making, liability, and risk management topics, specific to the field of Kinesiology, will be examined. Opportunities to develop foundational skills in communication and leadership will be provided. Should be the initial professional course taken in the Department of Kinesiology. (4)

KINS 202 : Introduction to Kinesiology II

An introductory course on diversity, equity, access, and inclusion issues in the field of Kinesiology. Topics will include: historical inequities and barriers to access in physical activity settings, the meaning and experiences of diversity within the field of Kinesiology, media and source literacy. Designed to promote diverse, inclusive, evidence-based perspectives related to core issues in the field of Kinesiology and to develop important, foundational inclusive leadership skills. (4)

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. (2)

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 301 : 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 302 : Sport Programming & Delivery

Addresses sport skill development, instructional skill development, and programming considerations in a variety of individual, dual, and team sport activities. Topics and skills addressed include net games such as badminton, tennis, pickleball and/or Spikeball invasion games such as lacrosse, ultimate frisbee, flag rugby, and/or tchoukball; and target/fielding activities such as softball, Dotball 360, golf, and/or archery. (4)

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 - GE

Topics include: the connection between women and food, cultural definitions of beauty, eating disorders, nutrition, and biosocial factors affecting weight. (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. (4)

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 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 and 206 or consent of instructor. (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. (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

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

This theory to practice course focuses on understanding and applying developmentally appropriate and scientifically accurate health education in both the K-12 and community settings. Health topics covered may include community and public health, environmental health, nutrition, consumer health, intentional and unintentional injury prevention, substance use, mental and emotional wellbeing, relationships and social health, violence and conflict, and comprehensive sexuality education. The course addresses program planning, implementation, and assessment based on the needs of the learner. (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 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. (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: BIOL 205, 206; KINS 279, 301, 302, 322, or consent of instructor. (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; senior status; BIOL 205, 206; KINS 201, 202; eight additional hours in the major; and department permission or consent of instructor. (4)

KINS 510 : Mentorship and Leadership

This course is designed to provide independent mentoring between a faculty member and a graduate student. The experience provides opportunities for leadership development and professional development appropriate to the student's interests and abilities. This is a Pass/Fail class only. A general outline of the student's final project is also expected to be developed as a function of the mentoring process. Can be repeated once for credit up to four semester hours. (2)

KINS 515 : Applied Sport Psychology I

Examination and analysis of theory and research relating to social psychological factors and group dynamics affecting sport and exercise behavior. This course will focus on theory, research and application related to individual and group factors (e.g., motivation, communication, feedback, attribution, leadership) that affect cognitions, behavior and performance in sport and physical activity. Current issues in exercise psychology including exercise adherence and behavioral change strategies will also be examined. (4)

KINS 520 : Adapted Training for Special Populations

The course will emphasize designing exercise programs for special populations, including adapted training, younger and older adults, and individuals with specific conditions and limitations. Emphasis will be placed on modifications and application of training programs. (4)

KINS 525 : Applied Exercise Science I

The course will address the physiological responses and adaptations to acute and chronic training. Additionally, students will understand how the energy systems impact design of training programs. Emphasis will also be placed on periodization and yearlong design in relation to development of training programs to improve or maintain agility, power, cardiovascular endurance, and balance. (4)

KINS 530 : Current and Social Issues in Sport

This course serves as a comprehensive introduction to current topics facing practitioners in sport and exercise psychology. The focus of the course will be to critically examine the challenges and opportunities facing athletes, exercisers, and non-sport performers as well as teams, franchises, leagues, national governing bodies (NGBs) and others with a vested interest in performance excellence. Given the seminar style of the course, topics will focus on the interests of each unique cohort. The purposes of the course is to help students develop the ability to make constructive, evidence-based, practical decisions regarding contemporary issues they may face in their profession. (4)

KINS 535 : Applied Exercise Science II

This course will address theoretical and practical bases of program design in weight training. Additionally, the course will cover functional anatomy and proper lifting techniques. Emphasis is placed on the design of individual and group exercise programs. The main goal after successfully completing this course is for the student to be able to perform safe and appropriate exercise testing and develop a safe and effective strength training program. (4)

KINS 591 : Independent Study

To provide individual graduate 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: departmental approval and consent of mentor. Can be repeated up to three times for credit for a total of eight semester hours. (2)

KINS 592 : Special Topics

A seminar-style course focused on a particular topic of relevance to the field or a current issues, challenge, or trend in the discipline. (4)

KINS 595 : Final Project and Defense

This course encompasses the completion of the final written project and the public defense of the project. (4)

LTST 241 : Introduction to Latino Studies - IT, GE

This course introduces students to the range of issues and analytical approaches that form the foundation of Latino studies. By tracing the history of the “Latino/a/x” concept in relation to key elements of sociocultural life, such as time, space, migration, identity, class, race, gender, community, power, language, nation, and rights, students will develop understandings of the particular ways in which Latino studies takes shape as a literary as well as intellectual, artistic and political enterprise. (4)

LTST 287 : Special Topics in Latino 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)

LTST 341 : Latino/a/x Experiences in the U.S. - IT, GE

Exploration of the histories, experiences, and contributions of Latino/a/x communities in the United States as they appear in Latino literary and cultural productions. Course content is enriched through related community engagement experience. (4)

LTST 342 : U.S. Latino/a/x Literary and Cultural Studies - IT, GE

Course introduces students to critical concepts in the field of Latino/a/x literature. Through an examination of narrative texts from different times and places, we will focus on how U.S. Latino/a/x writers reinscribe native roots, cultures, and languages in order to respond to the uncertainties of geographical displacement. English majors may count this course with prior approval from the chair of the English department. (4)

MATH 105 : Mathematics of Personal Finance - QR

Emphasizes the mathematics behind everyday money decisions that matter to individuals and families. Topics often include: budgeting, loans, insurance, taxation, investments, interest, credit, and the time value of money. The course reinforces the foundational skills students need and is designed to build confidence in using mathematics to make informed personal financial choices. Prerequisite: Eligibility based on PLU Math Placement Exam or permission of instructor. (4)

MATH 107 : Mathematical Explorations - QR

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: Eligibility based on PLU Math Placement Exam, or permission of instructor. (4)

MATH 115 : College Algebra and Trigonometry - QR

Reinforces foundational algebra skills while emphasizing problem solving and modeling. The notion of function is introduced through examples of polynomial, rational, logarithmic and exponential functions. We also explore inverse trigonometric and inverse trigonometric functions, graphing, and solving triangles. With applications to real-world problems involving business, natural sciences, and everyday life. Prepares students 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 - QR

An introduction to K-8 mathematics for future teachers, covering the number and algebraic sense strands of school mathematics. Topics include: numeration systems and concepts underlying traditional computations with natural numbers, rational numbers, and integers; and proportional reasoning. Emphasis on conceptual understanding of mathematics through hands-on work, problem solving, reasoning, and communication; and analyzing children's problem solving strategies. 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 - QR

An introduction to K-8 mathematics for future teachers, covering the probability and statistics, geometry, and measurement strands of school mathematics. Topics include: units, systems and processes of measurement, classification, symmetry, transformations, and measurement of geometric objects; display, analysis, and interpretation of data; and basic probability. Emphasis on conceptual understanding of mathematics through hands-on work, problem solving, reasoning, communication, and connecting the topics to the real-world and teaching. Prerequisite: A grade of C or higher in MATH 123. (4)

MATH 128 : Linear Models and Calculus: An Introduction - QR

Linear, quadratic, exponential and piecewise functions and their most useful properties with applications to business. Matrices, vectors, and solving systems of linear equations. An introduction to differential calculus emphasizing its uses in introductory business and economics. 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 - QR

Seeing the mathematical foundation for calculus and other advanced courses. In depth study of essential functions with an emphasis on polynomials and trigonometric functions. Application of essential functions in solving real world problems. 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 - QR

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 : Calculus I - QR

Functions, limits, derivatives, the fundamental theorem of calculus, and an introduction to integrals with applications. Emphasis on derivatives. Prerequisite: MATH 140 or PLU Math Placement into MATH 151. (4)

MATH 152 : Calculus II - QR

Continuation of MATH 151. Integration techniques and applications, improper integrals, sequences and series, power series, Taylor and Maclaurin series. Prerequisite: MATH 151. (4)

MATH 242 : Introduction to Mathematical Statistics - QR

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, and regression using R statistical software. Cross-listed with STAT 242. Previously was MATH/STAT 341. Prerequisite: MATH 151. (4)

MATH 245 : Discrete Structures

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 151 or placement into MATH 152. (4)

MATH 253 : Multivariable Calculus

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 Proofs: Number Theory

Introduces ideas of elementary number theory while emphasizing the importance of proof-related concepts such as mathematical grammar, logical equivalence, direct proofs, indirect proofs, proof by contradiction, and proof by induction. Content may include modular arithmetic, prime numbers, divisibility, number systems, and Diophantine equations. Prerequisite: MATH 152. (4)

MATH 318 : Introduction to Proofs: Combinatorics

Introduces ideas of combinatorial reasoning while emphasizing the importance of proof-related concepts such as mathematical grammar, logical equivalence, direct proofs, indirect proofs, proof by contradiction, combinatorial proof, and proof by induction. Content may include basic counting principles, permutations and combinations, binomial coefficient identities, generating functions, recurrence relations, inclusion-exclusion, graph theory, and algorithms. Prerequisite: MATH 152. (4)

MATH 319 : Introduction to Proofs: Geometry

Introduces the foundations of geometry while emphasizing the importance of proof-related concepts such as mathematical grammar, logical equivalence, direct proofs, indirect proofs, proof by contradiction, and proof by induction. Content may include Euclidean, projective, and non-Euclidean geometries (possibly including spherical geometry and hyperbolic geometry). Prerequisite: MATH 152. (4)

MATH 331 : Linear Algebra

An introduction to matrices and vectors. Topics include solving systems of linear equations, vector and matrix operations, linear transformations, invertibility of matrices, determinants, and eigenvalues. Prerequisites: MATH 253 or one of 317/318/319 or both MATH 245 and CSCI 270. (4)

MATH 342 : Probability and Statistical Theory

Introduction to mathematical probability and its applications. Topics may include: foundations of probability; conditional probability; independence; Bayes' Theorem; discrete, continuous, and multivariate probability distributions; correlation, functions of random variables, moment generating functions, Bayesian and non-parametric inference, convergence of distributions. Cross-listed with STAT 342. Prerequisite: MATH 152 and four hours from STAT 231, 232, SOCI 301, or MATH/STAT 242. MATH 253 (or concurrent enrollment) is strongly recommended. (4)

MATH 348 : Statistical Computing and Consulting

Topics include qualitative data analysis, as well as the use of R statistical software to create data visualizations and to conduct, present, and interpret statistical analyses such as multiple regression and nonlinear (e.g. logistic) regression. Students will learn about issues that arise when working with real data such as data cleaning, data preparation, ethical guidelines for statistical practice, and the logical connections between study design and the appropriate inferences that can be made. Statistical consulting strategies and communication of statistical ideas to nonstatistical clients will guide the course topics as students perform consulting services for peers, faculty, and/or the surrounding community. Cross-listed with STAT 348. Prerequisite: DATA 133, CSCI 144, or MATH 151, and one of MATH/STAT 145, 242, STAT 231, 232, or SOCI 301. Strongly recommended: Prior experience with the programming languages R or Python. (4)

MATH 351 : Differential Equations

An introduction to differential equations. Techniques for solving first and second order differential equations, nonlinear equations and systems of equations, including power series solutions, Laplace Transforms, and other numerical methods. Emphasis on real world applications in a variety of fields. Prerequisite: MATH 253. (4)

MATH 356 : Numerical Analysis

How computers store and handle numbers, how to efficiently perform mathematical computations, how to build useful functions to interpolate from discrete data, and how to create algorithms to find or approximate mathematical solutions. Topics and applications will be selected from the solution of linear, nonlinear and differential equations; computational matrix theory; numerical integration and differentiation; and other areas of instructor interest. Prerequisites: MATH 152 and CSCI 144. (4)

MATH 381 : Seminar in Problem Solving

Designed to improve advanced problem solving skills for mathematical competitions, especially 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 422 : Mathematical Modeling

This course introduces students to mathematical modeling of various problems in society and science using curve fitting, difference and differential equations, simulations, discrete probabilistic models, and other methods. In addition to mathematical techniques, the formulation and analysis of models and the interpretation of mathematical results in context are also emphasized. Students will have a chance to work on a project of their choosing and to build writing skills. Prerequisites: MATH 245 or 253 and one of MATH 331, 351, or PHYS 354. (4)

MATH 433 : Abstract Algebra

An introduction to abstract algebraic structures, with a focus on groups. Emphasis on theory and proof. Prerequisites: MATH 317 or 318 or 319 and 331. (4)

MATH 442 : Statistical Modeling

Continuation of MATH/STAT 242. Introduction to multiple linear regression models, indicator variables, interactions. Uses R statistical software to explore applications of course topics. Topics may also include extensions to generalized linear models, multilevel models, Bayesian inference, or other statistical modeling techniques. Cross-listed with STAT 442. Prerequisites: MATH 331 and any of MATH/STAT 145, STAT 231, 232, SOCI 301, or MATH/STAT 242. (4)

MATH 446 : Mathematics in the Secondary School

Methods and materials in teaching secondary mathematics. Introduction to Common Core State Standards in Mathematics, effective and equitable mathematics teaching practices, and curriculum design. This course includes a field experience component. Suitable for anyone who is interested in teaching. Prerequisite: EDUC 205 and MATH 253 or 331. (4)

MATH 455 : Mathematical Analysis

Theoretical treatment of topics introduced in elementary calculus. Prerequisites: MATH 253, one of 317, 318, or 319. (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 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 : Biopsychosocial Health and Development Across the Lifespan

This course leans heavily on biopsychosocialspiritual (BPSS) health and development across the lifespan. This course emphasizes clinical application and prepares students to work with clients across the lifespan with various health and developmental issues including trauma, abuse, and death. This course also invites students to engage with readings on established theories of development, participate in learning experiences and contextual influences. The goal of this course is to be able to use a biopsychosocialspiritual (BPSS) clinical approach when working with clients across the lifespan, considering how contextualized human development impacts relational interactions. (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 : Contextual Foundations of Systemic Practice

This course provides an introduction to contemporary family developmental theory which explores issues of power,

privilege, and oppression when considering family structure and development. We recognize that families' intersecting social contexts influence the meaning of family, relational functioning, and changes over time. Throughout the semester, we will study how race, gender, social class, immigration, religion, spirituality, sexual orientation, and other factors impact family development. You will take part in several projects, including a group cultural "immersion," a religious community observation, and on-going volunteer work in the community. (4)

MFTH 505 : Research Methods in Marriage and Family Therapy

This course focuses on helping students understand research methodologies related to assessment, quantitate 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 529 : J-term Practicum

J-term semester of practica required as part of the continuous process toward developing specific therapeutic competencies in work with individuals, couples, and families. (1)

MFTH 591 : Directed 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)

MFTH 598 : Graduate 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 101 : 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 102 : 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 201 : Fundamentals of 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 202 : Fundamentals of 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 301 : Training Management

The overall objective of this course is to integrate the principles and practices of effective leadership, professional competence, adaptability, teamwork, comprehensive fitness, military operations, and personal development in order to

adequately prepare the student to be an officer in the military. (3)

MILS 302 : Applied Leadership

The overall objective of this course is to integrate the principles and practices of effective leadership, professional competence, adaptability, teamwork, comprehensive fitness, military operations, and personal development in order to adequately prepare the student to be an officer in the military. (3)

MILS 401 : 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 402 : 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. This course is not an alternate or substitute for the previous listed required courses. 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 - CX

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 - CX

Survey of America's unique art form−Jazz: Emphasis on history, listening, structure, and style from early developments through recent trends. (4)

MUSI 106 : Music of Scandinavia and the Nordic Region - CX, GE

A survey of Nordic and Scandinavian music from the Bronze Age to the present, including the classical, folk, and popular traditions found within the region. (4)

MUSI 120 : Music and Culture - CX, GE

Introduction to the study of Western and non-Western music with an emphasis on musical history, style, and social context. Restricted to music majors and minors. (4)

MUSI 125 : Ear Training I - CX

Development of aural skills, including interval recognition, sight-singing, rhythmic, melodic and harmonic dictation. (1)

MUSI 126 : Ear Training II - CX

Continuation of MUSI 125. Prerequisite: MUSI 125 or consent of instructor. (1)

MUSI 133 : Music Theory & Analysis IA

Introduces basic underlying elements of music theory: reading and notating music, key signatures, intervals, chords, scales, etc. Previous music-reading experience highly recommended, but not required. (2)

MUSI 135 : Music Theory & Analysis IB

A continuation of MUSI 133. Minor scales, intervals, triads, diatonic 7th chords, basic analysis, etc. (2)

MUSI 136 : Music Theory & Analysis II

A continuation of MUSI 135. Further study of the materials and syntax of musical expression through an examination of harmonic and melodic analysis, composition, part-writing, figured bass, non-chord tones, small formal structures, secondary functions, etc. Prerequisite: MUSI 135 or consent of instructor. (3)

MUSI 151 : Keyboard Musicianship I

Beginning skills in piano and general musicianship in a group piano setting, including reading in treble and bass clef, building coordination and technique, sight-reading, improvisation, playing by ear, harmonization of melodies, lead-sheet realization, transposing, ensemble playing, and public performance. Requires no previous keyboard experience. Intended for music majors or minors, but students of all areas are welcome. (1)

MUSI 152 : Keyboard Musicianship II

Development of piano and musicianship skills in a group piano setting, including sight-reading, harmonization of melodies, lead-sheet realization, open-score reading, scales and technique, improvisation, transposing, accompanying and public performance. Prerequisite: MUSI 151 or consent of instructor. Intended for music majors, but open to students in all areas. (1)

MUSI 160 : Introduction to Music Therapy

A survey of the scope and variety of practices in the music therapy profession. Course topics include the history of music therapy, current research, treatment processes, and populations served. Open to all students interested in the field of music therapy. (4)

MUSI 199 : Music in Performance

For students concurrently registered in Private Instruction Performance or Composition (MUSI 201-219, 327, 399, 401-419, 421, and 499 Capstone Student Project: Senior Recital or Project). Students experience a broad range of repertory through attendance at live performances and relevant music events. Graded Pass/Fail. (0)

MUSI 201 : Private Instruction: Jazz - CX

Prerequisite: Two semesters of non-jazz study (MUSI 202-219) or permission of the director of jazz studies. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Piano. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Organ. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Voice. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Violin/Viola. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private Instruction for Cello/Bass. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Flute. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Oboe/English Horn. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Bassoon. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Clarinet. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Saxophone. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Students register in 211A for 1 hour; 211B for 2 hours; 211C for 3 hours. (1 to 4)

MUSI 212 : Private Instruction: Trumpet - CX

Private instruction for Trumpet. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for French Horn. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Trombone. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Baritone/Tuba. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Percussion. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Guitar. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 - CX

Private instruction for Harp. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. 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 CX

Private instruction for Harpsichord. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Students register in 219A for 1 hour; 219B for 2 hours; 219C for 3 or 4 hours. (1 to 4)

MUSI 225 : Ear Training III - CX

A continuation of MUSI 126. Prerequisite: MUSI 126 or consent of instructor. (1)

MUSI 226 : Ear Training IV - CX

A continuation of MUSI 225. Prerequisite: MUSI 225 or consent of instructor. (1)

MUSI 235 : Music Theory & Analysis III

A continuation of MUSI 136. Further study of the materials and syntax of musical expression through an examination of modulation, larger formal structures, mode mixture, borrowed chords, augmented sixth chords, chromatic harmony, composition, etc. Prerequisite: MUSI 136 or consent of instructor. (3)

MUSI 236 : Music Theory & Analysis IV

Introduction to post-tonal techniques and the craft of the 21st century composer/arranger, including counterpoint, orchestration, and the development of thematic material into a composition. Prerequisite: MUSI 235 or consent of department chair. (4)

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. 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. (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

This course is designed for students with little to no vocal training. Students will learn fundamental vocal techniques, proper breathing, and posture, culminating in the ability to perform songs with confidence. May be repeated once for additional credit and/or further training toward the proficiency standard. (1)

MUSI 249 : Functional Improvisation & Arranging

This course introduces students to the fundamentals of musical improvisation and arranging. Through practical exercises,

listening, and composition assignments, students will develop their creative skills, enhance their understanding of musical structure, and explore various styles and genres. May be repeated once for additional credit. (2)

MUSI 251 : Keyboard Musicianship III

Continued development of piano and musicianship skills in a group piano setting, including scales and technique, accompanying, harmonization of melodies, lead-sheet realization, singing and playing, improvisation, transposing, open-score reading, hymn sight-reading, and public performance. Prerequisite: MUSI 152 or consent of instructor. Intended for music majors, but open to students in all areas. Culminates in the Keyboarding Proficiency Assessment. (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 301 : Music in Historical Context I

Music History in theory and practice from the Middle Ages through the Age of the Enlightenment. In this course students will study the development of Western music of the Middle Ages, Renaissance, Baroque, and Classical era through examination and performance of representative works of each time period. Prerequisites: MUSI 120 and MUSI 136. (4)

MUSI 302 : Music in Historical Context II

Music History in theory and practice from Beethoven's innovations to those of the present day. In this course students will study the development of Western music of the Romantic, Modernist, and Post-Modernist periods through examination of representative works of each time period. Prerequisites: MUSI 120 and 136. (4)

MUSI 310 : Practicum in Music Therapy

Observation, co-leading, or leading music therapy sessions are supervised by board-certified music therapists at healthcare, education, or community sites. Weekly seminars debrief clinical issues and develop musical interventions through singing, movement, improvisation, playing multiple genres on several instruments, and uses of technology. Repeatable for credit; 6 total hours required. Prerequisite: MUSI 160. (1)

MUSI 311 : Music for Diverse Learners

This course explores strategies for adapting music therapy and music education practices to meet the needs of diverse learners. Course will examine current legislation related to the education and care of children and adolescents with disabilities. Topics include cultural competence, adapting music interventions and materials, and best practices for addressing the needs of individuals with disabilities and diverse cultural backgrounds. Restricted to Music Education and Music Therapy majors. (4)

MUSI 312 : Psychology of Music

Music psychology research relevant to the development of neurology and the brain, musical abilities, music perceptions and cognition, learning, emotion and meaning, performance, performance anxiety, and other musical behaviors. Open to all Music majors. (4)

MUSI 313 : Music Therapy in Medicine

An investigation of the theory, research, and clinical skills related to the use of music therapy in medical centers. A focus is on the connection of the mind, body, and spirit, and how music can influence one's health. Topics include music therapy and telehealth, palliative care, hospice, pain management, and rehabilitative medicine. Prerequisite: MUSI 160, PSYC 101. (4)

MUSI 314 : Music Therapy in Mental Health & Wellness

This course investigates theory, research, and clinical skills related to the use of music therapy in mental health care. Psycho-musical foundations of music therapy, behavioral-emotional disorders, self-identity formation and maintenance, psychotherapeutic models, and music therapy approaches will be explored. Ethics, group process, and multicultural issues will be address within the context of music therapy practice. Perspectives of wellness, wellness centers are considered. Prerequisite: MUSI 160, PSYC 101. (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 325 : Class Composition I

A systematic introduction to neo-tonal compositional languages, styles, and techniques resulting in individually composed chamber pieces. MUSI 325 and 326 are prerequisites for private study in Composition (MUSI 327). Students intending to major in Composition should take these courses in their first year of music study. Students majoring in other areas may take these courses after completing MUSI 236. MUSI 325 and MUSI 326 need not be taken in sequence. Prerequisite: MUSI 236 or consent of instructor. (2)

MUSI 326 : Class Composition II

A systematic introduction to pan-tonal compositional languages, styles, and techniques resulting in individually composed chamber pieces. MUSI 325 and MUSI 326 are prerequisites for private study in Composition (MUSI 327). Students intending to major in Composition should take these courses in their first year of music study. Students majoring in other areas may take these courses after completing MUSI 236. MUSI 325 and MUSI 326 need not be taken in sequence. Prerequisite: MUSI 236 or consent of instructor. (2)

MUSI 327 : Classical Music Composition - CX

A systematic approach to contemporary musical composition; students create and notate works for solo, small and large ensembles. May be repeated for additional credit. Private instruction; special fee in addition to tuition. Students register in 327A for 1 hour; 327B for 2 hours; 327C for 3 or 4 hours. Prerequisites: MUSI 325 and 326 or consent of instructor.

MUSI 329 : Popular Songwriting and Media Music - CX

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 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). (2)

MUSI 345 : Conducting I - CX

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 351 : Collaborative Piano Studies - CX

Laboratory experience in accompanying representative vocal and instrumental solo literature in the soloist's private lesson studio. Prerequisite: consent of instructor. (1)

MUSI 353 : Solo Vocal Literature - CX

Survey of solo vocal literature. (2)

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

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 360 : Choir of the West - CX

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 - CX

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 : Knights Chorus - CX

The study and performance of repertoire for tenor and bass voices. Emphasis on individual vocal and musical development. (1)

MUSI 363 : University Singers - CX

The study and performance of repertoire for soprano and alto voices. Emphasis on individual vocal and musical development. (1)

MUSI 366 : Opera - CX

Production of chamber opera, opera scenes, and full operas. Participation in all facets of production. Prerequisite: consent of instructor. (1)

MUSI 370 : University Wind Ensemble - CX

Study and performance of selected wind and percussion literature using various size ensembles. Membership by audition. (1)

MUSI 371 : University Concert Band - CX

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 - CX

Study of selected big band literature through rehearsal and performance. Membership by audition. (1)

MUSI 380 : University Symphony Orchestra - CX

Study of selected orchestral literature through rehearsal and performance. Membership by audition. (1)

MUSI 381 : Chamber Ensemble - CX

Reading, rehearsal, and performance of selected music for smaller ensembles. Prerequisite: consent of instructor. (1)

MUSI 383 : Piano Ensemble - CX

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 - CX

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 395 : Music Centers of the World - CX

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 399 : Junior Recital

Preparation and presentation of a juried half recital, normally in the junior year. Declared Bachelor of Music majors only. Private instruction; special fee in addition to tuition. Prerequisite: consent of instructor is required. (3)

MUSI 401 : Private Instruction:Jazz CX

Prerequisite: Two semesters of non-jazz study (202-219) or permission of the Director of Jazz Studies. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Piano. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Organ. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. Students register in 403A for 1 hour; 403B for 2 hours; 403C for 3 or 4 hours. (1)

MUSI 404 : Private Instruction: Voice CX

Private instruction for Voice. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. Students register in 404A for 1 hour; 404B for 2 hours; 404C for 3 or 4 hours. (1)

MUSI 405 : Private Instruction: Violin/Viola - CX

Private instruction for Violin/Viola. Special fee in addition to tuition. Concurrent registration in MUSI 199 required.

Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Cello/Bass. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Flute. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Oboe/English Horn. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Bassoon. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Clarinet. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Saxophone. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Trumpet. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for French Horn. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Trombone. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Baritone/Tuba. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Percussion. Special fee in addition to tuition. Concurrent registration in MUSI 199 required.

Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Guitar. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. 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 - CX

Private instruction for Harp. Special fee in addition to tuition. Concurrent registration in MUSI 199 required. Restricted to music majors who have passed the Sophomore Assessment Jury; or permission of the Department. Students register in 418A for 1 hour; 418B for 2 hours; 418C for 3 or 4 hours. (1 to 4)

MUSI 420 : Private Instruction: Pedagogy - CX

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 : Functional Piano for the Professional Musician

Advanced development of piano and musicianship skills in a group piano setting, focusing on the necessary skills for choir direction, including vocal warm-ups, open score reading, sight-reading, hymn sight-reading, singing and playing, and accompanying. Prerequisite: MUSI 251, with a grade of C or better, and/or successful completion of the Keyboarding Proficiency Assessment. Required for Choral Music Education, Organ, and Piano majors, but open to students in all areas. (2)

MUSI 430 : Piano Literature I - CX

Study of representative piano repertoire from the 18th and early 19th Century. (2)

MUSI 431 : Piano Literature II - CX

Study of representative piano compositions of the late 19th and 20th Century. (2)

MUSI 445 : Conducting III

Refinement of patterns, gestures, and conducting techniques; application to appropriate vocal and instrumental scores. Prerequisite: MUSI 346. (1)

MUSI 451 : Piano Pedagogy I - CX

Teaching techniques for prospective teachers of piano, including techniques for individual and group instruction. Methods and materials will cover beginning to intermediate levels. Includes a practical teaching component. Required for piano majors, but open to all advanced pianists. (2)

MUSI 453 : Vocal Pedagogy - CX

Physiological, psychological, and pedagogical aspects of singing. (2)

MUSI 460 : Elementary Music Methods

A survey of materials and pedagogical approaches to teaching in the elementary music classroom. Prerequisite: MUSI 340. (3)

MUSI 461 : Band Repertoire and Rehearsal

A survey of repertoire and rehearsal techniques for teaching in a secondary band setting. Prerequisite: MUSI 340. (3)

MUSI 462 : Choral Repertoire and Rehearsal

A survey of repertoire and rehearsal techniques for teaching in a secondary choral setting. Prerequisite: MUSI 340. (3)

MUSI 463 : Orchestral Repertoire and Rehearsal

A survey of repertoire and rehearsal techniques for teaching in a secondary orchestral setting. Prerequisite: MUSI 340. (3)

MUSI 464 : Practicum in Music Education I

Music education students complete a minimum of 30 hours of field experience in local schools. Prerequisite: MUSI 340. Students enroll 2-3 semesters prior to student teaching.

MUSI 465 : Practicum in Music Education II (Pre-Student Teaching)

Music education students complete a minimum of 60 hours of field experience in a local school. Students enroll in the semester immediately preceding student teaching. Prerequisite: MUSI 340; 460; 461, 462, or 463 (depending on area of concentration); and 464. (1)

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 480 : Capstone in Music Therapy - SR

This course serves as the senior year culminating experience, as well as preparation for the six-month internship required by the American Music Therapy Association (AMTA). The course will examine current issues related to the field of music therapy, especially as addressed in the regional and national conferences. The course is designed as a seminar with a focus on discussion, readings, and personal reflections with 1:1 preparation for the transition from student to intern. (2)

MUSI 481 : Internship in Music Therapy

Supervised full-time clinical experience at an American Music Therapy Association (AMTA) National Roster or University-Affiliated Internship Site. (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 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)

NAIS 111 : Interconnections

A weekly meeting with program students and faculty to discuss progress, challenges, and the intersection of Indigenous approaches and the university experience. Students are encouraged to attend for no credit in subsequent semesters. Graded A/Pass/Fail. (1)

NAIS 112 : Interconnections

A weekly meeting with program students and faculty to discuss progress, challenges, and the intersection of Indigenous approaches and the university experience. Students are encouraged to attend for no credit in subsequent semesters. Graded A/Pass/Fail. (1)

NAIS 244 : Environmental Justice and Indigenous People - ES, GE

This course examines the struggle against environmental destruction as fundamental to Indigenous experiences, tracing its history as a central feature of settler colonialism in the United States and globally. It focuses on Indigenous responses and decolonial strategies, and on the sometimes rocky relationship between Indigenous people and environmentalist movements. Students read works by Indigenous historians, environmental scholars, and activists, while also addressing real world environmental colonialism in the local community. (4)

NAIS 250 : Introduction to Native American & Indigenous Studies - ES, GE

Introduces students to the scope, methodologies, and intellectual traditions of Native American and Indigenous Studies, focusing on such topics as Indigeneity, settler colonialism, sovereignty, resilience, and the intersectionality of Indigeneity with gender and sexuality. May include community-based service learning components. (4)

NAIS 261 : Stories, Resistance, and Resilience: World Indigenous Literatures - IT, GE

Stories have an immense importance for Indigenous people globally and that importance is reflected in the many Indigenous literatures that have emerged since colonization. This course exposes students to Indigenous literature and critical approaches from around the world, helping them to understand why Indigenous literatures matter. (4)

NAIS 286 : Sámi Film and the Indigenous North - IT, GE

By studying film, video, and television created by this Indigenous Arctic people, students will be introduced to the 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 and how film can express and address these issues. In English. (4)

NAIS 287 : Special Topics in Native American & Indigenous 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)

NAIS 288 : Special Topics in Native American & Indigenous 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)

NAIS 321 : Visual Sovereignty and Indigenous Film - IT, GE

Working with Indigenous and film studies theory, students will develop a familiarity with themes and trends in Indigenous film and related media, while also developing the critical tools and analytical skills necessary to analyze and discuss them and how they relate to broader issues of Indigeneity. (4)

NAIS 363 : Race and Indigeneity - ES, GE

This course examines ways that settler colonial ideologies of race have been developed and applied to Indigenous. Relying

on critical readings on the intersection of race and Indigeneity in US and global contexts, this seminar equips students with important intellectual tools to understand the complexities of these intersections. (4)

NAIS 387 : Special Topics in Native American & Indigenous 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)

NAIS 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)

NAIS 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 4)

NSCI 287 : Special Topics in NSCI

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

NSCI 350 : STEM Education Partnership Program

This course introduces students to STEM teaching and provides opportunities for gaining teaching experience in a K-8 classroom. Teams of students will partner with K-8 teachers to co-develop and co-teach classroom lessons. Topics include Next Generation Science Standards and Common Core Standards in Mathematics, STEM-specific teaching strategies, issues of classroom equity and access, and designing assessments of STEM learning. Prerequisites: Consent of instructor and completion of one of the following with a grade of C- or above: BIOL 226 or CHEM 116 or CSCI 270 or GEOS 201 or MATH 152 or PHYS 154/164. (4)

NSCI 387 : Special Topics in NSCI

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

NSCI 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)

NURA 120 : Nutrition in Healthcare

This course provides an introduction into the science of nutrition and the foundational concepts of diet and nutrition related to health across the lifespan with the context of healthcare professions. This course is open to students in any discipline and is a prerequisite to enter the nursing program. (1)

NURA 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)

NURA 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)

NURA 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)

NURA 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)

NURA 305 : Patho/Pharm I

This is the first course in a series of 3 that provide an integrated understanding of the human response to pathological conditions and the associated pharmacological principles of major drug classifications, therapeutic modalities, and alternatives to pharmacologic interventions of these conditions. (4)

NURA 306 : Foundations of Care Delivery & Health Promotion

Focuses on the core knowledge and competencies necessary to promote health and provide nursing care across the lifespan. (3)

NURA 307 : Health & Physical Assessment

Focuses on the core knowledge and competencies necessary to perform health and physical assessment across the lifespan. (3) (2 credits didactic, 1 credit lab)

NURA 308 : Clinical Practicum I

Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (3)

NURA 309 : Professional Foundations & Principles of Leadership

Focuses on the core knowledge and competencies of nursing practice. (2)

NURA 310 : Scholarly Writing Concepts

Focuses on the basic rules of APA Style in writing term papers, research reports, and journal articles. (1)

NURA 311 : Patho/Pharm II

This is the second course in a series of 3 that provide an integrated understanding of the human response to pathological conditions and the associated pharmacological treatment modalities and alternatives to pharmacologic interventions of these conditions. (2)

NURA 314 : Care of Chronic Conditions

Focuses on the core knowledge necessary to apply the nursing process to care of patients across the lifespan living with chronic conditions. (3)

NURA 315 : Psych/Mental Health

Focuses on the core knowledge necessary to apply the nursing process to care of patients across the lifespan experiencing mental health issues. (2)

NURA 316 : Clinical Practicum II

Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (5)

NURA 317 : Theory & Evidence

Explores the philosophies, theories, and history of the science of nursing. (1)

NURA 318 : Research Methods

Focuses on the core knowledge of research required to assess research quality and its applicability to nursing practice. (2)

NURA 319 : Healthcare Technology

Examines current and emerging health care technologies in healthcare. (1)

NURA 320 : Fundamentals of Nursing

Introduces foundational nursing principles and skills for safe, high-quality, person-centered care. Students examine the history, scope, and ethical responsibilities of nursing while building competencies in the nursing process, interprofessional communication, and critical thinking. Emphasis is placed on safety, infection control, and quality care. Students learn to support individual across the lifespan through evidence-based, holistic, and equitable care. Lab and clinical experiences promote development of basic nursing skills and professionalism. (6)

NURA 330 : Health & Physical Assessment

Provides foundational skills for conducting health assessments across the lifespan. Students collect health histories, perform systematic physical exams, and differentiate normal from abnormal findings in various care settings. Emphasizes health promotion, community and environmental factors, and the influence of social determinants of health. Prepares students to apply clinical judgement and evidence-based practices to assessment and patient education. (4)

NURA 340 : Pathophysiology

Introduces disease mechanisms and their effects on physiological function. Students distinguish normal from pathological states, assess disease progression, and correlate signs and symptoms with diagnostic data. Emphasis is placed on clinical reasoning and the integration of pathophysiological knowledge into evidence-based nursing care. (4)

NURA 350 : Pharmacology

Builds foundational pharmacological knowledge to support safe, person-centered care. Covers drug classes, actions, uses, precautions, and patient education. Students apply critical thinking and clinical judgment to promote health through pharmacotherapy, emphasizing safety, accurate documentation, and interprofessional communication. (3)

NURA 360 : Nursing Care of Adults I

Prepares students to care for adults with select acute and chronic conditions. Emphasizes clinical judgment, evidence-based practice, and interprofessional collaboration. Students apply foundational knowledge in pathophysiology, pharmacology, and nursing interventions while addressing ethical, cultural, and social factors. Lab and clinical experiences promote continued development of nursing skills and professionalism. (7)

NURA 370 : Research, Theory, & EBP

Explores the integration of nursing theory, research, and evidence-based practice. Students learn to evaluate research using critical appraisal skills and apply findings to clinical decision-making. Emphasizes the nurse's role in advancing care through the use of evidence and inquiry. (2)

NURA 380 : Mental Health Nursing

Prepares students to support mental health across the lifespan and care for individuals experiencing psychiatric conditions. Emphasizes biological, psychological, social, and cultural influences on mental health; including, trauma, social determinants of health, and stigma. Clinical experiences promote continued development of nursing skills and professionalism. (3)

NURA 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)

NURA 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)

NURA 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)

NURA 390 : Diversity & Population Health - GE

Explores the structural, socio-cultural, and political factors that drive health inequities in the U.S. and globally. Students examine how systemic inequalities, shaped by race, ethnicity, language, religion, class, ability, nationality, sexuality, and gender affect health outcomes and access to care. Emphasizing social determinants of health, students analyze disparities through an intersectional lens and compare global health systems and public health strategies. (5)

NURA 401 : Care of Complex Conditions

Focuses on the core knowledge necessary to apply the nursing process to care of patients across the lifespan with exacerbations of chronic and/or acute conditions in complex care situations. (3)

NURA 402 : Patho/Pharm III

This is the final course in a series of 3 that provide an integrated understanding of the human response to pathological conditions and the associated pharmacological principles of major drug classifications, therapeutic modalities, and alternatives to pharmacologic interventions of these conditions. (2)

NURA 403 : Clinical Practicum III

Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (5)

NURA 404 : Healthcare Diversity - GE

Focuses on core knowledge and competencies necessary to give culturally congruent care to people from diverse populations. Open to non-nursing students with instructor permission. (4)

NURA 405 : Informed Practice

Focuses on the core knowledge of research required to assess research quality and its applicability to nursing practice. (2)

NURA 406 : Continuity of Care

Focuses on the core knowledge necessary to apply the nursing process to ensure continuity of care across settings for individuals and populations. (3)

NURA 407 : Clinical Practicum IV

Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (6)

NURA 408 : Organizational & Economic Context of Care

Focuses on the core knowledge vocabulary, concepts in organizational behavior, financial management and strategy to plan, create, implement, and monitor initiatives, and effectively communicate within the healthcare environment. (2)

NURA 409 : Health 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. (2)

NURA 420 : Nursing Care of Adults II

Continues to prepares students to care for adults with acute and chronic conditions not covered in Nursing Care of Adults I. Emphasizes clinical judgement, evidence-based practice, and interprofessional collaboration. Students apply foundational knowledge in pathophysiology, pharmacology, and nursing interventions while addressing ethical, cultural, and social factors. Lab and clinical experiences promote continued development of nursing skills and professionalism. (6)

NURA 430 : Gerontological Nursing

Explores the complexities of aging and nursing care to support functional ability, well-bring, and quality of life. Students examine geriatric syndromes, multimorbidity, and health disparities in older adults. Emphasizes evidence-based care

models, family support, and interdisciplinary collaboration to improve outcomes in aging populations. (2)

NURA 440 : Pediatric Nursing

Prepares students to care for infants, children, and adolescents and their families, emphasizing a family-centered approach. Explores normal growth and development, health promotion and maintenance, and the identification of normal and abnormal findings. Focuses on safe and developmentally appropriate interventions and professional nursing practice. Clinical experiences promote continued development of nursing skills and professionalism. (3)

NURA 450 : Maternal Newborn Nursing

Focuses on nursing care for childbearing individuals, newborns, and families. Students apply evidence-based, person-centered care across routine and high-risk perinatal scenarios. Topics include physiological changes, health equity, and the impact of social determinants of health. Emphasizes ethical and respectful care through interdisciplinary collaboration. Clinical experiences promote continued development of nursing skills and professionalism. (3)

NURA 460 : Applied Nursing I: Informatics

Introduces students to artificial intelligence (AI), informatics, and healthcare technology within specific practice areas. Students will explore how digital tools support clinical decision-making, improve outcomes, and advance evidence-based care, with attention to ethical, legal, and policy considerations. Content is applied in a specific nursing environment, allowing students to examine real-world use of technology while building skills in documentation, communication, and collaboration. The course also provides an opportunity to learn about specific practice areas to support career exploration. (3)

NURA 470 : Community Health Nursing

Prepares students to assess communities using systems thinking and the nursing process. Examines the role of public health nursing, epidemiology, and interprofessional collaboration. Emphasizes health promotion, equity, and disease prevention. Explores healthcare policy and advocacy in local, national, and global contexts. Clinical experiences promote continued development of nursing skills and professionalism. (3)

NURA 480 : Applied Nursing II: Leadership

Introduces students to clinical judgment and leadership within specific practice areas. Students will apply principles of critical thinking, decision-making, and team leadership to complex patient care scenarios, while exploring strategies to guide safe, effective nursing practice. Content is grounded in a specific nursing environment, allowing students to examine real-world applications of clinical judgement and leadership while building skills in documentation, communication, and collaboration. The course also provides an opportunity to learn about specific practice areas to support career exploration. (3)

NURA 483 : Transition to Practice

Transition and socialization into the BSN-prepared Registered Nurse role is explored. Role transition includes: the BSN's professional practice, certification, and licensure requirements. (1)

NURA 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)

NURA 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)

NURA 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)

NURA 491 : Independent Study

Individualized study in consultation with an instructor. Prerequisite: permission of the dean. (1 to 4)

NURA 496 : Transition to Practice

Prepares students to transition from knowledge-based learners to clinically-prepared, critically thinking professional nurses. Emphasizes an understanding of prioritization, safe decision-making, and adaptive reasoning. Guides students through NCLEX preparation and provides structured opportunities to identify and address personal knowledge gaps and hone test-taking strategies for all NCLEX item types. Promotes critical thinking and clinical judgements through the iterative application of complex, real-world scenarios. Encourages self-reflection of readiness for practice and development of a personalized plan for continued competence and professional growth as a nurse. (2)

NURA 497 : Capstone - SR

Provides students with a culminating academic and clinical experience that integrates theoretical knowledge with professional practice. Synthesizes learning across the nursing curriculum through a capstone project and a supervised clinical preceptorship. The capstone project focuses on developing and disseminating a scholarly work that addresses a relevant issue in nursing practice, education, leadership, or healthcare policy. The clinical preceptorship focuses on demonstrating clinical competency, refinement of clinical judgement and critical thinking, and provision of safe, effective, nursing care. (5)

NURA 498 : Capstone Seminar - SR

Focuses on the practical application of nursing knowledge by synthesizing core knowledge, competencies, professional values, and leadership skills in nursing situations as evidenced by completion of a scholarly project. (2)

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. (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 : Clinical Outcomes Management 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 : Clinical Outcomes Management 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 538 (or as a corequisite). (6) (2 credits didactic, 4 credits clinical)

NURS 534 : Informatics in Nursing and Healthcare

Develop an understanding of clinical and administrative information systems in the healthcare field. The focus will be on collaborating to design and utilize information systems to make better decisions to improve patient health and organizational performance. (2) (2 credits didactic)

NURS 541 : Advanced Health Assessment and Health Promotion

Development and performance of the skills needed for advanced health assessment of individuals, families, or communities throughout the lifespan. Prerequisites: Basic health assessment skills. (3) (2 credits didactic and 1 credit lab)

NURS 542 : Advanced Pathophysiology and Pharmacology for Nursing Practice

Integrates principles of advanced pathophysiology as the basis for nursing symptom assessment and management of disease processes. (2) (2 credits didactic)

NURS 544 : Advanced Nursing Management of Illness and Disease

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. (4) (2 credits didactic, 2 credits clinical)

NURS 587 : Special Topics in Nursing

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)

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 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. Repeatable for credit. (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 687 : Special Topics in Nursing

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)

NURT 120 : Nutrition in Healthcare

This course provides an introduction into the science of nutrition and the foundational concepts of diet and nutrition related to health across the lifespan with the context of healthcare professions. This course is open to students in any discipline and is a prerequisite to enter the nursing program. (1)

NURT 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)

NURT 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)

NURT 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)

NURT 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)

NURT 305 : Patho/Pharm I

This is the first course in a series of 3 that provide an integrated understanding of the human response to pathological conditions and the associated pharmacological principles of major drug classifications, therapeutic modalities, and alternatives to pharmacologic interventions of these conditions. (4)

NURT 306 : Foundations of Care Delivery & Health Promotion

Focuses on the core knowledge and competencies necessary to promote health and provide nursing care across the lifespan. (3)

NURT 307 : Health & Physical Assessment

Focuses on the core knowledge and competencies necessary to perform health and physical assessment across the lifespan. (3) (2 credits didactic, 1 credit lab)

NURT 308 : Clinical Practicum I

Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (3)

NURT 309 : Professional Foundations & Principles of Leadership

Focuses on the core knowledge and competencies of nursing practice. (2)

NURT 310 : Scholarly Writing Concepts

Focuses on the basic rules of APA Style in writing term papers, research reports, and journal articles. (1)

NURT 311 : Patho/Pharm II

This is the second course in a series of 3 that provide an integrated understanding of the human response to pathological conditions and the associated pharmacological treatment modalities and alternatives to pharmacologic interventions of these conditions. (2)

NURT 314 : Care of Chronic Conditions

Focuses on the core knowledge necessary to apply the nursing process to care of patients across the lifespan living with chronic conditions. (3)

NURT 315 : Psych/Mental Health

Focuses on the core knowledge necessary to apply the nursing process to care of patients across the lifespan experiencing mental health issues. (2)

NURT 316 : Clinical Practicum II

Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (5)

NURT 317 : Theory & Evidence

Explores the philosophies, theories, and history of the science of nursing. (1)

NURT 318 : Research Methods

Focuses on the core knowledge of research required to assess research quality and its applicability to nursing practice. (2)

NURT 319 : Healthcare Technology

Examines current and emerging health care technologies in healthcare. (1)

NURT 320 : Fundamentals of Nursing

Introduces foundational nursing principles and skills for safe, high-quality, person-centered care. Students examine the history, scope, and ethical responsibilities of nursing while building competencies in the nursing process, interprofessional communication, and critical thinking. Emphasis is placed on safety, infection control, and quality care. Students learn to support individual across the lifespan through evidence-based, holistic, and equitable care. Lab and clinical experiences promote development of basic nursing skills and professionalism. (6)

NURT 330 : Health & Physical Assessment

Provides foundational skills for conducting health assessments across the lifespan. Students collect health histories, perform systematic physical exams, and differentiate normal from abnormal findings in various care settings. Emphasizes health promotion, community and environmental factors, and the influence of social determinants of health. Prepares students to apply clinical judgement and evidence-based practices to assessment and patient education. (4)

NURT 340 : Pathophysiology

Introduces disease mechanisms and their effects on physiological function. Students distinguish normal from pathological states, assess disease progression, and correlate signs and symptoms with diagnostic data. Emphasis is placed on clinical reasoning and the integration of pathophysiological knowledge into evidence-based nursing care. (4)

NURT 350 : Pharmacology

Builds foundational pharmacological knowledge to support safe, person-centered care. Covers drug classes, actions, uses, precautions, and patient education. Students apply critical thinking and clinical judgment to promote health through pharmacotherapy, emphasizing safety, accurate documentation, and interprofessional communication. (3)

NURT 360 : Nursing Care of Adults I

Prepares students to care for adults with select acute and chronic conditions. Emphasizes clinical judgment, evidence-based practice, and interprofessional collaboration. Students apply foundational knowledge in pathophysiology, pharmacology, and nursing interventions while addressing ethical, cultural, and social factors. Lab and clinical experiences promote continued development of nursing skills and professionalism. (7)

NURT 370 : Research, Theory, & EBP

Explores the integration of nursing theory, research, and evidence-based practice. Students learn to evaluate research using critical appraisal skills and apply findings to clinical decision-making. Emphasizes the nurse's role in advancing care through the use of evidence and inquiry. (2)

NURT 380 : Mental Health Nursing

Prepares students to support mental health across the lifespan and care for individuals experiencing psychiatric conditions. Emphasizes biological, psychological, social, and cultural influences on mental health; including, trauma, social determinants of health, and stigma. Clinical experiences promote continued development of nursing skills and professionalism. (3)

NURT 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)

NURT 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)

NURT 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)

NURT 390 : Diversity & Population Health - GE

Explores the structural, socio-cultural, and political factors that drive health inequities in the U.S. and globally. Students examine how systemic inequalities, shaped by race, ethnicity, language, religion, class, ability, nationality, sexuality, and gender affect health outcomes and access to care. Emphasizing social determinants of health, students analyze disparities through an intersectional lens and compare global health systems and public health strategies. (5)

NURT 401 : Care of Complex Conditions

Focuses on the core knowledge necessary to apply the nursing process to care of patients across the lifespan with exacerbations of chronic and/or acute conditions in complex care situations. (3)

NURT 402 : Patho/Pharm III

This is the final course in a series of 3 that provide an integrated understanding of the human response to pathological conditions and the associated pharmacological principles of major drug classifications, therapeutic modalities, and alternatives to pharmacologic interventions of these conditions. (2)

NURT 403 : Clinical Practicum III

Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (5)

NURT 404 : Healthcare Diversity - GE

Focuses on core knowledge and competencies necessary to give culturally congruent care to people from diverse populations. Open to non-nursing students with instructor permission. (4)

NURT 405 : Informed Practice

Focuses on the core knowledge of research required to assess research quality and its applicability to nursing practice. (2)

NURT 406 : Continuity of Care

Focuses on the core knowledge necessary to apply the nursing process to ensure continuity of care across settings for individuals and populations. (3)

NURT 407 : Clinical Practicum IV

Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (6)

NURT 408 : Organizational & Economic Context of Care

Focuses on the core knowledge vocabulary, concepts in organizational behavior, financial management and strategy to plan, create, implement, and monitor initiatives, and effectively communicate within the healthcare environment. (2)

NURT 409 : Health 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. (2)

NURT 420 : Nursing Care of Adults II

Continues to prepares students to care for adults with acute and chronic conditions not covered in Nursing Care of Adults I. Emphasizes clinical judgement, evidence-based practice, and interprofessional collaboration. Students apply foundational knowledge in pathophysiology, pharmacology, and nursing interventions while addressing ethical, cultural, and social factors. Lab and clinical experiences promote continued development of nursing skills and professionalism. (6)

NURT 430 : Gerontological Nursing

Explores the complexities of aging and nursing care to support functional ability, well-bring, and quality of life. Students examine geriatric syndromes, multimorbidity, and health disparities in older adults. Emphasizes evidence-based care models, family support, and interdisciplinary collaboration to improve outcomes in aging populations. (2)

NURT 440 : Pediatric Nursing

Prepares students to care for infants, children, and adolescents and their families, emphasizing a family-centered approach. Explores normal growth and development, health promotion and maintenance, and the identification of normal and abnormal findings. Focuses on safe and developmentally appropriate interventions and professional nursing practice. Clinical experiences promote continued development of nursing skills and professionalism. (3)

NURT 450 : Maternal Newborn Nursing

Focuses on nursing care for childbearing individuals, newborns, and families. Students apply evidence-based, person-centered care across routine and high-risk perinatal scenarios. Topics include physiological changes, health equity, and the impact of social determinants of health. Emphasizes ethical and respectful care through interdisciplinary collaboration. Clinical experiences promote continued development of nursing skills and professionalism. (3)

NURT 460 : Applied Nursing I: Informatics

Introduces students to artificial intelligence (AI), informatics, and healthcare technology within specific practice areas. Students will explore how digital tools support clinical decision-making, improve outcomes, and advance evidence-based care, with attention to ethical, legal, and policy considerations. Content is applied in a specific nursing environment, allowing students to examine real-world use of technology while building skills in documentation, communication, and collaboration. The course also provides an opportunity to learn about specific practice areas to support career exploration. (3)

NURT 470 : Community Health Nursing

Prepares students to assess communities using systems thinking and the nursing process. Examines the role of public health nursing, epidemiology, and interprofessional collaboration. Emphasizes health promotion, equity, and disease prevention. Explores healthcare policy and advocacy in local, national, and global contexts. Clinical experiences promote continued development of nursing skills and professionalism. (3)

NURT 480 : Applied Nursing II: Leadership

Introduces students to clinical judgment and leadership within specific practice areas. Students will apply principles of critical thinking, decision-making, and team leadership to complex patient care scenarios, while exploring strategies to guide safe, effective nursing practice. Content is grounded in a specific nursing environment, allowing students to examine real-world applications of clinical judgement and leadership while building skills in documentation, communication, and collaboration. The course also provides an opportunity to learn about specific practice areas to support career exploration. (3)

NURT 483 : Transition to Practice

Transition and socialization into the BSN-prepared Registered Nurse role is explored. Role transition includes: the BSN's professional practice, certification, and licensure requirements. (1)

NURT 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)

NURT 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)

NURT 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)

NURT 491 : Independent Study

Individualized study in consultation with an instructor. Prerequisite: permission of the dean. (1 to 4)

NURT 496 : Transition to Practice

Prepares students to transition from knowledge-based learners to clinically-prepared, critically thinking professional nurses. Emphasizes an understanding of prioritization, safe decision-making, and adaptive reasoning. Guides students through NCLEX preparation and provides structured opportunities to identify and address personal knowledge gaps and hone test-taking strategies for all NCLEX item types. Promotes critical thinking and clinical judgements through the iterative application of complex, real-world scenarios. Encourages self-reflection of readiness for practice and development of a personalized plan for continued competence and professional growth as a nurse. (2)

NURT 497 : Capstone - SR

Provides students with a culminating academic and clinical experience that integrates theoretical knowledge with professional practice. Synthesizes learning across the nursing curriculum through a capstone project and a supervised clinical preceptorship. The capstone project focuses on developing and disseminating a scholarly work that addresses a relevant issue in nursing practice, education, leadership, or healthcare policy. The clinical preceptorship focuses on demonstrating clinical competency, refinement of clinical judgement and critical thinking, and provision of safe, effective, nursing care. (5)

NURT 498 : Capstone Seminar - SR

Focuses on the practical application of nursing knowledge by synthesizing core knowledge, competencies, professional values, and leadership skills in nursing situations as evidenced by completion of a scholarly project. (2)

PHIL 121 : The Examined Life - VW

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 - VW

Major moral theories of Western civilization, including contemporary moral theories. Critical application to selected moral issues. (4)

PHIL 128 : Politics and the Good Society - VW

An examination of major political theories in the Western philosophical tradition, with a focus on questions regarding the nature of just political institutions. Can count toward a minor in Politics and Government. (4)

PHIL 223 : Bioethics - VW

An inquiry into the ethical issues surrounding birth, health, and death. Specific topics may include the ethics of conception and genetic manipulation, domestic and international health care policy, abortion, and euthanasia, as well as the nature of human flourishing. (4)

PHIL 225 : Business Ethics - VW

An inquiry into the ethics of the marketplace and the activities that take place within its context. Specific topics may include the ethics of anticompetitive practices, corporate subsidies and bailouts, pollution, exploitation, and fraud as they related to specific industries. Pass/fail options do not apply to business majors either declared or intending to declare. (4)

PHIL 226 : Environmental Ethics - VW

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 232 : Technology Ethics - VW

An inquiry into the ethical issues surrounding existing and emerging technologies. Specific topics may include fossil fuel technology and climate change, nuclear technology and nuclear war, social media and political polarization, and artificial intelligence and existential risk. (4)

PHIL 238 : Existentialism and the Meaning of Life - VW

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 248 : Innovation, Ethics, & Society - ES

A history of innovation, problem solving, and creativity in the global economy, emphasizing the ethical considerations that arise as a result of new products and initiatives, disruptive technologies, globalization, and cultural change. Draws attention to stages in the innovation process and the importance of teamwork, effective communication, and design. (4)

PHIL 287 : Special Topics in Philosophy

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 311 : Topics in Ethics - VW

Examination of an ethical issue or question in light of one or more of the major currents in Western ethical philosophy. May be repeated for credit once with a different topic. Prerequisite: sophomore standing. (4)

PHIL 312 : Topics in Philosophy and Politics - VW

Examinations of a political issue or question in the light of one or more of the major political theories in the Western philosophical tradition. May be repeated for credit once with a different topic. Prerequisite: sophomore standing. (4)

PHIL 314 : Topics in the History of Philosophy - VW

Study of selected topics or historical figures in the history of philosophy. May be repeated for credit once with a different topic. Prerequisite: sophomore standing. (4)

PHIL 327 : Environmental Philosophy - VW

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. Prerequisite: sophomore standing. (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 495 : Internship

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

PHIL 499 : Capstone: Advanced Seminar in Philosophy - SR

Exploration in a seminar format of an important philosophical issue, thinker, or movement. Topic to be announced at the time course is offered. Prerequisite: Three philosophy courses or consent of instructor. May be repeated once for credit. (4)

PHYS 104 : The Science of Sound - NW

An introduction to sound and music for non-science majors. Topics include vibrations, simple harmonic motion, waves, resonance, sound production in musical instruments, the human voice and ear, pitch, loudness, timbre, and acoustics. Includes an in-class laboratory. Prerequisite: PLU Math Placement into MATH 115 or above. (4)

PHYS 110 : Astronomy - NW

Stars and their evolution, galaxies and larger structures, cosmology, and the solar system. Emphasis on observational evidence. Evening observing sessions. Prerequisite: MATH 115 or equivalent by math placement exam. (4)

PHYS 125 : College Physics I - NW

An algebra-based introduction to physics; including, the topics of kinematics, forces, momentum, work, energy, gravitation, and rotational motion. 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 - NW

An algebra-based introduction to physics; including, the topics of electricity, magnetism, waves, and optics. Prerequisite: PHYS 125 with a C- or higher. Prerequisite or corequisite: PHYS 136.(4)

PHYS 135 : College Physics I Laboratory

Basic laboratory experiments in mechanics 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 in electricity, magnetism, waves, and optics are performed in conjunction with the College Physics sequence. Concurrent registration in PHYS 126 is required. (1)

PHYS 153 : General Physics I - NW

A calculus-level survey of basic concepts in physics, emphasizing mechanics. Topics covered may include kinematics, Newton's Laws, circular motion, momentum, energy, oscillations, 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 - NW

A calculus-level survey of the general fields of physics emphasizing electromagnetism. Topics may include electricity, magnetism, circuits, waves, 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 in mechanics 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 in electricity, magnetism, waves, and optics are performed in conjunction with the General Physics sequence. Concurrent registration in PHYS 154 is required. (1)

PHYS 223 : Elementary Modern Physics

An introduction to the fundamental concepts that form the basis of special relativity and quantum mechanics. Topics may include time dilation, length contraction, four-momentum, wave interference and diffraction, wave-particle duality, and the modeling of bound systems. Prerequisites: PHYS 154 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 310 : Methods of Experimental Physics

A selected treatment of laboratory techniques; including, experimental design, error analysis, and communication of scientific results. Laboratory topics include circuits, electricity and magnetism, optics, and modern physics. Prerequisite: PHYS 154 with a C-or higher. (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 : Oscillations, Waves, & Optics

An introduction to oscillations and waves in their mechanical and electrical realizations. Methods for solving ordinary and partial differential equations and vector calculus will be discussed as relevant. In the final part of the course, applications of electromagnetic waves to physical optics will be discussed. Prerequisites: PHYS 154 with a C- or higher. Prerequisite or Corequisite: MATH 253. (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

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 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

An introduction to the fundamental techniques and concepts of quantum mechanics and their applications. Topics may include Schroedinger's equation, wavefunctions, Dirac notation, spin, and quantum information. Prerequisites: PHYS 223 with a C- or higher. Prerequisite or Corequisite: PHYS 354 or MATH 351 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 499 : Capstone: Senior Seminar SR

Professional development, exploring career paths, case studies in ethics, literature review, experimental design, and the research process. 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 499. (1)

PLUS 100 : Transitions to PLU

Specifically designed for first-year students. Affirming students' past experiences, this course assists an individual student's successful navigation of the complex transition to Pacific Lutheran University. Students will identify resources, develop strategies, and hone skills and capacities for college success; including, understanding the roles and responsibilities of university students, faculty, and staff, and alumni/community partners. Community connections, academic support, and personal wellness will be explored within the context of the PLU values of diversity, justice, and sustainability (DJS). Course topics include increasing hope, understanding vocation, appreciating liberal arts, developing metacognition, maximizing campus resources, creating an academic plan, and learning professional communication skills. (1)

PLUS 110 : College Learning Strategies

Effective strategies for college learning. Emphasizes a metacognitive and self-regulated approach to deep learning through reading, note taking, test preparation and test taking strategies. Coursework supplemented by two individual academic counseling appointments. (1)

PLUS 115 : 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. (1)

PLUS 287 : Special Topics in PLU Success

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

PLUS 288 : Special Topics in PLU Success

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

PLUS 289 : Special Topics in PLU Success

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

PLUS 320 : Effective Tutoring Methods

Typically offered during Summer Session II, this course is designed to train peer tutors in the application of learning theory to one-on-one and group tutoring situations. The online course will be followed by an on-site practical workshop at the beginning of the semester. Enrollment with instructor's permission. (0-1)

PLUS 387 : Special Topics in PLU Success

To provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title 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 151 : American Government - ES

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 - ES, GE

A survey course in international relations with emphasis on current events. (4)

POLS 240 : Political Activism - ES

This course is designed to help students identify ways that they might contribute to the betterment of the communities of which they are a part through engagement with the political process. In addition to working on their own social action work, students will engage with the long history of political activism in this country and the ways that that previous work has shaped the contemporary political landscape. (4)

POLS 251 : Introduction to Political Science

This course is designed for political science majors and is an introduction to the discipline of Political Science. Throughout the semester we will learn about the various subfields of the discipline and contributions that the discipline has made to our understanding of American politics. (4)

POLS 265 : Latino Politics - ES, GE

This course will discuss the demographics, histories, and racialization of Latinos in the U.S. Likewise, students will explore contemporary research that examines Latinos' quest for political empowerment and how they are transforming American politics and society. Likewise, students will engage in an in-depth examination of contemporary realities for Latino professionals, including ideas on how to increase the numbers of Latino professionals. Finally, the class will provide an intersectional framework for examining how, in addition to race, other identities such as gender, "illegality", and sexuality shape the political experiences of Latinos in U.S. society and 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 345 : Government and Public Policy - ES

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 - ES, GE

An examination of environmental problems from political perspectives, including international and domestic political contexts and methods of evaluating policies. (4)

POLS 354 : State and Local Government - ES

Governmental structures, processes, and policy at state, local, and regional levels of the American system. (4)

POLS 361 : Political Parties and Elections - ES

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 365 : Race and Ethnic Politics - ES, GE

An interdisciplinary examination of the way racial and ethnic conflict shapes and structures American political, social, and economic life focused on the best path toward democratic equality. Discussions center on the literature that examines the integration of disenfranchised ethno-racial groups into in U.S. society, addressing the contemporary implications of changing demographics on institutions of power and on democracy in the U.S. (Intensive writing course). (4)

POLS 370 : Prisons & Prisoners

This course is an examination of the era of mass incarceration in the United States. We will explore the racial, economic, and gender dynamics of this issue as well as various alternatives to the current system. This course meets an elective requirement or a public policy requirement for the Political Science major or minor. (4)

POLS 372 : Constitutional Law - IT

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 - IT

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 450 : Internship in Politics

Internship in the political dimensions of non-governmental organizations. 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. POLS 151 strongly advised before taking upper division courses for POLS majors. (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. POLS 151 strongly advised before taking upper division courses for POLS majors. (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. POLS 151 strongly advised before taking upper division courses for POLS majors. (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 & completion of the Public Policy Requirement (4 credits from POLS 345, 346, 354, or 370). (4)

PPAP 301 : 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, ENGL 311. (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. Cross-listed with COMA 322, ENGL 312. (4)

PPAP 321 : The Art of the Book I - CX

This studio course explores the history, aesthetics, and creative dimensions of book design, typography, and printing as it relates to artist books. Students will learn the basics of letterpress printing and bookbinding. Prerequisite: Declared PPA minor or permission of instructor. Cross-listed with ARTD 315, ENGL 313. (4)

PPAP 322 : The Art of the Book II - CX

This course allows students to further explore book design, typography, and printing as it relates to book arts through independent projects and demonstrations. Prerequisite: PPAP 321 / ARTD 315 / ENGL 313 with a B grade or better or permission of instructor. Cross-listed with ENGL 314. (4)

PPAP 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)

PPAP 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)

PSYC 101 : Introduction to Psychology - ES

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 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 315 : Clinical Psychology 1: Mental Health and Psychological Disorders

This course provides an overview of systems of classifying and diagnosing psychological symptoms and biopsychosocial/developmental models for understanding and treating mental disorders (previously termed Abnormal Psychology). Prerequisites: PSYC101. (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 - GE

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 337 : Culture and Health

This course explores the role of culture on health issues around the world from a psychological perspective. Theories from health psychology, and secondarily from medical anthropology and medical sociology, are used to consider how culture impacts health behaviors and how behaviors and services might be improved. Major topics include mental and physical health, treatment, health services, and health promotion. Prerequisite: PSYC 101, SOCI 101, or ANTH 102. (4)

PSYC 339 : Race, Anti-Racism, and Child Development

This course explores issues of race and racism as they relate to development in infancy, childhood, and adolescence. Topics include: the development of racial and ethnic identity, the development of racial biases, the effects of racial discrimination on development, and antiracist parenting and policy practices. Prerequisites: PSYC 101. (4)

PSYC 351 : Minds, Brains, and Computers: Introduction to Cognitive Science

An introduction to the interdisciplinary study of the mind. Students will explore how the mind works through the lenses of philosophy, psychology, linguistics, neuroscience, and computer science. This course is the equivalent of PSYC 148. Students may not take both PSYC 148 and PSYC 351 for credit. 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 375 : Psychology of Women

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 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 435 : Clinical Psychology 2: Psychotherapy

Introduction to basic methods of counseling and psychotherapy, and examination of the theories from which these methods derive. Prerequisites: PSYC 315 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 and Memory

A critical overview of the science of learning and memory. 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. May be repeated for up to eight semester hours. Prerequisite: sophomore standing plus one course in psychology and consent of the department. (1 to 8)

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 eight semester hours. 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 may serve as a teaching assistant for the same psychology course no more than twice. May be repeated for up to four semester hours. Prerequisite: Grade of B or better in class for which a TA , a minimum 3.0 overall G.P.A., junior standing at time the course is offered, consent of instructor. (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 131 : The Religions of South Asia - RL, VW, GE

Hinduism, Buddhism, Jainism, and Sikhism - their origins and development, expansion, and contemporary issues. (4)

RELI 211 : Religion and Literature of the Hebrew Bible - RL, IT

This course introduces students to the critical study of the books in the Hebrew Bible Canon. Students will become familiar with the socio-historical context of these biblical books and their major theological themes; explore in depth a representative selection of Hebrew Bible texts; learn about a variety of historical, theological, and interpretive approaches by means of which to understand the historical context, literary artistry, and rhetorical power of scriptural texts; and explore the significance of these writings for the urgent challenges of today. (4)

RELI 212 : Religion and Literature of the New Testament - RL, IT

This course will introduce students to the scholarly study of the New Testament, as well as the Greco-Roman and Jewish contexts from which they emerged; students will also be introduced to the basic methods and issues in New Testament interpretation. Much of the course will focus on understanding these ancient texts in their historical contexts and what they reveal about the people who produced them, though there will be some consideration of their influence on some contemporary issues. No previous familiarity with the New Testament or its interpretation is expected. (4)

RELI 215 : Religions of the Ancient Mediterranean - RL, VW, GE

This course introduces the religiously, culturally, and socially diverse world of the Late Bronze Age. During this time, ancient Egypt, Anatolia, Mesopotamia, Syria-Palestine, and Greece created the world's first recorded unified economy. In 1300 BCE, humans believed that all duties were duties to the gods and all events had deity as their cause. Our research shows that three thousand years ago, humans were living productively in a religiously pluralistic society. The ancient Mediterranean cultures participated in and enjoyed the advantages of a religiously diverse community. This course examines the ways in which religion shaped the cultures of the ancient Mediterranean world. (4)

RELI 216 : Jesus and the Movies - RL, IT

This course introduces students to the academic study of the canonical Gospels, with a focus on comparing the Gospels, including how they present Jesus in different ways. Students will then consider how several movies about Jesus handle these different presentations. No previous familiarity with the Gospels or its interpretation is expected. (4)

RELI 220 : Early Christian History - RL, IT

This course explores the social, cultural, and theological diversity and forms of self-definition of early Christian history across territories in which it emerged, including Western Asia, North and East Africa, and Western Europe. In this course, emphasis will be placed on the ways in which Christian groups established core elements flowering from the life of Jesus of Nazareth, affirmed or undermined social norms, and how those social norms impacted conceptions of gender, health, poverty, authority, and the sacred. (4)

RELI 221 : Medieval Christian History - RL, IT

This course introduces students to the history of Christianity in centuries identified as "medieval", 500-1500. Through original sources and contemporary studies, students will explore the interplay between Christian values and practices and diverse cultures in eastern and western Europe; the charisma of various types of sanctity (holy persons, sites, and relics); the development of ascetic behavior for monastics and laity; the relationship between Christians and diverse political systems; and the role of Christianity in the development of western culture. (4)

RELI 223 : American Christianity - RL, VW

History of Christianity in North America, with a particular focus on the United States. Course covers the interaction of Christianity with social and political issues; including, immigration, slavery, the civil rights movement, and feminism. (4)

RELI 224 : Always Reforming: The Lutheran Heritage - RL, VW

This course is an introduction to the central insights, historical development, and formative practices of Lutheran Christianity. Through engaging texts from the sixteenth century to today, we will explore how this living tradition understands the meaning of human life. Lutheranism is a movement within the Christian tradition and the course examines it within the context of our diverse, pluralistic, and secular world. The course includes topics such as: the history of this tradition and its impact, grace and freedom, church and secular authority, and social advocacy in politics, race, and gender. (4)

RELI 226 : Christian Ethics - RL, VW

This course introduces and explores moral arguments in conversation with Christian traditions. We learn from the discipline of ethics to understand and think critically about arguments in historical, social, and experiential contexts and we engage in dialogue with sources from sacred Christian texts, from Christian social movement in the U.S., and from contemporary thinkers across the world. The primary goal of the course is to equip students with tools to think more deeply and more critically about moral issues in personal life, in community, and in politics. (4)

RELI 227 : Introduction to Christian Theologies - RL, VW

This course introduces contemporary theology and theological method while engaging topics such as the relation of faith and reason and the meaning of human suffering. This course focuses on a wide variety of theologies developed in the past 125 years from Europe, South and North America: Protestant, Catholic, feminist/womanist, Latin American liberation, and Black theologies. Students engage their own deepest convictions and beliefs and encounter tools to examine their ideas more clearly. RELI 247 for cross-cultural GenEd and RELI 257 for alternative perspective GenEd. (4)

RELI 229 : Health and Healing in Christian History - RL, IT

This course addresses the intersection of religion and medicine in Christian history. Students focus on approaches to health, healing, death and dying rooted in specific expressions of the Christian religion, universal and particular. Through analysis of primary and secondary source materials, students identify distinct Christian responses to physical, mental, and spiritual anguish as well as idiosyncrasies unique to social groups that identify as Christian. Students identify how historical context shapes Christian interpretations of health and well-being. (4)

RELI 230 : Religion and Culture - RL, VW, GE

Special topics course. Explores the interrelation and interaction of religion and culture in a variety of world religious traditions. Incorporates recognized methodologies in academic religious studies. May be repeated for credit with different topic (up to 12 credit hours). (4)

RELI 232 : The Buddhist Tradition - RL, VW, GE

Introduction to the history, teachings, and practice of Buddhist tradition in its South Asian, East Asian, and Western cultural contexts. (4)

RELI 233 : The Religions of China - RL, IT, GE

This course introduces students to the major traditions that have shaped Chinese culture, asking if we can understand them using the Western category of "religion". The course covers Daoism, Confucianism, Buddhism, Chinese folk practices, and Christianity. It closes with a study of the interplay of government policy and religious reality in China today. (4)

RELI 235 : Islamic Traditions - RL, VW, GE

An introduction to the history, teachings, and practices of Islam. (4)

RELI 236 : Native American Religious Traditions - RL, VW, GE

Introduction to a variety of Native American religious traditions, emphasizing the ways sacred traditions construct identity, promote individual and collective well-being, and respond to colonialism. Emphasis is also placed on notions of Indigenous religious traditions as expressions of a people's relationship with place, traditional ecological knowledge, and Indigenous ecological ethics. (4)

RELI 237 : Judaism - RL, IT, GE

Introduction to the history of the Jewish people and the religious tradition of Judaism. Emphasis is placed on the historical development of Judaism; the practice of Judaism and observation of Jewish law; impacts of and responses to anti-Semitism and the Holocaust. (4)

RELI 239 : Environment and Culture - RL, VW

This course focuses on ways environments and environmental issues are shaped by human culture, with particular attention to ways that religious traditions are responding to environmental degradation and environmental injustices. An introduction to humanistic study of the environment and the intercultural study of religion, the course equips students to more thoughtfully and critically analyze ideas and traditions in religious and indigenous communities and in the environmental movement. Centering democratic education, the class asks students to research, reflect, and practice communicating on current environmental concerns. (4)

RELI 240 : African American Religious Traditions - RL, VW, GE

Introduction to the history and diversity of African American and/or Afro-Caribbean religious traditions. Topics under consideration may include religion as a means for addressing social injustice, diasporic identities, healing from trauma, or its expression within the arts, political activism, and theology. (4)

RELI 241 : Islam in the United States - RL, VW, GE

An introduction to the history and practices of Islam in the United States. Special attention paid to the intersection of race and gender in Muslim-American communities, the role of immigration in Muslim growth, and contemporary political issues involving Muslims and Islamophobia. (4)

RELI 245 : Global Christian Theologies - RL, VW, GE

Over the last 100 years, Christianity has been shrinking in its European (and Amer-European) historic strongholds and has been growing in Asia, Latin American, and Africa. This course examines writings by various writers who combine a Christian identity with their own cultural context and construct the theologies of the Christian future in Africa, Asia, and Latin America. (4)

RELI 257 : Christian Theology - RL, VW, GE

Survey of selected topics or movements in Christian theology designed to introduce the themes and methodologies of the discipline. RELI 247 for cross-cultural GenEd and RELI 257 for alternative perspective GenEd. (4)

RELI 287 : Special Topics in Religion

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

RELI 299 : Religious Literacy and Healthcare - RL, VW

Students will be introduced to general history, concepts, and themes of study relative to health and the body, within the broad field of Religion. This course will explore how four major religious traditions employ religious language and ideas to assist in their unique understanding of the body, human health, and illness. Students will build practical vocabularies and transferable analytical skills, and reflect critically upon the role of religion in health-related topics including, but not limited to: narratives of disease and illness, personhood and embodiment, patient/professional relationships, and death and dying. Key subtopics may include gender, sexuality, abortion, suicide and physician-assisted suicide, organ donation, and aging. (4)

RELI 299A : Religious Literacy and Healthcare I - RL, VW

Students will be introduced to general history, concepts, and themes of study relative to health and the body, within the broad field of Religion. This course will explore how two major religious traditions (Native American religions and Buddhism) employ religious language and ideas to assist in their unique understanding of the body, human health, and

illness. Students will build practical vocabularies and transferable analytical skills, and reflect critically upon the role of religion in health-related topics including, but not limited to: narratives of disease and illness, personhood and embodiment, patient/professional relationships, and death and dying. Key subtopics may include gender, sexuality, abortion, suicide and physician-assisted suicide, organ donation, and aging. (2)

RELI 299B : Religious Literacy and Healthcare II - RL, VW

Students will be introduced to general history, concepts, and themes of study relative to health and the body, within the broad field of Religion. This course will explore how two major religious traditions (Islam and Christianity) employ religious language and ideas to assist in their unique understanding of the body, human health, and illness. Students will build practical vocabularies and transferable analytical skills, and reflect critically upon the role of religion in health-related topics including, but not limited to: narratives of disease and illness, personhood and embodiment, patient/professional relationships, and death and dying. Key subtopics may include gender, sexuality, abortion, suicide and physician-assisted suicide, organ donation, and aging. Prerequisite: RELI 299A. (2)

RELI 330 : Hebrew Bible Studies - RL, IT

The Hebrew Bible has been very influential for the development of three major monotheistic religions and has authoritative status for Judaism and Christianity. It has also left an indelible impact on secular culture. Courses under this designation may have a thematic focus, i.e. the prophets, psalms, wisdom literature, etc., and/or a topical focus, i.e. gender, sexuality, storytelling, mythology, etc. All courses read the text carefully, examine archaeological evidence, consider historical and cultural context, and analyze the formation of religious concepts before making responsible interpretive choices for both secular culture and living religious traditions. May be repeated for credit with different topic (up to 8 credit hours). (4)

RELI 331 : New Testament Studies - RL, IT

Major areas of inquiry: intertestamental, synoptic, Johannine, or Pauline literature, or New Testament theology. May be repeated for credit with different topic (up to 8 credit hours). (4)

RELI 342 : City of Gods: Ordinary Life and Religion in Late Antiquity - RL, VW

This course investigates the nature of religion in the late Roman Empire in regional, indigenous, mono-, di-, and poly-theistic systems, focusing on layers of life infused with distinctly religious significance: (1) family, (2) city, and (3) empire. Course content includes origin stories; operations of nature; locale and legitimacy of authority; ritual; forms and places of worship; definition and basis of moral behavior; public order; the body and sexuality; the nature of divinity; health; fertility; and death and the afterlife within the historical framework of Late Antiquity, broadly dated from the 4th century CE through the 7th century CE. (4)

RELI 361 : Church History Studies - RL, IT

Special topics course. 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. May be repeated for credit with different topic (up to 8 credit hours). (4)

RELI 364 : Theological Studies - RL, VW

Special topics course. Selected topic or movement within Christian theology. RELI 344 for cross cultural GenEd and RELI 354 for alternative perspective GenEd. May be repeated for credit with different topic (up to 8 credit hours). (4)

RELI 365 : Climate Justice - RL, VW

This course offers in-depth exploration of how religious communities and religious leaders are responding to anthropogenic climate change and how the study of religion and theology shed light on political and moral debates on the issue. Special attention is paid to Christian perspectives, but texts are included from other religious traditions and from multiple global, racial, and socio-economic contexts. Students will create a research-based final project developing and defending a response to climatic change and global injustices. (4)

RELI 366 : Race, Gender, and Christianity - RL, VW, GE

This course examines the intersection of race, gender, and Christianity. We will study a variety of movements and religious writings to uncover how Christians have both supported and resisted dominant understandings of race and gender. Topics may include the civil rights movement, liberation theology, Christian feminism, and womanist theology. Students will learn academic methods in the study of religion and use those tools to conduct a major research project. (4)

RELI 367 : Major Religious Thinkers, Texts, and Genres - RL, VW

Special topics course. In-depth study of major figures, texts, or genres in Christian traditions, focusing especially on the

theology and religious thought of Christianity. Topics in RELI 347, RELI 357, and RELI 367 may include Journeys Toward Faith, Process Theology, Liberation Theology, and Death and the Afterlife. May be repeated for credit with different topic (up to 8 credit hours). (4)

RELI 368 : Feminist, Womanist, Latinx, and Queer Theologies - RL, VW, GE

A study of major Christian theological themes and issues through global perspectives on gender and intersectional identities. This course considers texts from 1666 to today, a long history of women engaging Christian theology and scripture in their work for social and religious liberation. This course explores a diversity of theological voices across race, gender, culture, politics, and economics. By comparing theologies, methods, and sources, we observe how experience forms new foundations for conceptions of God, salvation, human nature, evil, and social change. (4)

RELI 390 : Topics in Comparative Religions - RL, IT, GE

Special topics course. 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. May be repeated for credit with different topic (up to 8 credit hours). (4)

RELI 393 : Topics in Comparative Religions - RL, VW, GE

Special topics course. 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. May be repeated for credit with different topic (up to 8 credit hours). (4)

RELI 396 : Health, Healing, and Religious and Cultural Diversity - RL, VW, GE

An exploration of diverse religious and cultural traditions and their role in health and healing. This course explores how religious traditions shape one's understanding of the origins of illness and the path toward healing. Emphasis is placed on how a better awareness of religious and cultural diversity can inform medical practice and work in caring professions such as social work, education, and nursing. (4)

RELI 397 : Indigenous Religions and Cultures of the Pacific Northwest - RL, VW, GE

This course explores the religious and cultural diversity of Indigenous communities in the Pacific Northwest, from Alaska to northern California, and east to northern Idaho. Emphasis is placed on the history and impacts of colonialism; the relationship between Indigenous people and place as reflected in food systems, ceremonies, visual arts, and oral traditions; and the relevance of traditional ecological knowledge in addressing environmental concerns. (4)

RELI 491 : Independent Study

For religion majors only and consent of the department is required. (1 to 4)

RELI 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 4)

RELI 499 : Capstone: Research Seminar - SR

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. (4)

SOCI 101 : Introduction to Sociology - ES

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 210 : Gender and Society - ES

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. (4)

SOCI 230 : The Family

An examination of the institution of the family in the United States, with emphasis on how families are affected by social forces such as the economy, race and ethnicity, gender, and social politics. (4)

SOCI 240 : Social Problems - ES

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 301 : Quantitative Research Methods - QR

An overview of the quantitative research methods social scientists use 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 constructing and administering surveys, analyzing existing data, and planning program evaluations. Required for criminal justice, sociology, and social work majors. Prerequisite: SOCI 101, CRIM 102, or consent of instructor. (4)

SOCI 302 : Qualitative Research Methods

An overview of qualitative research methods in sociology, criminal justice, and social work. Students will learn how to design qualitative research projects, collect qualitative data, and manage and analyze qualitative data. Students will also learn how to manage, analyze, and report findings from the data they collect. Required for criminal justice, sociology, and social work majors. Prerequisite: SOCI 101, CRIM 102, or consent of instructor.

SOCI 309 : Social Stratification

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, CRIM 102, or consent of instructor. (4)

SOCI 332 : Race and Racism - ES

A critical examination of race and racism in the United States. The course will explore the social construction of race and how racism shapes social institutions, such as the economy, education, and criminal justice. Prerequisite: SOCI 101, CRIM 102, or consent of instructor. (4)

SOCI 336 : Deviance

An examination of social norms and the deviation of social norms. We explore power structures that determine what behavior is normative and deviant, the implications for individuals who deviate from norms, and social control structure in place to reinforce conformity. Prerequisite: SOCI 101, CRIM 102, or consent of instructor. (4)

SOCI 387 : Special Topics in Sociology

Selected topics as announced by the department. Prerequisite: SOCI 101 or consent of instructor. (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

An investigation of the American religious scene with particular emphasis on religious group dynamics and processes, how people become religious, and measuring religiosity. This course will examine the interplay between religion and society and focus on how sociologists study religion. Prerequisite: SOCI 101 or consent of instructor. (4)

SOCI 393 : Gender & 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, CRIM 102, GSRS 201, 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 or criminal justice under supervision of a faculty member. Prerequisite: departmental consent. (1 to 4)

SOCI 495 : Internship

Students receive course credit for working in community organizations and integrating their experiences into an academic project. Placements are usually arranged by the student and may include the public school system, private and public social service organizations, criminal justice system agencies, local and state governmental agencies, and businesses. Prerequisite: SOCI 101 and declared major or minor in sociology or criminal justice. (1 to 4)

SOCI 496 : Sociological Theories

An analysis of influential sociological theories of the 19th and 20th centuries with attention to the classic theories of Marx, Durkheim, Weber, DuBois, and Gilman to the recent contemporary schools, and to the underlying patterns of thought which both unite and divide the sociological tradition. Required for senior sociology majors. Prerequisites: SOCI 101 and declared major or minor in sociology. (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 301, 302, and declared major in sociology or criminal justice. (4)

SOCW 101 : Introduction to Social Work and Social Welfare - ES

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 - VW, GE

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 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 290 : Anti-Racism, Diversity, & Equity in SW Practice

In this course, human diversity is broadly explored and defined to include race, ethnicity, culture, nationality, religion, sexual orientation, gender identity and expression, and ability. The course content looks critically at privilege and ways in which a society's cultural practices and structure may oppress, marginalize, and alienate some while enhancing power and privilege of others. (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 325 : Social, Educational, and Health Services in Tobago - VW, GE

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 332 : Research Methods

This course will prepare students to demonstrate basic competencies in the knowledge, values, and skills of research methodology to analyze the social world. This includes problem formulation, research designs, measurement, sampling, interviewing, and critical evaluation of research in social work and the social sciences. Required for social work majors. Prerequisite: SOCI 101. (4)

SOCW 335 : Human Behavior in the Social Environment I - ES

Addresses theories and knowledge of human bio-psycho-social development from birth to young adulthood, including theories and knowledge about the range of social systems in which individual live (families, groups, organizations, institutions, and communities). Interactions between and among human biological, social, psychological, and cultural

systems as they affect and are affected by human behavior. (4)

SOCW 336 : Human Behavior in the Social Environment II

Addresses theories and knowledge of human bio-psycho-social development from early adolescence through late adulthood, including theories and knowledge about the range of social systems in which individual live (families, groups, organizations, institutions, and communities). Interactions between and among human biological, social, psychological, and cultural systems as they affect and are affected by human behavior. (4)

SOCW 350 : Social Work Policy & History

This course will explore how power, privilege, and oppression emphasize political process and global social change in the development of the American welfare state and the profession of social work. Students reflect critically up on the development of social and political policies historically. Students also 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 policy in income assistance, health/mental health, child welfare, homelessness, and services to seniors. (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. May be dual-listed with SOCW 510. Prerequisite: SOCW 335. (4)

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 395 : Social Work & Health Care

This course is designed to provide students with an overview of social work practice in health care settings. Areas of emphasis will include social work practice in acute inpatient care settings, community health clinics, and agencies. Students will consider the historic context of medical social work, trends in both its development and theoretical orientations, present practice opportunities and characteristics, and ways in which professional practice differs across the health care spectrum. Skills required for effective social work practice in varied health care settings, factors impacting such practice, bioethical issues common to contemporary health care practice, and considerations and guidelines regarding the provision of care to diverse populations will be examined. The course will also address recent and anticipated changes in health care - and the role of the social worker within this dynamic context. (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 335, 360. (4)

SOCW 465 : Social Work Practice III: Macropractice - SR

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. Within this course,

students also complete a capstone project in conjunction with their SOCW 481 course taken concurrently. Prerequisites: SOCW 335, 336, 350, 360, and 460. (4)

SOCW 480 : Social Work Practicum 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. In weekly seminar, students integrate the theories and skills from their coursework with experiences in their field settings, applying theories of human behavior and the social environment. May be dual-listed with SOCW 576. Prerequisites: SOCW 350 and 360; to be taken concurrently with SOCW 460. Requires consent of instructor. (4)

SOCW 481 : Social Work Practicum II

Continuation of SOCW 480. Practicum in social work consists of 460 hours of progressive growth in a professional setting and this course is the culmination of this effort. 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 respond to changing contexts and reflect on ways to engage in policy and advocacy practice. Weekly seminar supports student growth in their professional identification and behavior. Must be taken concurrently with SOCW 465. (4)

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. May be dual-listed with SOCW 587. (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 505 : Human Behavior & the Social Environment

This course is designed to introduce students to human behavior in the social environment through a critical race lens as students begin to explore theory and practice with diverse clients in diverse settings. Using a lifespan development framework, students will explore theories, issues, practice considerations, and policies at local, state, federal, and global levels that affect individual, families, groups, organizations, and communities. Concepts of power, privilege, oppression, human rights, and social justice are explored in terms of their effects on service delivery, clinical policy practice, social change, and the well-being of clients at all levels. With a foundation in the ecological systems and person-in-environment perspectives, students will understand how to integrate clinical and policy practice to become change agents at micro, mezzo, and macro levels. (4)

SOCW 510 : Social Work Theory & Practice I

This course provides a foundation and background for social work clinical and policy practice for individual and families. Students will be introduced to the history of social welfare and social policy as well as the development of the social work

profession in the United States. Students will learn about foundational theories and processes for generalist clinical and policy practice (e.g. seco-systems, strengths perspective, problem-solving, policy advocacy) with individuals and families. Content on working with diverse populations will be integrated to assist students in developing clinical and policy practice skills using various anti-racist and anti-oppressive lenses. This course also will assist students in developing a professional self with an integration of social work values and ethics. Skill building will be practiced using role plays, videos, and written assignments in preparing students for their practicum experience in the spring semester. (4)

SOCW 515 : Social Work Theory & Practice II

Students will build on the foundation provided in Social Work Theory & Practice I to explore clinical and policy practice with groups, organizations, and communities. Students will learn about foundational theories and processes for generalist clinical and policy practice (e.g. group process, community organization, policy formulation and analysis) with mezzo and macro groups. Content on working with diverse populations will be integrated to assist students in developing clinical and policy practice skills using various anti-racist and anti-oppressive lenses. Students will continue developing a professional self with an integration of social work values and ethics. (4)

SOCW 525 : Anti-Racism, Diversity, & Equity in Social Work Practice

In this course, human diversity is broadly explored and defined to include race, ethnicity, culture, nationality, religion, sexual orientation, gender identity and expression, and ability. The course content looks critically at privilege and the ways in which a society's cultural practices and structure may oppress, marginalize, and alienate some while enhancing power and privilege of others. Students will explore their own intersecting identities and how awareness of these factors influences delivery of social work practice in healthcare and mental healthcare settings. (4)

SOCW 532 : Social Work Research Methods

Social work relies on careful collection and analysis of quantitative and qualitative data to answer theoretical, empirical, and applied research questions. This course will introduce students to methods of data collection and analysis in social work and provide students with the tools to engage in this central component of scientific inquiry. This course lays the foundation for social research, including an introduction to the scientific method and ethics. Students will learn about several of the most used methods of research in social work; including, experiments, surveys, interviews, field research, single subject design, content analysis, and analysis of secondary data. Research design, conceptualization, and sampling will be covered. Students will apply methods in course assignments and will demonstrate their cumulative learning through preparation of a research proposal using one of the methods. (4)

SOCW 535 : Advanced Social Work Foundations

This course is provided for incoming students into the advanced standing program. The course provides a review of the central social work theories, values, and skills that enhance the understanding of social work assessment and intervention at multiple system levels. Students will also review research methods as well as history and policy underlying the social work profession and social work practice. (4)

SOCW 555 : Social Work in Health Care

This course builds on generalist social work theory and practice with a look at advanced assessment and intervention skills in healthcare settings across micro, mezzo, and macro practice settings. Theory will guide assessment and intervention selection for social work practice in healthcare settings. Issues of diversity and equity in practice will be addressed to meet the needs of multiple constituencies. (4)

SOCW 560 : Mental Health Assessment & Intervention

This foundational course helps students develop a multi-dimensional assessment and intervention framework for clinical social work practice. This course builds on Social Work Theory and Practice from a Racial Justice Perspective and focuses on bio, psych, social, and spiritual assessment and intervention at the individual and family level and includes children, youth, adults, and older adults. The DSM-5 classification system is discussed within the context of social work values and ethics. Several empirically-based assessment tools and intervention techniques that are grounded in social work practice are explored to meet the needs of clients and families from diverse backgrounds. (4)

SOCW 565 : SUD Assessment & Intervention

This course provides a broad understanding of the stages, processes, and effects of substance use disorders, the social and psychological dynamics of substance use disorders, and the social worker's role in prevention, intervention, and aftercare, including recovery and relapse prevention. Students will also learn specific interventions for substance abuse treatment, such as motivational interviewing (MI) and cognitive behavioral therapy (CBT). (4)

SOCW 570 : Comparative Health Care

In this course, students will have the opportunity to visit and learn about health care in another cultural context (abroad or

locally). They will explore different cultural meanings attached to health and well-being, see how healthcare policy is implemented in other contexts and communities, and learn about access to and quality of health care in local and global settings. (4)

SOCW 573 : Policy Practice & Advocacy in Health Care

This course builds on policy content offered in the foundation year and in selected specialist year courses. The course provides students with knowledge, skills, and abilities for understanding the interrelationship between developments in health policy, the health care delivery system, and social work practice. Diversity, inequality, and social and economic justice are continuing themes of study in the specialist year. (4)

SOCW 576 : Foundational Practicum Experience I

This generalist course offers students opportunities to practice with individuals, families, groups, organizations, and communities. Students are assigned to a practicum setting and participate under social work (practicing MSW-degreed social worker) supervision and mentorship in the delivery of social work services. In collaboration with the practicum instructor and supervisor, students will set learning goals tied to the nine CSWE competencies, which include activities such as completing intakes; developing social histories; interviewing; developing intervention plans; and applying critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice. The experience requires a minimum of 320 clock hours. Along with practice in the community, students attend a regular classroom seminar, which provides students with the opportunity to integrate the content in their courses with their practicum experience learning activities. The seminar provides students with an opportunity to explore, question, and process their experiences in their placements. Prerequisite: SOCW 505 and 510. (4)

SOCW 586 : Advanced Practicum Experience II

Students are assigned to a practicum setting (e.g. healthcare, mental healthcare, or social service agency) and participate under social work (practicing MSW-degreed social worker) supervision and mentoring in the delivery of social work services. Building on their foundational skills, students will begin to practice advanced social work skills of assessing, intervening with research-informed practices, and assessing interventions with individuals, families, and groups. The experience is a minimum of 320 clock hours. Along with practice in the community, students attend a regular classroom seminar, which provides students with the opportunity to integrate the content in their courses with their practicum experience learning activities. Students develop a plan to monitor and evaluate their advanced clinical practice in their advanced practicum experience setting. The seminar provides students with an opportunity to explore, question, and process their experiences in practicum related to advanced clinical social work practices. (4)

SOCW 587 : Special Topics in Social Work

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)

SOCW 588 : Special Topics in Social Work

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)

SOCW 589 : Special Topics in Social Work

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)

SOCW 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)

SOCW 596 : Advanced Practicum Experience III

Students continue their advanced clinical practicum experience under social work (practicing MSW-degreed social worker) supervision and mentoring in the delivery of social work services. Building on their advanced practice skills, students will continue to practice advanced social work skills of assessing, intervening with research informed practices, and assessing interventions with individual, families, and groups. The experience is a minimum of 320 clock hours. Along with practice in the community, students attend a regular classroom seminar, which provides students with the opportunity to integrate the content of their courses with their practicum experience learning activities. Students develop a plan to monitor and evaluate their advanced clinical practice in their advanced practicum experience setting. The seminar provides students

with an opportunity to explore, question, and process their experiences in practicum related to advanced clinical social work practices. Students have the opportunity to prepare and present a capstone project to document their learning and skills related to the specialized competencies of the program. Students will also develop a professional resume and explore the MSW job search and licensing process. (4)

SOLU 101 : Southern Lushootseed: Introduction to Oral Language - VW, GE

Introduction to Southern Lushootseed language. Fundamentals of sound system, grammar, and basic speaking and listening comprehension, as well as cultural dynamics of the language and its users. (4)

SOLU 102 : Southern Lushootseed: Oral Language Dialogue - VW, GE

Continuing development of basic vocabulary, grammar, and speaking, with additional emphasis on dialogue. The course also further develops students' understanding of the cultural contexts of Southern Lushootseed language. (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 307 : Foundations in Special Education

Provides an overview of foundational Special Education concepts, laws, and processes and is taken by all undergraduate education majors. Key content will include historical foundations leading to current laws and policies including ADA, IDEA, and 504, as well as the ways current laws influence policies and processes. This preparatory course will provide a foundation for future discussion and topic exploration in theory and practice. (4)

SPED 342 : Methods of Assessment for Students with Disabilities

Provides the beginning special education candidate with the background, theories, and practice knowledge of assessment. This course will cover the basic core skills, terminology, and practice of assessments and evaluation across all categories of IDEA, using a multidisciplinary approach. Principles of RTI, MTSS, and PBIS will be covered using an embedded case study model. Principles of reducing potential bias will be explored across all categories and methods of assessment. (4)

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 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 409 : Current Trends in Special Education

Provides special education undergraduate candidates with specific, current, and relevant information regarding students with disabilities who required specialized programming. This course will explore topics related to specialized supports and

plans pertinent to academics, behavior, mental health, and social-emotional needs. This course will also cover topics related to transition planning for students and collaboration with outside community agencies. The course will also cover current pertinent issues related to law, policies, and practice. All topics will be covered with a focus on inclusion and evidence-based and culturally relevant practices. (4)

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. (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 454 : Methods and Assessment of Students with Complex Support Needs

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 is included. (3)

SPED 487 : 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 488 : 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 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 500 : Foundations in Special Education

This is a foundational course designed to provide students with a baseline knowledge set of special education. The field of special education is founded on basic principles as well as legal mandates. This course will explore these and provide students with a deeper understanding of the IEP (Individualized Education Plan). (1)

SPED 509 : Current Topics in Serving Students with Disabilities

This course is designed to look at some of the current topics, issues, "problems of practice", and more recent trends in special education and advance solutions and evidence-based practices, such as Universal Design for Learning (UDL), collaboration, inclusion, trauma-informed practices, and culturally-responsive teaching. (1)

SPED 511 : Students with Developmental Disabilities

This course is designed to develop baseline knowledge of various issues related to special education. You will learn about the children and young adults who are placed in related IDEA categories and the various strengths and challenges they bring to the educational table. The course explores what the term "Developmental Disability" means (there are multiple meanings), variation among those with a disability, how to create access while teaching important skills, and collaboration to implement the least restrictive environment. This course addresses terminology that you will need to know in Special Education, including acronyms and process-related knowledge. (2)

SPED 514 : Students with High Incidence Disabilities

High-incidence disabilities make up 80% of the population of students with disabilities and are disabilities that are more commonly served in general education classrooms. This course focuses on developing understanding of perspectives on the learning, school, and classroom experiences of learners with high incidence disabilities. Topics include: characteristics of students with high incidence disabilities such as specific learning disability, attention deficit/hyperactivity, mild intellectual disability, speech and language impairments, and emotional behavioral disorders, the development and implementation of individualized educational plans, instructional strategies, and accommodations. (3)

SPED 515 : Students with Emotional/Behavioral Disabilities

This course is designed to provide students with an overview of working with students who have significant support needs surrounding emotional regulation and challenging behavior. In Washington State, the Emotional Disturbance category is referred to as Emotional Behavioral Disability (EBD). This course will address foundational strategies for supporting children with EBD, including behavior analytic approaches to increasing pro-social behaviors in school. (3)

SPED 516 : Students with Autism Spectrum Disorders

This course is designed to assist you to become familiar with the various issues related to special education. You will learn about the children and young adults who are placed in this IDEA category and the various strength and challenges they bring to the educational table. You will leave with a much better understanding of special education, this particular population, and all of its inherent variability, and its nature as a part of education rather than a separate entity. (2)

SPED 520 : Teaching Students with Special Needs

Introduction and overview of services for students with special needs at all levels. Includes procedural and substantive legal issues in special education, program modification, and classroom management. (2)

SPED 540 : Theory & Philosophy in Behavior Analysis

This course provides the introduction to the philosophical underpinnings of Applied Behavior Analysis and will include the history of the science behind ABA, the main core principles that guide all research, and how research translates into practice. It will also cover the fundamentals of experimental design in applied behavior analytic research. This is the first in a 3-part series that meets the VCS requirements for Behaviorism and Philosophical Foundations as well as Concepts and Principles. This course addresses the Test Content Standards 6th Edition. (3)

SPED 541 : Basic Principles of Behavior

This course is the first in a series of two that covers the Concepts and Principles section of the BACB Test Content Outline. (3)

SPED 542 : Measurement & Experimental Design

This course provides a complete and comprehensive overview of the measurement practices and principles used most in ABA. This course addresses the Test Content Standards 6th Edition. (3)

SPED 545 : Ethics in Behavior Analysis

This course is the first of two in a series designed to meet the VCS requirements for Ethics and Professionalism in ABA. This course will overview ethical behavior and requirements for BCBAs as well as how to conduct their practice as professionals. In particular, this course will address the four core principles of the BACB Ethics Code. (3)

SPED 580 : Foundations and Instructional Strategies for Students with Disabilities

This course is designed to build a strong foundational understanding of the various issues related to special education and provide ways to apply strategies aimed at building inclusive, supportive, and positive classroom environments that are characterized by quality differentiated instruction. (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 - QR

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 - QR

Broad introduction to statistics with an emphasis on statistical literacy, statistical thinking, and computing with R statistical software. Basic sampling methods, experimental design and exploratory data analysis; including, descriptive statistics and data visualization. Parametric and nonparametric methods for inference. Simple linear regression and correlation. May not be taken for credit after MATH/STAT 242 has been taken. (4)

STAT 232 : Introductory Statistics for Psychology Majors - QR

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 242 : Introduction to Mathematical Statistics - QR

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 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)

STAT 342 : Probability and Statistical Theory

Introduction to mathematical probability and its applications. Topics may include: foundations of probability; conditional probability; independence; Bayes' Theorem; discrete, continuous, and multivariate probability distributions; correlation, functions of random variables, moment generating functions, Bayesian and non-parametric inference, convergence of distributions. Cross-listed with MATH 342. Prerequisite: MATH 152 and four hours from STAT 231, 232, SOCI 301, or MATH/STAT 242. MATH 253 (or concurrent enrollment) is strongly recommended. (4)

STAT 348 : Statistical Computing and Consulting

Topics include qualitative data analysis, as well as the use of R statistical software to create data visualizations and to conduct, present, and interpret statistical analyses such as multiple regression and nonlinear (e.g. logistic) regression. Students will learn about issues that arise when working with real data such as data cleaning, data preparation, ethical guidelines for statistical practice, and the logical connections between study design and the appropriate inferences that can be made. Statistical consulting strategies and communication of statistical ideas to nonstatistical clients will guide the course topics as students perform consulting services for peers, faculty, and/or the surrounding community. Cross-listed with MATH 348. Prerequisite: DATA 133, CSCI 144, or MATH 151, and one of MATH/STAT 145, 242, STAT 231, 232, or SOCI 301. Strongly recommended: Prior experience with the programming languages R or Python. (4)

STAT 442 : Statistical Modeling

Continuation of MATH/STAT 242. Introduction to multiple linear regression models, indicator variables, interactions. Uses R statistical software to explore applications of course topics. Topics may also include extensions to generalized linear models, multilevel models, Bayesian inference, or other statistical modeling techniques. Cross-listed with MATH 442. Prerequisites: MATH 331 and any of MATH/STAT 145, STAT 231, 232, SOCI 301, or MATH/STAT 242. (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 : The Theatre Industry - CX

An exploration of live theatre and its many elements; including, the contributions of its writers, directors, performers, designers, technicians, and audiences. (4)

THEA 210 : Acting for Non-Majors - CX

An introductory course to acting for non-Theatre majors. Students perform scenes and monologues and learn about imagination, character, and performance values. (4)

THEA 225 : Running Crew I

A practicum course, students work backstage or in production shops on a faculty-directed production. Repeatable for a maximum of 8 semester hours. (1-8)

THEA 250 : Acting I - CX

An introductory course to acting for Theatre majors and Theatre and Dance minors in which students perform scenes and monologues and learn about scene selection, memorization, imagination, character, and presentation. (4)

THEA 251 : Acting II

A continuation of actor training focusing on preparing audition material, deepening scene study, and exploring script analysis. Prerequisite: THEA 210 or THEA 250. (4)

THEA 252 : Fundamentals of Scenic Design - CX

An introduction to the process used by scenic designers to create a physical environment for the stage. (4)

THEA 254 : Fundamentals of Lighting Design - CX

An introductory examination of the controllable properties of light and their application to the functions of theatrical lighting. (4)

THEA 255 : Theatrical Production - CX

An introduction to the backstage elements of theatre; including, costumes, scenery, props, lighting, and makeup. (4)

THEA 275 : Scenic Painting: Techniques

Color theory and hands-on painting techniques for theatrical productions. (2)

THEA 276 : Scenic Painting: Textures

Painting techniques and texture painting for theatrical productions. (2)

THEA 279 : Hand Drafting

Hand drafting techniques to create light plots or scenic draftings for theatrical applications. (2)

THEA 280 : Computer-Aided Drafting

The use of computers and software to create light plots or scenic draftings for theatrical applications. Prerequisite: THEA 279. (2)

THEA 285 : Costume Crafts and Construction

Costume production techniques, including sewing, use of equipment, knowledge of available materials, dyeing, and 3-D. Prerequisite: Declared Theatre majors or by permission of instructor. (4)

THEA 287 : Special Topics in Theatre

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

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

The study and practice of stage management and its vital role in the theatrical production process. (2)

THEA 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)

THEA 299 : The Profession of Theatre

An introduction of the various elements necessary to prepare for a life in the theatre, including portfolio and audition materials, agents and unions, graduate schools and the profession. (2)

THEA 330 : Script Analysis

Discussion of the ideas, forms, structures, and elements of contemporary plays and musicals. (4)

THEA 345 : Playwriting

Techniques for writing short plays and an analysis of dramatic structure. (4)

THEA 347 : The Vocal Audition

Techniques for choosing and preparing effective audition songs and cuttings for musical theatre. Prerequisite: Musical Theatre BFA or by permission of instructor. (2)

THEA 349 : Acting III

Preparation of auditions for stage, film, and tv; scene work and monologues; and improvisation. Prerequisite: THEA 251. (4)

THEA 350 : Scene Study

Analyzing and performing advanced scenes and monologues. Prerequisite: THEA 349. (4)

THEA 351 : Stage Makeup

Basic techniques in theatrical makeup application including corrective, aging, three-dimensional, and special effects. Prerequisite: Declared Theatre majors or by permission of instructor. (4)

THEA 355 : Lighting Design

A practical application of electrical, programming, and artistic skills needed for theatrical lighting design. Prerequisite: THEA 254. (4)

THEA 360 : Theatre History - ES

A survey of theatre as an institution that reflects history while forming new social values and ideas. (4)

THEA 362 : Musical Theatre History - ES

A survey of Broadway musical theatre as an institution that reflects history while forming new social values and ideas. (4)

THEA 380 : Directing I

The process of analyzing and making choices about scripts, casting, revealing the focus of scenes, and constructing the mood, rhythm, pace and main idea of productions. Prerequisite: THEA 250. (4)

THEA 385 : Musical Theatre Performance: Golden Age

An exploration of singing musical theatre from America's Golden Age in a studio setting. Intended for students with strong singing abilities. Prerequisite: Declared majors and minors within the School of Music, Theatre & Dance or by permission of instructor. (4)

THEA 386 : Musical Theatre Performance: Modern

An exploration of singing musical theatre from America's modern era in a studio setting. Intended for students with strong singing abilities. Prerequisite: declared majors and minors within the School of Music, Theatre, & Dance or by permission of instructor. (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 - ES

A survey of the architecture, interiors, clothing, culture, and aesthetic of the western world through exposure to art, historical documents, and popular perspectives. (4)

THEA 400 : Theatre Rehearsal and Performance

A practicum course, students perform and/or understudy in a faculty-directed production. Repeatable for a maximum of 12 semester hours. (4)

THEA 425 : Running Crew II

A practicum course, students work on intermediate and advanced-level running crew assignments or in production shops on a faculty-directed production. Repeatable for a maximum of 8 semester hours. (1-8)

THEA 450 : Acting Styles

Analyzing and performing styles of acting representing various time periods and genres. Prerequisites: THEA 250 or consent of instructor. (4)

THEA 453 : Costume Design - CX

Development of artistic and technical abilities in the field of costume design incorporating history, patterns, and renderings. Prerequisite: Declared Theatre majors or by permission of instructor. (4)

THEA 455 : Scenic Design

Explores the process used by scenic designers to create a physical environment for the stage through analyzing a theatrical text, formulating and expressing an approach through research, and executing their ideas through models and simple drafting. Prerequisite: THEA 252. (4)

THEA 475 : Design Practicum

A practicum course, students design or assistant design a faculty-directed production. Repeatable for a maximum of 8 semester hours. (1-8)

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. Prerequisite: THEA 380. (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 495 : Internship in Theatre

Internship or cooperative education experiences in the theatre. (1 to 4)

THEA 499 : Capstone - SR

Preparation of portfolios and project work that reflects both academic and practical knowledge gained through the study of theatre. (2)